

HUDSON COUNTY COMMUNITY COLLEGE
70 Sip Avenue
Jersey City, NJ 07306

Regular Meeting – Board of Trustees
Tuesday, October 19, 2021
5:00 P.M., Via Zoom

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Video functionality is available only to members of the Hudson County Community College Board of Trustees and staff as needed.

Topic: HCCC Board of Trustees Meeting

When: October 19, 2021, 5:00 p.m. Eastern Time (US and Canada)

Members of the public may use the following link and join the Zoom Meeting Webinar via Audio-only.

<https://zoom.us/j/96209918829?pwd=d3J1TWVZYXRnUE90K1RNcVRPVHBhZz09>

Passcode: 114482

Telephone: 1 (301) 715 8592

Webinar ID: 962 0991 8829

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Please note that members of the public who dial-in by telephone will not have the ability to speak during *Comments from the Public* and will be in listen mode only.

All microphones for public participants are muted except during the *Comments from the Public* portion of the meeting. If you wish to make comments, use the "*Raise Hand*" notification icon at the bottom of the screen. When you hear your name announced, you may address the Board. After the speaker's time ends, their microphone will be muted to allow others the opportunity to address the Board. Each speaker will participate via audio-only.

AGENDA

I. CALL TO ORDER - FLAG SALUTE

Mr. Netchert

II. ROLL CALL AND RECOGNITION OF VISITORS

Trustees:

Koral Booth – Student Alumni Representative

Joseph Doria

Karen Fahrenholz, Secretary/Treasurer

Adamarys Galvin

Pamela Gardner

Roberta Kenny

Bakari Lee, Vice Chair

William Netchert, Chair

Jeanette Peña

Christopher Reber, President

Silvia Rodriguez

Harold Stahl

- | | | |
|--------------|---|---------------------|
| III. | COMMENTS FROM THE PUBLIC | <i>Mr. Netchert</i> |
| IV. | CLOSED SESSION <i>(The Board of Trustees will determine whether there is a need to go into closed session at the beginning of the meeting. If there is such a determination, an announcement will be made as to where the session will be placed on the agenda.)</i> | |
| V. | REPORTS | |
| | 1. Student Government Association President's Report | <i>Ms. Beebe</i> |
| | 2. All College Council President's Report | <i>Dr. Cronrath</i> |
| | 3. President's Report | <i>Dr. Reber</i> |
| VI. | REGULAR MONTHLY REPORTS AND RECOMMENDATIONS | |
| | 1. Minutes of Previous Meetings | <i>Dr. Reber</i> |
| | 2. Gifts, Grants, and Contracts | |
| VII. | FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS | <i>Dr. Reber</i> |
| VIII. | PERSONNEL RECOMMENDATIONS | <i>Dr. Reber</i> |
| IX. | ACADEMIC AND STUDENT AFFAIRS RECOMMENDATIONS | <i>Dr. Reber</i> |
| X. | NEW BUSINESS | <i>Mr. Netchert</i> |
| XI. | ADJOURNMENT | <i>Mr. Netchert</i> |

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING**

October 19, 2021

CALL TO ORDER

I. FLAG SALUTE

II. ROLL CALL AND RECOGNITION OF VISITORS

Trustees:

Koral Booth, Student Alumni Representative, ex officio	<u>PRESENT</u>
Joseph Doria	<u>PRESENT</u>
Karen Fahrenholz, Secretary /Treasurer	<u>ABSENT</u>
Adamarys Galvin	<u>PRESENT</u>
Pamela Gardner	<u>PRESENT</u>
Roberta Kenny	<u>PRESENT</u>
Bakari Lee, Vice Chair	<u>PRESENT</u>
William Netchert, Chair	<u>PRESENT</u>
Jeanette Peña	<u>PRESENT</u>
Christopher Reber - President, ex officio	<u>PRESENT</u>
Silvia Rodriguez	<u>PRESENT</u>
Harold Stahl	<u>PRESENT</u>

This meeting is called in conformance with the "Open Public Meetings Act." A notice of the meeting of the Board of Trustees was transmitted to all Board members; advertised in The Jersey Journal and The Star Ledger; filed with each office of the Hudson County Municipal Clerks; and posted on the Public Bulletin Boards of Hudson County Community College at 70 Sip Avenue, Jersey City, New Jersey and at the North Hudson Campus, Union City, New Jersey, stating the date, time and place of said meeting.

MEETING INTRODUCTION

This meeting is called in conformance with the Open Public Meetings Act. Members of the public will now have an opportunity to address the Board of Trustees. Comments of each person will be limited to five minutes, including all responses. A member of the public may not provide any portion of his/her five-minute allotment to any other member of the public. Please be aware that the purpose of the public portion of the meeting is for the public to express any ideas, concerns or issues they may have concerning Hudson County Community College. Questions raised to the Board during the public comment period may be referred to the appropriate administrative person(s) at the College for response at a later time.

Any public comments made to the Board, which the Board considers obscene, harassing, or meant to incite, will be prevented by the Board. The person making these remarks may be required to relinquish the remaining time allotted to speak and will be asked to leave the Board of Trustees meeting. Public comments or questions are open to any matters over which the Board has purview and jurisdiction.

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING**

October 19, 2021

III. COMMENTS FROM THE PUBLIC

If you wish to make comments, use the "Raise Hand" notification icon at the bottom of the screen. When you hear your name announced, you may address the Board. After the speaker's time ends, their microphone will be muted to allow others the opportunity to address the Board. Each speaker will participate via audio-only.

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

IV. CLOSED SESSION

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

V. REPORTS

1. *Student Government Association President's Report*
2. *All College Council President's Report*
3. *President's Report*

ATD Coaches: Dr. Mary Fifield and Dr. Rene Garcia

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

VI. REGULAR MONTHLY REPORTS AND RECOMMENDATIONS

1. MINUTES OF PREVIOUS MEETING

The Minutes of the Regular Meeting of September 14, 2021 are herewith submitted to the Board Trustees for approval. (Attachment A).

Recommendation:

It is the recommendation of the President that the Board of Trustees accept the Minutes of the Regular Meeting of September 14, 2021.

2. GIFTS, GRANTS, AND CONTRACTS REPORT – No Grant Report

RESOLUTION:

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees accept Item VI., Regular Monthly Reports and Recommendation 1.

INTRODUCED BY: Bakari Lee

SECONDED BY: Adamarys Galvin

DATE: October 19, 2021

Doria, Joseph	<u>AYE</u>
Fahrenheit, Karen	<u>ABSENT</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

9 Aye _0_ Nay
RESOLUTION ADOPTED

Jennifer Oakley October 19, 2021
Signature of Recorder Date

ATTACHMENT A
ITEM VI - Minutes of Previous Meeting
 Minutes
 Regular Meeting
 9-14-21

HUDSON COUNTY COMMUNITY COLLEGE
Board of Trustees Meeting
Remote Participation via Zoom

REGULAR MEETING – BOARD OF TRUSTEES
September 14, 2021
5:00 P.M.

MINUTES

PRESENT: Koral Booth, Student Alumni Representative (ex officio); Joseph Doria; Karen Fahrenholz; Adamarys Galvin; Pamela Gardner; Roberta Kenny; Bakari Lee; William Netchert; Jeanette Peña; Christopher Reber (ex officio); Silvia Rodriguez; and Harold Stahl

Counsel to the Board: David Blank, Esq. for Scarinci & Hollenbeck

I. CALL TO ORDER - FLAG SALUTE

II. ROLL CALL

III. COMMENTS FROM THE PUBLIC – There were no comments from the public.

IV. CLOSED SESSION - None

V. REPORTS

1. Student Government Association President's Report

President Reber offered the following remarks.

Joining us this evening is Angel Beebe, this year's President of the Student Government Association.

Angel is majoring in chemistry and will graduate next May. She serves on the leadership team of the HCCC Chapter of Phi Theta Kappa International Honor Society and is a member of the College's chapter of the National Society of Leadership and Success, among many other involvements. Angel's professional goal is to become a forensic chemist specializing in toxicology so that she "can be the voice for those who cannot tell their story."

Congratulations, Angel, and welcome!

Student Government Association President Angel Beebe offered the following report.

Good evening, Board of Trustees, Dr. Reber, faculty, students and guests. My name is Angel Beebe, and I will be presenting the SGA President Reports for the Fall 2021 and Spring 2022 semesters.

To briefly introduce myself, since I am a new face to many, I am a Chemistry major anticipated to graduate in May 2022. I serve on the leadership teams of Phi Theta Kappa, as a member of HCCC's Chapter of the National Society of Leadership and Success, Bridge to the Baccalaureate Program, and, of course, now as the President of SGA. My passions are centered around being the student voice at HCCC. As a student myself, I understand the struggles one may face while being in college. My future plans are to be a

Forensic Chemist with a discipline in toxicology, where I can be the voice for those who cannot tell their story.

SGA is continuing our search for new E-board members and would love to have recommendations, from faculty and staff, of students they believe are great leaders who would make a lasting impact in the SGA.

Following the previous E-board's work, we remain dedicated to continuing the work that we have accomplished so far, including the Re-entry Program, STEM Mentorship Program, and the Mental Health Awareness program. These efforts are still underway and we are so excited for the HCCC community to see how they evolve!

The Re-entry Program started as a way to provide previously incarcerated or currently incarcerated individuals with a second chance for education. This program is set to start this month.

The STEM Mentorship Program is being led by alumnus and Spring 2021 Valedictorian, Pedro Moranchel. The program will provide Hudson County Middle School students with opportunities to have access to free tutoring in STEM-related subjects.

The Mental Health Awareness Program was devised to assist students with mental health resources while at Hudson. While we are working on these main projects, our E-board will continue to work on multiple other initiatives that members are passionate about.

SGA is happy to offer our Student Voice form, which allows students to anonymously inform SGA about their concerns, and to share their inputs and compliments. SGA is also hoping to continue the monthly *Table Talk Series* to inform students about our projects and to have open dialogue with our HCCC community.

Thank you for your time. I look forward to working with all of you this academic year. I am happy to answer any questions and accept any ideas you may have.

2. *All College Council President's Report*

All College Council President Dr. Peter Cronrath offered the following report.

Good evening, Trustees.

As the semester is underway, and with the impact of Hurricane Ida on many of the students, faculty, and staff at HCCC, the All College Council's report is to identify areas of improvement and create actionable steps toward greater success in and out of the classroom. We would also like to take a moment to remember the impact of September 11, and the on-going need for community strength and rebuilding.

The following are the standing committee reports:

College Life Committee

A Paint and Sip Event for the fall semester is being scheduled for faculty and staff. The event was very successful in the past, bringing people together to share some laughs.

Steps for Wellness Fall 2021, to begin later this month, has increased awareness of health and activity throughout the campus community.

The College Life Committee has already started planning for the Spring 2022 Professional Development Day, seeking speakers, setting the theme, and developing workshops in partnership with the Office of Faculty and Staff Development.

Lastly, the Committee was challenged with developing community volunteer programs in which students and faculty can participate, such as park and elementary school clean ups.

Space and Facilities Committee

A priority for the Space and Facilities Committee is to develop and submit a proposal to make it clear how important updating the classroom furniture can be to impact student success and provide a more accessible and welcoming feeling. This is one way to expand on the concept of "*Hudson is Home*."

Revisions of wording on the campus smoking policy are being addressed to include vaping and potential other "smoke" related products.

The Committee has requested another updated review of the future Academic Tower plans. To create transparency and get HCCC community input, a campus-wide review of the plans for the Academic Tower will hopefully occur in the upcoming months. As a larger aspect of the Tower review, the Space and Facilities Committee would like gender neutral bathrooms as something for the College to consider and commit to, with a potential resolution on such designs. Other policy reviews include Office Space Allocation and Parking.

Lastly, working with Director of Cultural Affairs for DEI Michelle Vitale and potential outside consultants, the committee was challenged with locating potential areas for adding "Green Spaces" to the campus, such as a community garden that could contribute fruits and vegetables to the *Hudson Helps* Food Pantry.

Development and Planning Committee

Continuing their directives to expand on fundraising opportunities, the Development and Planning Committee is hoping that some members can contribute new ideas to fundraising opportunities. This aligns with other committee charges such as the planning of the new Tower, *Hudson Helps* Food Pantry and supplies, and creating more green spaces.

Additional scholarship opportunities for students are also being researched.

Technology Committee

The Technology Committee is continuing to implement the Pilot Program of Technology Needs for Student Success, working with the ITS department.

Student and faculty surveys on Classroom Technology, and addressing the needs of the College community, are being created to determine whether there are any deficiencies not being addressed.

Lastly, the Technology Committee is working with ITS to explore wireless printing options. The current print management program, PaperCut, has been renewed for one more year, providing ample time to test and explore other options using software across the campus.

Student Affairs Committee

The Student Affairs Committee is working with the *Hudson Helps Resource Center* to create partnerships with local daycares in order to expand on a childcare voucher program.

Similarly, the Committee seeks to improve communications/marketing about *Hudson Helps*, support services, and new sites for parking to address continuing needs as the College resumes in-person classes at a greater capacity.

Lastly, the Committee is trying to identify and possibly expand services for our Veteran student population.

Academic Senate

The Faculty Senate held elections for a Chair and Secretary. Karen Hosick, Instructor of Health Sciences and Fatma Tat, Instructor of STEM, were elected as Co-Chairs of the Academic Senate with Jihan Nakhla, Instructor of Health Sciences as Recording Secretary. I am confident they will provide excellent leadership.

Additional elections will be held for representatives of the Academic Senate to sit on the following committees to enhance transparency between the All College Council and each of the academic divisions. The four committees are Curriculum and Instruction; General Education; Assessment; and Online Learning.

One primary objective of the Senate is to review HCCC's Academic Integrity policies and how procedures of reporting violations occur. Many colleges and universities have Academic Integrity Boards, which could be a consideration for implementation at HCCC. Additionally, different Academic Integrity software programs are being explored to assist faculty and students in this area.

New Business

At the next All College Council General Meeting, Dr. Darryl Jones will present updates to five existing college policies in order to remind and refresh the community of the professional and procedural work that takes place at HCCC in order to achieve student success.

Thank you.

1. President's Report

President Reber offered the following remarks.

Good evening, everyone.

Over the last few days, all of us have reflected deeply on the twentieth anniversary of 9-11.

Please join me in a moment of silence to remember and honor those who lost their lives, their family members and loved ones, heroic first responders, and all who were – and all who remain – victims of this and subsequent related tragedies.

Moment of Silence

President Reber resumed his remarks.

Thank you.

Peter and Angel, thank you for your leadership and your reports.

Angel, congratulations again on your selection as this year's President of the Student Government Association! We look forward to your reports at our monthly meetings of the Board of Trustees, and your leadership and advocacy for students.

Today, we celebrate the completion of our 2021-24 College Strategic Plan. Entitled "*Hudson is Home!*," the plan is dedicated to our students – past, present and future. Trustees, your approval of this plan today will mark a milestone in the evolving Hudson County Community College story.

The plan is the work of – and is owned by – all members of the HCCC community. It is organized and aligned around the College's updated Mission, Vision, and Values Statements; Board of Trustee Goals; Academic Master Plan; Student Success Action Plan; and Diversity, Equity and Inclusion Action Plan.

Trustees, thank you for your involvement in and support of the planning process over the past 18 months and beyond. We also thank members of the Core Planning Team, and hundreds of other members of the HCCC family and beyond, for their engagement, insight, and countless contributions of time and talent during the planning process. I want to particularly thank our former colleague, Dr. Eric Friedman; Vice President for Academic Affairs, Dr. Darryl Jones; Executive Director of Institutional Research and Planning, John Scanlon; Director of Communications, Jennifer Christopher; and, especially, Dean of Academic Affairs and Assessment, Dr. Heather DeVries, who has led and guided the college-wide planning process over the past year.

These and so many other colleagues, students, alumni and friends have provided stellar input and support that has resulted in "*Hudson is Home!*," our blueprint for continued success and excellence as one of the nation's leading and most diverse urban community colleges.

Today, we are pleased to introduce two new members of the HCCC family. We welcome Matthew LaBrake, Executive Director of the Center for Online Learning; and Katherine Morales, Inaugural Director of the Hudson Helps Resource Center.

We also welcome our valued colleague, Joseph Caniglia, to his new leadership role as Executive Director of the North Hudson Campus.

I have asked Dr. Jones to introduce Matthew LaBrake and Joe Caniglia, and then Vice President Lisa Dougherty will introduce Katherine Morales.

Darryl Jones offered the following remarks.

Thank you, Chris.

Good afternoon, Trustees.

I am honored to introduce a new member of the HCCC family and re-introduce another.

Matthew LaBrake joined the College on August 30 as the new Executive Director of the Center for Online Learning. Matthew comes to us from Berkeley College of New York/New Jersey and Online Campuses. He holds a Master of Science in Information Science degree with a minor in education from the University at Albany. Since joining us, Matthew has been engaged in a robust onboarding schedule and he has been settling in nicely. We all look forward to his leadership and his contributions to the Center for Online Learning. Welcome Matthew!

Trustees, pending your approval tonight, Professor Joseph Caniglia will assume the role and responsibilities of Executive Director of the North Hudson Campus. Many of you know Joe. He has served the College for many years in multiple capacities (faculty, interim deanships, coordinator, and club advisor for Model UN). Joe is often the first to volunteer for various academic projects, grant writing opportunities, committee assignments, and he is always available to students as an advisor, a mentor or an advocate. We are confident that Joe will continue the hard work, dedication and commitment to the growth of the College and our students. Congratulations, Joe!

I now invite Matthew and then Joe to share remarks with the College community.

Matthew LaBrake offered the following remarks.

Good evening! Thank you, Dr. Jones, Dr. Reber, esteemed members of the Board, and the HCCC community. I appreciate the opportunity to address you here this evening, as well as to serve our students, faculty, and staff as the Executive Director of the Center for Online Learning. I'm thrilled to be here, working alongside such a passionate and knowledgeable group of educators to lead growth, quality, and innovation across the online learning experience at Hudson County Community College.

In the two weeks I have been here, I've been graciously welcomed, and I greatly appreciate the positivity and obvious commitment to student success apparent throughout all of my conversations. I'm excited to have joined an organization that values your mission so deeply, and look forward to collaborating across the College to develop and deliver inclusive, high-quality online programs and services that promote student success, and upward social and economic mobility.

I've been immersed in the world of online learning for the last 13 years in various roles, serving diverse and underrepresented populations of students across K-12 and Higher Education. For me, it's all about the students! Having lived and worked in northern New Jersey for the larger part of my career, including three years spent in Jersey City, I've been rewarded by getting to know our students on a personal level. This is what motivates me to continue working in this vibrant and diverse community, and one of the many reasons for which I was so interested in working at Hudson County Community College. I know the diverse and socio-economically disadvantaged population that makes up our student body, and I'm passionate about making a positive impact in their lives through quality online education.

As I move forward as Executive Director of the Center for Online Learning, I plan to take a user-centric approach to the development of online programs and services. While I have many ideas that I'm eager to share in the months ahead, based on many years of experimentation and research, my vision for the future will ultimately be informed by the

specific needs of our faculty and students. Through a number of strategies, the Center for Online Learning will strive to understand what our stakeholders feel they need to be successful, and implement resources, technologies, training and services to best meet those needs.

Future program development will be based on faculty input, enrollment data, and market research as we work collaboratively with academic divisions to develop both short- and long-term strategies for the growth of online learning at HCCC. Additionally, we will use rubrics and guidelines from national organizations such as Quality Matters and the Online Learning Consortium to identify areas for improvement in the online learning experience, and then collaborate across the College to drive improvement.

In closing, I see endless opportunity for growth, collaboration, and innovation in online learning at Hudson County Community College, and I'm honored to be leading that charge.

Thank you again for your time.

Joseph Caniglia offered the following remarks.

Good evening Trustees, Dr. Reber, Dr. Jones, and the HCCC community.

I want to thank each of you for trusting in me to be the new Executive Director of the North Hudson Campus. I am deeply honored and appreciative to take on this role, which speaks to my passions, skill sets, and guiding principle that all students should have equitable access and an opportunity to thrive.

I have approximately twenty-five years of experience in the field of education, which includes public school experience as a teacher and administrator, as well as approximately twelve years' experience in higher education serving as a Professor of English and Developmental Education, as well as an administrator. I received my Master's Degree in Education and Reading from New Paltz University. In addition, I have a Post Master's Certificate in Higher Education Administration from Grambling State University, where I am currently pursuing my doctorate in Higher Education Administration.

I personally believe that all students deserve the opportunity to receive a college education. In addition, I believe passionately in the transformation of education. As HCCC's new Executive Director, I will collaborate with staff and all members of the North Hudson and Jersey City campuses to support and encourage students to excel in their academic and personal careers. It is an honor and pleasure to be working with everyone to continue to improve relationships with the entire College community to enhance student persistence, success, and graduation rates.

Thank you.

Lisa Dougherty offered the following remarks.

Good evening, everyone.

Welcome, Matthew, and congratulations on your new role, Joe.

It is my honor to introduce you to a valued member of the Division of Student Affairs and Enrollment. As you know, over the last three years our *Hudson Helps Resource Center* has evolved from just a concept to a physical space that is now bustling with activity. And I am pleased to introduce its Inaugural Director, Katherine (Kat) Morales.

Kat graduated from Rutgers University New Brunswick with a Bachelor's degree in Psychology and a minor in Cognitive Neuro Science. She also holds a Masters of Social Work degree from Rutgers University. In addition, she is a licensed Bilingual and Spanish Social Worker. Since joining us in June, Kat is already making an impact. I am very confident that her experience with case management, her caring demeanor, and her commitment to our students, will bring the *Hudson Helps Resource Center* to great new levels.

Please join me in welcoming Katherine Morales. Kat, I invite you to share a few words with our Board of Trustees and HCCC community.

Katherine Morales offered the following remarks.

Thank you, Lisa. Good evening, Trustees, faculty and staff. I would like to thank you for allowing me this opportunity to elaborate on the *Hudson Helps Resource Center*, which I have the wonderful privilege of directing. Outside of the Resource Center, we have two food pantries, one in Journal Square, the other in North Hudson. We also have our Career Closet, through which students will be able to get beautiful clothes that were donated to us. They can keep and use the clothes for graduation, a job interview or any professional service as well.

We also have space for our community partners. We hope to host a community partner every week, which will provide service to our students for free as well. We will also partner with mental health and wellness agencies through the Resource Center. So, thank you, again. It is a privilege to be here.

President Reber resumed his remarks.

Thank you, Darryl and Lisa, and congratulations and welcome, Joe, Matt, and Katherine.

Trustees and colleagues, as you are aware, Hudson County Community College was recently awarded a nearly \$3 million, five-year Title V Grant from the United States Department of Education.

The grant will fund a transformational project that includes the development of an English as a Second Language Pathway Academy, the comprehensive redesign of ESL student support services through the development of an ESL Resource Center, and faculty and staff professional development focused on issues of equity, inclusion, and the adult learning needs of English language learners, among other initiatives. Titled "The Golden Door/La Puerta Dorada," the project is wonderfully aligned with the College's goals and overarching priorities of student success, and diversity, equity and inclusion.

I have invited Dean of Academic Affairs and Assessment, Dr. Heather DeVries, and Associate Dean of English and ESL, Jenny Bobea, to discuss the project.

Heather DeVries and Jenny Bobea offered the following remarks regarding their Powerpoint presentation: [The Golden Door/Puerta Dorada Project Funded by Title V Grant.](#)

Jenny Bobea

Thank you, Dr. Reber. Good evening, Trustees, colleagues, and members of the Hudson County community.

I am so thrilled to be discussing this transformational project with you, which will no doubt change the landscape of HCCC's ESL education for years to come. As Dr. Reber mentioned, this is a project that is well aligned with the College's goals and overarching priorities and I hope to lend a bit of context to and highlight some of its most salient features for you this evening.

I want to begin this discussion by sharing one of my most memorable moments of the past pandemic year that tells the story of an ESL student's journey.

In May of 2020, in a huge undertaking by Veronica Gerosimo and her team, I joined many volunteers from across the college on campus, packing graduation boxes to be sent to the graduates in celebration of their huge accomplishment. I looked at all the names as I packed, eager to recognize one of my own students and send a personal note. I recognized a few former Honors students, as I expected, but I suddenly came across a box for a student whose name was uniquely spelled and I realized I had seen the name before. Ten years prior, in a Beginner ESL course.

It's hard to describe the excitement I felt writing a note for that student who I knew had surmounted some incredible obstacles and achieved her dream of a college degree, having started it a decade ago and, at the time, without the ability to utter one word of English. I distinctly remember our conversations outside of the classroom in Spanish to ensure that she understood key information such as the add/drop deadlines or simply fielding questions about where to find career assistance.

I share this story because it was a happy moment and what we as educators consider one of the most rewarding moments to experience – to see a student achieve success. But it was also tinged with a slight sadness. Sadness that this student was one of only a tiny fraction of students that would ever see this day, and that it took an entire decade to achieve her dream.

You see, 65 to 75 percent of our enrolled ESL students begin like my former ESL student, very early beginners in ESL with immensely diverse needs: some are like Yenifer, incredibly motivated but very recently immigrated to this country and needing basic supports. Some lack literacy skills in their own native language, as they are sometimes learning an alphabet for the first time in a foreign tongue. And some even hold advance degrees in their native countries, perhaps acquiring English as a third or fourth language.

To add to the diversity of needs, the data collected for this project proposal shows that many of these students begin with different goals in mind for what they will do once they master the English language. Even so, all of these students, with varying goals and different needs, currently begin in a one-size-fits-all, rigorous, academic ESL program. A sobering statistic for the diverse early beginner student population is that only a range of zero to 3.1 percent of those students enrolled ever make it to graduation. Yenifer was truly a rare gem, and a student who was driven to obtain a college degree, even without the support of Pell funding, which was exhausted by the time she graduated.

But what of that potential 97% of beginner ESL students and their goals? For a long time now, we have brainstormed how to better, more holistically support our beginner ESL

students, who might have different goals for learning English, and who often encounter even more challenges than a typical college student. And *that* was at the heart of this project proposal.

I want to acknowledge the many representatives from across the College, from faculty and staff in the English/ESL Division to Continuing Education and Career and Transfer, who put their heads together to focus on redesigning and realigning the ESL program to better meet the diverse needs of our English language learners.

This project's aim is to disaggregate and give specialized support to ESL students, so that they can complete their English language education in an environment that is *intentionally designed* to enable their success and a heightened progression through the sequence as well as ensure that they are well-prepared to navigate academic courses.

To give an overview of how the grant will be used to significantly redesign the program, especially at the beginner levels, I want to outline the project's three main activities.

First, the creation of the ESL Pathway Academy. This pathway, which will complement our recently implemented ESL Proficiency Certificate, involves curriculum redesign at the beginner levels; a summer bridge program; revised placement and testing protocols; more in-class support; and workforce development education. It is intended to really hone in on ensuring that students are accurately placed, fully advised, and well-prepared to enter an academic program.

Second, the establishment of an ESL Resource Center, which will provide students with tutoring, academic coaching, peer mentoring, instructional technology support, and will boost bilingual staffing to further support students like Yenifer, who need to process information in their own language in the early stages of learning English.

And the third activity is the implementation of robust faculty and professional staff development to offer our full-time and adjunct faculty training activities specific to English language learner needs as well as career development programming to infuse in the College Student Success course curriculum.

Each of the activities addresses larger issues that have made it challenging in the past for HCCC to achieve its mission of being a premier community college. To that end, the project has four clear goals that align directly with these activities.

These four goals will guide the activities and the leading indicators that we will measure along the way to ensure we're on track to meet our goals.

Over the course of five years, beginning on October 1, 2021, the project timeline provides us with a map of just how we will achieve the intended goals. The objectives and outcomes are clearly defined and also aligned with our institutional goals and larger initiatives at the College.

And here I'll turn the presentation over to Dr. Heather Devries to add a few comments regarding the alignment of these objectives and the expected outcomes.

To wrap up the discussion, I'd like to say that there is enormous excitement around getting this underway. Our first couple of meetings have been full of enthusiasm and eagerness to improve upon the way in which we serve our ESL student population.

I am grateful for the opportunity to present the overview in this forum and I look forward to being part of the initiative. Thank you!

Dr. Heather Devries offered the following remarks.

Thank you, Jenny.

The objectives of the Title V grant closely align with much of our strategic planning to date. As you can see on this slide, the bulk of the work is occurring in Year 1 with robust assessment and tracking. At its core, the objective of the Title V grant is to improve persistence, retention and completion rates among ESL students. This aligns directly with Priority 1 of our Student Success Action Plan, which is focused on improving and moving the needle on those key student success metrics and closing the equity gaps in persistence and completion rates among ESL students.

In the Title V grant, this is being achieved through redesigning and aligning curricula, reviewing intake and placement procedures, instituting intensive and proactive advisement practices, taking a look at College Student Success and leveraging what we know from the literature about the efficacy of College Student Success courses.

In addition, through the development of an ESL Resource Center that provides wraparound supports across a variety of dimensions, the Title V project proposal also aligns with the second priority of our Student Success Action Plan, which is focused on creating a culture of care that supports students in persisting.

The third activity of the grant, which focuses on offering professional development through a DEI lens, aligns with the overarching objective of our student success work of closing equity gaps, and aligns with the objectives of the new DEI Action Plan developed by the President's Advisory Council on Diversity, Equity and Inclusion and the newly formed Office of DEI.

Perhaps how it aligns best, though, is the holistic approach it takes. The Project and its objectives address and support students' success from every angle.

This slide highlights the ambitious, but achievable, goals of the project. These targets of 61% and 10.1% fully align and support the goals established in other plans.

There are many other connections between the Academic Master Plan, the new Mission, Vision, and Values statements, the Board of Trustee Goals – more than time will permit us to dive into – but before concluding, I want to note that the objectives of the Title V project align with all of the strategic directions and multiple initiatives within each strategic direction in the 2021-24 *Hudson is Home!* Strategic Plan that is before the Board of Trustees this evening for consideration.

President Reber resumed his remarks.

Thank you, Heather and Jenny.

Trustees, this concludes my report.

VI. REGULAR MONTHLY REPORTS AND RECOMMENDATIONS

1. *Minutes of the Regular Meeting of August 10, 2021*
2. *Gifts, Grants, and Contracts Report*

The College has received the following grant awards:

TITLE: Title V - Developing Hispanic Serving Institutions (DHSI): "The Golden Door – La Puerta Dorada" Project

AGENCY: United States Department of Education

PURPOSE OF GRANT: The DHSI Program provides grants to assist Hispanic-Serving Institutions (HSIs) to expand educational opportunities for, and improve the academic attainment of, Hispanic students. DHSI Program grants enable HSIs to expand and enhance the academic offerings, program quality, faculty quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students, and help large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

COLLEGE ADMINISTRATOR: Heather Devries (Interim); Project Director to be Hired

COLLEGE CONTRIBUTION: \$0

AWARD AMOUNT: \$2,936,967

TITLE: College Readiness Now VIII

AGENCY: Office of the New Jersey Secretary of Higher Education (OSHE)

PURPOSE OF GRANT: To increase college readiness of high school students prior to graduation.

COLLEGE ADMINISTRATOR: Jennifer Rodriguez

COLLEGE CONTRIBUTION: \$0

AWARD AMOUNT: \$54,591.00

Introduced by: Bakari Lee

Seconded by: Silvia Rodriguez

10 Ayes.....0 Nays

Resolution Adopted

VII. FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS 1-6

1. *Resolution Authorizing ITV Upgrades to be Funded by the American Rescue Plan (ARP) Grant*
2. *Resolution Authorizing Purchase of Laptops and Carts to be Funded by the American Rescue Plan (ARP) Grant*
3. *Resolution Authorizing Retention Activities Consultation to be Partially Funded by the American Rescue Plan (ARP) Grant*
4. *Resolution Authorizing Purchase of Network Support Software*
5. *Resolution Authorizing Renewal of Security Software*

6. *Resolution Authorizing Renewal of Association of College and University Educators (ACUE) Partnership.*

Introduced by: Bakari Lee

Seconded by: Pamela Gardner

10 Ayes.....0 Nays

Resolution Adopted

VIII. PERSONNEL RECOMMENDATIONS 1-9

1. RETIREMENTS

First Name	Last Name	Title	Effective Date
Gilda	Darias-Hershberger	Customer Service Coordinator	December 31, 2021
Rosie	Soy	Associate Professor, English	September 1, 2021

RECOMMENDATION: *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Retirements above as Personnel Recommendation Item No. 1.*

2. RESIGNATIONS

First Name	Last Name	Title	Effective Date
Eduardo	Calderon	PC Technician	August 13, 2021
Devlyn	Courtier	PC Technician	September 10, 2021
Kathleen	Meehan-Hart	College Lecturer, Nursing	August 26, 2021

RECOMMENDATION: *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Resignations above as Personnel Recommendation Item No. 2.*

3. APPOINTMENT OF STAFF

First Name	Last Name	Title	Effective Date	Annual Salary
Deliana	Acosta	Social Worker (Grant-funded)	September 20, 2021	\$50,000
Joseph	Caniglia	Executive Director of the North Hudson Campus	September 15, 2021	\$120,000
Angel	Cardenas	PC Technician	September 15, 2021	\$32,000
Angy	Estrada	CTE Career Coach (Grant-funded)	September 15, 2021	\$48,000
Delfin	Ganapin III	Program Assistant	September 15, 2021	\$40,000
Mackenzie	Johnson	Academic Counselor (Grant-funded)	August 23, 2021	\$48,000
Richard	Remoura	Academic Counselor (Grant-funded)	August 23, 2021	\$48,000
Alyssa	Rupnarain	Academic Counselor (Grant-funded)	August 23, 2021	\$48,000
Elizabeth	Ryan	Academic Counselor (Grant-funded)	August 23, 2021	\$48,000
Jennifer	Valcarcel	Director, Transfer Pathways	September 20, 2021	\$70,000

RECOMMENDATION: *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Appointment of Staff above as Personnel Recommendation Item No. 3.*

4. APPOINTMENT OF TEMPORARY FULL-TIME FACULTY, FALL 2021

First Name	Last Name	Title	Effective Date	Annual Salary
Judith	Flinch	Instructor, Nursing (Non-tenured)	August 16, 2021	\$55,434.92

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Appointment of Temporary Full-Time Faculty above as Personnel Recommendation Item No. 4.

5. AUTHORIZATION OF PART-TIME STAFF THROUGH SEPTEMBER 2022, AS NEEDED

First Name	Last Name	Department	Title	Position ID	Supervisor
Joseph	Colicchio	ADJ Academic Support Services Department	Tutor	TUTOR-150505	Pamela Bandyopadhyay
Sarah	Nesheiwat	ADJ Academic Support Services Department	Office Assistant	OFFAST-150505	Pamela Bandyopadhyay
Erika	Ramirez	ADJ Academic Support Services Department	Tutor	TUTOR-150505	Pamela Bandyopadhyay
Prachi	Patel	Business, Culinary Arts, and Hospitality Management	Office Assistant	OFFAST-101030	Ara Karakashian
Soamwattie	Singh	Business, Culinary Arts, and Hospitality Management	BCH Custodial	101030	Ara Karakashian
Emily	Arowosaye	Continuing Education and Workforce Development	PT instructor	PTINST 605020 & 103005	Catherina Mirasol
Arlene	Ganess	Continuing Education and Workforce Development	PT instructor	PTINST-102010	Catherina Mirasol
Michael	Hanna	Continuing Education and Workforce Development	PT instructor	PTINST-103005	Catherina Mirasol
Rihdhi	Shah	Continuing Education and Workforce Development	PT instructor	PTINST-102010	Catherina Mirasol
Joseph	Cummins	English and ESL	Ad-Hoc Scorer	SCORER-101040	Jenny Bobea
Gianny	Suero	English and ESL	Office Assistant	OFFAST-101035	Jenny Bobea
Rishmitha	Talusani	English and ESL	Office Assistant	OFFAST-101035	Jenny Bobea
Hena	Arshad	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Ebram	Mekhail	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Aaron T	Patel	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Romil	Patel	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Raj	Shah	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez
Bhaumit	Viradiya	Information Technology Services	Instructional Lab Assistant	ISTLAB-253025	Diana Perez

Sharon	Sigona	Nursing and Health Sciences	Skills Lab Tutor	PTSLT-101017	Carol Fasano
Tytianna	Jackson	Student Affairs/EOF	Office Assistant	OFFAST-150515	Jose Lowe
Rawan	Moustafa	Student Affairs/Student Life and Leadership	Event Assistant	PTEVAST-701000	Veronica Gerosimo
Natalie	Betancourt	Student Life and Leadership	Event Assistant	PTEVAST-701000	Veronica Gerosimo

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Authorization of Part-Time Staff listed above, as needed, as Personnel Recommendation Item No. 5.

6. APPOINTMENT OF NEW HIRE ADJUNCT INSTRUCTORS

First Name	Last Name	Department
Shripad	Kulkarni	Academic Affairs, Academic Foundations, Mathematics
Denise	Spooner	Academic Affairs, Business, Culinary Arts, and Hospitality Management
Regina	Espino	Academic Affairs, Business, Culinary Arts, and Hospitality Management
Jonathan A.	Brantley	Academic Affairs, English and ESL
Ievgeniia	Lavrenishyna	Academic Affairs, English and ESL
Jonathan	Lehtonen	Academic Affairs, English and ESL
Nan	Silver	Academic Affairs, English and ESL
David	Quiñones-Colón	Academic Affairs, English and ESL
Lishma	Anikow	Academic Affairs, English and ESL
Tristan	Tennery	Academic Affairs, English and ESL
Dennis	Graham	Academic Affairs, English and ESL
Helga	Hauksdottir	Academic Affairs, English and ESL
Geovanni	Castillo	Academic Affairs, English and ESL
Hamideh	Garagharaghi	Academic Affairs, English and ESL
Betul	Tarhan	Academic Affairs, English and ESL
Lukas	Murphy	Academic Affairs, English and ESL
Rafina	Ibragimova	Academic Affairs, English and ESL
Catherine	Alvarez	Academic Affairs, Humanities and Social Sciences
Katelyn	Whelan	Academic Affairs, Humanities and Social Sciences
Maria A.	Daniel	Academic Affairs, Humanities and Social Sciences
Rebeca	Herrero Saenz	Academic Affairs, Humanities and Social Sciences
Carlos	Franco	Academic Affairs, Humanities and Social Sciences
Furen	Dai	Academic Affairs, Humanities and Social Sciences
Armyl	Marquez	Academic Affairs, Nursing and Health Sciences
Derar	Hamoudehd	Academic Affairs, Nursing and Health Sciences
Christina	Sanchez	Academic Affairs, Nursing and Health Sciences
Betty	Merveil-Ceneus	Academic Affairs, Nursing and Health Sciences
Paul	Sorace	Academic Affairs, Nursing and Health Sciences
Crystle	Carter	Academic Affairs, Nursing and Health Sciences
Melissa	Marut	Academic Affairs, Nursing and Health Sciences
Katie	Hemmerlin	Academic Affairs, STEM
Amjed	Hedhli	Academic Affairs, STEM
Swati	Karamcheti	Academic Affairs, STEM
Komla	Harley	Academic Affairs, STEM
Tahar	Dob	Academic Affairs, STEM

Alain	Chahine	Continuing Education and Workforce Development
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RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve New Hire Adjunct Instructors listed above as Personnel Recommendation Item No. 6.

7. MODIFICATIONS TO STAFFING TABLE

Current Approved Title	New Title/ Deleted Title (if applicable)	Incumbent (If applicable)	Salary Adjustment (If applicable)	Effective Date
N/A	Administrative Assistant, Office of Diversity Equity and Inclusion	N/A	N/A	September 15, 2021
CTE Career Coach (Grant-funded)	Perkins Equity Coordinator (Grant-funded)	Connie Silletti-Cafaro	N/A	September 15, 2021
College Lecturer, Nursing	Instructor, Nursing (Tenure-track)	N/A	N/A	September 15, 2021
Customer Service Coordinator	Customer Service Manager	Gilda Darias-Hershberger (anticipated retirement December 2021)	N/A	September 15, 2021
Executive Administrative Assistant	Senior Executive Assistant to the President and Board of Trustees	Alexa Riano	From: \$71,114 To: \$87,000	January 1, 2022
Executive Administrative Assistant	Executive Assistant	Jennifer Oakley (anticipated retirement January 2022)	N/A	January 17, 2022
Executive Secretary	Executive Administrative Assistant	Marcella Williams (anticipated retirement January 2022)	N/A	January 1, 2022

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Modifications to the Staffing Table listed above as Personnel Recommendation Item No 7.

8. RESOLUTION TO APPROVE STUDENT AFFAIRS POLICIES

WHEREAS, the Board of Trustees ("Board") is committed to ensuring regular review and updates of the College's policies; and,

WHEREAS, the President, Administration and Personnel Committee recommend implementation of the Student Life and Leadership Policy, and Career Services Policy; and,

WHEREAS, the Board will delegate to the President the responsibility to develop procedures and guidelines for the implementation of these policies;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the attached Student Affairs Policies.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

9. RESOLUTION TO APPROVE THIRD AMENDED AND RESTATED PRESIDENTIAL EMPLOYMENT AGREEMENT

WHEREAS, the Board of Trustees of Hudson County Community College ("Board of Trustees") and Dr. Christopher M. Reber ("President") are parties to a Second Amended and Restated Employment Agreement ("Seconded Amended Agreement") whereby the Board employs the President to serve as the executive officer of the College for the term of July 1, 2020 through June 30, 2023; and,

WHEREAS, pursuant to paragraph 20 of the Second Amended Agreement, the terms and conditions of the President's employment may be amended as indicated by mutual agreement of the Board of Trustees and the President; and,

WHEREAS, the parties wish to amend the terms of the President's employment to increase his salary for the 2021-22 year and add an additional year to his contract so that the contract runs through June 30, 2024; and,

WHEREAS, the parties memorialized the revisions in a Third Amended and Restated Employment Agreement;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College hereby approve the Third Amended and Restated Employment Agreement in the form annexed hereto.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the recommendations of the President, Administration, and Personnel Committee as outlined above in **Item VIII., Personnel Recommendations 1-9.**

1) Retirement; 2) Resignations; 3) Appointment of Staff; 4) Authorization of Part-time Staff; 5) Appointment of Temporary Full-Time Faculty; 6) Appointment of New Hire Adjunct Instructors; 7) Modifications to Staffing Table; 8) Resolution to Approve Student Affairs Policies; and 9) Resolution to Approve Third Amended and Restated Presidential Employment Agreement.

Introduced by: Karen Fahrenholz

Seconded by: Harold Stahl

10 Ayes.....0 Nays

Resolution Adopted

Attachments for Item VIII., Personnel Recommendation #8:

RESOLUTION TO APPROVE STUDENT AFFAIRS POLICIES

STUDENT AFFAIRS

POLICY ON STUDENT LIFE AND LEADERSHIP

Purpose

The purpose of this Policy on Student Life and Leadership is to ensure that Hudson County Community College (“College”) supports the College’s commitment to the social, cultural, and educational enrichment of the “whole student.”

Policy

The College and its Board of Trustees (“Board”) are committed to providing students with activities and programs, supported by the Student Life Fee, that complement students’ academic activities and development. These activities and programs promote learning through a wide array of organizations, programs, and leadership training.

The College will provide leadership opportunities, promote healthy decision-making, and facilitate life skill development while encouraging students to maximize opportunities through interaction and collaboration. The Board delegates to the President the responsibility to develop procedures and guidelines for implementing this policy. The Office of Student Life and Leadership is responsible for implementing the procedures and guidelines developed for this policy.

Approved: September 2021

Approved by: Board of Trustees

Category: Student Affairs

Subcategory: Student Life and Leadership

Scheduled for Review: October 2023

Responsible Department: Student Life and Leadership

STUDENT AFFAIRS

POLICY ON CAREER SERVICES

Purpose

The purpose of this policy on Career Services is to provide Hudson County Community College (“College”) students and alumni opportunities to gain self-awareness, knowledge, and skills that are essential for professional development in order to be competitive candidates in the job market.

Policy

The College and its Board of Trustees (“Board”) are committed to the career development of students and alumni that advances social equity, economic success, and meaningful careers. The College seeks to contribute to Hudson County and surrounding communities through partnerships with employers that increase access to experiential learning opportunities and jobs. The College will provide programs and services for HCCC students and alumni to support their career development and success.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Center for Academic and Student Success is responsible for implementing the procedures and guidelines developed for this policy.

Approved: September 2021

Approved by: Board of Trustees

Category: Center for Academic and Student Success

Subcategory: Career Services

Scheduled for Review: October 2023

Responsible Department: Center for Academic and Student Success

IX. ACADEMIC AND STUDENT AFFAIRS RECOMMENDATIONS 1-4

1. *Resolution to Approve the 2021-24 College Strategic Plan*
2. *Resolution Authorizing Renewal of Agreement Between Hudson County Community College and West New York Board of Education*
3. *Resolution Authorizing Affiliation Agreement Between Hudson County Community College and The New Jersey Imaging Network for Clinical Experiences in Radiography*
4. *Resolution Authorizing the Suspension of Enrollment in Two Academic Programs.*

Introduced by: Pamela Gardner

Seconded by: Silvia Rodriguez

10 Ayes.....0 Nays

Resolution Adopted

X. NEW BUSINESS

XI. ADJOURNMENT 5:50 P.M.

Introduced by: Joseph Doria

Seconded by: Bakari Lee

10 Ayes.....0 Nays

Resolution Adopted

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

VII. FISCAL, ADMINISTRATIVE, LEASE, AND CAPITAL RECOMMENDATIONS

1. Resolution Approving Award of Sanitation Services

WHEREAS, Hudson County Community College ("College") needs the services of a vendor for solid waste disposal; and,

WHEREAS, pursuant to N.J.S.A. 18A:64A-25.1, et seq., the College publicly advertised and held a bid opening for solid waste disposal services for a term of up to three years; and,

WHEREAS, the College received a single bid in response to the public advertisement from Allegro Sanitation ("Allegro") in the amount of \$235,604 for the three (3) year term, consisting of \$78,535 annually; and,

WHEREAS, the College has determined that Allegro is the lowest responsive and responsible bidder; and,

WHEREAS, the Administration and Finance Committee recommend this award;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College award a contract to Allegro Sanitation of Secaucus, New Jersey, for solid waste disposal services for a three (3) year term as described herein at a total cost not to exceed \$235,604.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the Administration to take such other and further steps necessary to effectuate the purposes of this resolution.

2. Resolution Authorizing Renewal of Document Imaging Software

WHEREAS, Hudson County Community College ("College") needs to renew the license for Laserfiche document imaging software that provides enterprise content management and enables quick integration with College systems; and,

WHEREAS, Laserfiche software allows for an automated process, the elimination of manual data entry, and supports integration with Ellucian Ethos for seamless connection to the College's colleague system; and,

WHEREAS, pursuant to N.J.S.A. 18A:64A-25.5 (a) (19), providing goods or services for the use, support or maintenance of proprietary computer hardware, software peripherals, and system development for the hardware, are exempt from bidding; and,

WHEREAS, Accelerated Information Systems, the sole provider of the Laserfiche software, submitted a proposal to provide the service at a total cost not to exceed \$64,805, which represents no increase from the prior year; and,

WHEREAS, the anticipated term is one (1) year; and,

WHEREAS, the cost of these services will be funded from the operating budget; and,

WHEREAS, the Administration and Finance Committee recommend this award;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College award a contract to Accelerated Information Systems of Hicksville, New York, for document imaging software as described herein at a cost not to exceed \$64,805.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the College's Administration to take all steps necessary to effectuate the terms of this resolution.

3. Resolution Authorizing Renewal of Staff and Faculty Monthly Parking at 808 Pavonia Avenue

WHEREAS, Hudson County Community College ("College") needs to provide additional parking for faculty and staff; and,

WHEREAS, pursuant to N.J.S.A 18A:64A-12 (l), the Board of Trustees of a County College may acquire, lease and use property that is necessary for college purposes; and,

WHEREAS, the anticipated term is Fiscal Year 2022; and,

WHEREAS, SP Plus Parking has submitted a proposal to continue to provide parking spaces at 808 Pavonia Avenue, Jersey City, New Jersey for a total cost not to exceed \$50,000, which represents the same rate and no increase from the prior year; and,

WHEREAS, the cost of the parking lease will be funded from the operating budget; and,

WHEREAS, the Administration and Finance Committee recommend this award;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College approve the lease renewal with SP Plus Parking of Jersey City, New Jersey, at a cost not to exceed \$50,000.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

4. Resolution Awarding Renewal of Maintenance Agreement for Sharp Multifunctional Printers/Copiers

WHEREAS, Hudson County Community College ("College") needs to renew a maintenance agreement for thirty-four (34) Sharp multifunctional printers/copiers; and,

WHEREAS, the College owns the printers/copiers and needs maintenance services only; and,

WHEREAS, pursuant to N.J.S.A. 18A:64A-25.5 (a) (10), specialized machinery or equipment of a technical nature that will not reasonably permit the drawing of specifications, and the procurement thereof without advertising, is in the public interest and exempt from public bidding; and,

WHEREAS, the term for these services is one (1) year; and,

WHEREAS, Sharp Business Systems submitted a proposal to deliver these services at a total cost of \$55,000, which represents no increase from the prior year; and,

WHEREAS, the cost of these services will be funded from the operating budget; and,

WHEREAS, the Administration and Finance Committee recommend this award;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College hereby award a contract to Sharp Business Systems of Montvale, New Jersey, to provide the maintenance services as described herein at a total cost of \$55,000.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

5. Resolution Authorizing Renewal of Subscription Service for Gabert Library

WHEREAS, Hudson County Community College ("College") needs to support student success and student research by providing access to print and online journal subscription articles; and,

WHEREAS, pursuant to N.J.S.A. 18A:64A-25.10, the service is exempt from public bidding as the purchase is being made through an approved cooperative; and,

WHEREAS, the anticipated term is one (1) year; and,

WHEREAS, VALE/NJEdge (part of NJ VALE Consortium) submitted a proposal to provide these services at a total cost not to exceed \$77,770, which represents a 7% increase from the prior year; and,

WHEREAS, the cost of these services will be funded from the operating budget; and,

WHEREAS, the Administration and Finance Committee recommend this award;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College award a contract to VALE/ NJEdge of Newark, New Jersey, to provide the subscription services as described herein at a cost not to exceed \$77,770.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the recommendations of the President, Administration, and Finance Committee as outlined above in **Item VII. Fiscal, Administrative, Lease and Capital Recommendations 1-5:**

1) Resolution Approving Award of Sanitation Services; 2) Resolution Authorizing Renewal of Document Imaging Software; 3) Resolution Authorizing Renewal of Staff and Faculty Monthly Parking at 808 Pavonia Avenue; 4) Resolution Awarding Renewal of Maintenance Agreement for Sharp Multifunctional Printers/Copiers; and 5) Resolution Authorizing Renewal of Subscription Service for Gabert Library.

INTRODUCED BY: Bakari Lee

SECONDED BY: Adamarys Galvin

DATE: October 19, 2021

Doria, Joseph	<u>AYE</u>
Fahrenholz, Karen	<u>ABSENT</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>

Stahl, Harold
Netchert, William, Chair

AYE
AYE

9 Aye 0 Nay
RESOLUTION ADOPTED

Jennifer Oakley October 19, 2021
Signature of Recorder Date

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

VIII. PERSONNEL RECOMMENDATIONS

1. RESIGNATIONS

First Name	Last Name	Title	Effective Date
Manuel	Arroyo	Custodial Supervisor	September 15, 2021
Miriam	Masias	Simulation Lab Coordinator	October 29, 2021
Adriana	Soto	Student Success Coach	October 8, 2021

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Resignations above as Personnel Recommendation Item No. 1.

2. APPOINTMENT OF STAFF

First Name	Last Name	Title	Effective Date	Annual Salary
Mohammed	Ansari	Coordinator, Instructional Technology and Testing	October 25, 2021	\$ 50,000.00
Michelle	DeLaFleur	Librarian	October 20, 2021	\$ 55,000.00
Mariana	Fuentes	Library Associate of Technology	October 20, 2021	\$ 30,000.00
Richwyn	Nicandro	PC Technician	October 20, 2021	\$ 32,000.00
Fariha	Tasneem	CTE Career Coach (Grant-funded)	October 20, 2021	\$ 48,000.00

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Appointment of Staff above as Personnel Recommendation Item No. 2.

3. APPOINTMENT OF TEMPORARY FULL-TIME FACULTY, FALL 2021

First Name	Last Name	Title	Effective Date	Annual Salary
Brian	Lorio	Instructor (Non-tenured)	September 1, 2021	\$ 55,434.92

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Appointment of Temporary Full-Time Faculty above as Personnel Recommendation Item No. 3.

4. AUTHORIZATION OF PART-TIME STAFF THROUGH OCTOBER 2022, AS NEEDED

First Name	Last Name	Department	Title	Position ID	Supervisor
Lucia	De Bellis	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Maria Editha	Guevara	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Karishma	Rivers	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis
Victoria	Rodriguez	Accessibility Services	Notetaker/Reader	READER-150525	Karine Davis

Rodrigo	Bucheli	ADJ Academic Support Services Department	Tutor	TUTOR-150505	Pamela Bandyopadhyay
Inez	Wright	Business, Culinary Arts, and Hospitality Management	Receiving Clerk	RECLERK-101030	Ara Karakashian
Francisco	Blanco	Continuing Education and Workforce Development	PT Instructor	PTINST-103005, 605020, and 102010	Catherina Mirasol
Robert J.	Dowd	Continuing Education and Workforce Development	PT Instructor	PTINST-102010	Catherina Mirasol
Anass	Ennasraoui	Continuing Education and Workforce Development	PT Teacher Assistant and PT Instructor	PTTAST-103005 (Two Positions)	Catherina Mirasol
Riza	Gozcu	Continuing Education and Workforce Development	PT Instructor	PTINST-103005	Catherina Mirasol
Ronald	Hewitt	Continuing Education and Workforce Development	PT Instructor	PTINST-102010	Catherina Mirasol
Robert	Kotlowitza	Continuing Education and Workforce Development	PT Instructor	PTINST-103005 (Two Courses)	Catherina Mirasol
Cynthia	Morrison	Continuing Education and Workforce Development	PT Instructor	PTINST-103005, 605020, and 102010	Catherina Mirasol
Alexis	Muniz	Continuing Education and Workforce Development	PT Instructor	PTINST-102010	Catherina Mirasol
LaVerne	Ploom	Continuing Education and Workforce Development	PT Instructor	PTINST-103005, 605020, and 102010	Catherina Mirasol
Lori	Radcliffe	Continuing Education and Workforce Development	PT Instructor	PTINST-103005, 605020, and 102010	Catherina Mirasol
Keith	Stith	Continuing Education and Workforce Development	PT Instructor	PTINST-102010	Catherina Mirasol
Ismael	Ramos-Penaherrera	Customer Service	Office Assistant	OFFAST-253035	Gilda Darias-Hershberger

Haide	Contla	Early College Programs	Office Assistant	OFFAST	Christopher Conzen
Richard	Charles	Enrollment Services	ENS Support Assistant	ENSASST	Wajia Zahur
Rossella	Lopez	Enrollment Services	ENS Support Assistant	ENSASST	Wajia Zahur
Andrea	Goodwin	Faculty and Staff Development	Office Assistant	OFFAST-252005	Lilisa Williams
Camila	Avalos	Finance	Office Assistant	OFFAST-253015	Zuany Chicas
Cindy	Reyes	Finance	Payroll Assistant	OFFAST-253015	Zuany Chicas
Suhani	Aggarwal	Finance	Office Assistant	OFFAST-253015	Geoffrey Sims
Ariana	Calle	Hudson Helps Resources Center	Career Closet Coordinator	603055	Katherine Morales
Mary	Long	Hudson Helps Resources Center	Administrative Assistant	603055	Katherine Morales
Hollie	Meyer	Human Resources	COVID Office Assistant	OFFAST-253020	Anna Krupitskiy
Raul	Chawaria	Information Technology Services	Network Technician	253025	Hardik Sanghavi
Steven	Gold	Information Technology Services	PC Technician	PCTECH-253025	Kenneth Melewski
Richard	Reynolds	Information Technology Services	PC Technician	PCTECH-253025	Kenneth Melewski
Dauri	Abad Ramirez	Maintenance	Facilities Worker	PTFWK-300510	Mark Murray
Yaritza	Martinez	Nursing and Health Sciences	Office Assistant	OFFAST-101017	Carol Fasano
Gabriella	Araujo	Student Life and Leadership	Peer Leader	PEERLEA-701000	Veronica Gerosimo
Joaziris	Polanco	Student Life and Leadership	Peer Leader	PEERLEA-701000	Veronica Gerosimo
Kamelyn	Santos	Student Life and Leadership	Peer Leader	PEERLEA-701000	Veronica Gerosimo

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Authorization of Part-Time Staff listed above, as needed, as Personnel Recommendation Item No. 4.

5. APPOINTMENT OF NEW HIRE ADJUNCT INSTRUCTORS

First Name	Last Name	Department
Smita	Das	English and ESL
Rohit Kumar	Lanez-Sharma	English and ESL
Judith	Flinch	Nursing and Health Sciences
Miriam	Masias	Nursing and Health Sciences

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve New Hire Adjunct Instructors listed above as Personnel Recommendation Item No. 5.

6. MODIFICATIONS TO STAFFING TABLE

Current Approved Title	New Title/ Deleted Title (if applicable)	Incumbent (If applicable)	Salary Adjustment (If applicable)	Effective Date
PC Technician	Support Analyst	Anthony Deschamps Lawrence Louie Richwyn Nicandro Brian Ribas Willie Shirer	N/A	October 20, 2021
N/A	Senior Audio-Visual Analyst (Grant-funded)	N/A	N/A	October 20, 2021
N/A	ESL Specialist (Grant-funded)	N/A	N/A	October 20, 2021
N/A	Grant Project Director (Grant-funded)	N/A	N/A	October 20, 2021

RECOMMENDATION: The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Modifications to the Staffing Table listed above as Personnel Recommendation Item No 6.

7. RESOLUTION TO APPROVE ACADEMIC AFFAIRS POLICIES

WHEREAS, the Board of Trustees (“Board”) is committed to ensuring regular review and updates of the College’s policies; and,

WHEREAS, the President, Administration and Personnel Committee recommend implementation of the Policy on Academic Programs with Additional Accreditation, Policy on Award of Academic and Transfer Credit, Policy on Credit Hour Assignment, Policy on Grading, and Policy on Standards of Academic Progress and Academic Standing; and,

WHEREAS, the Board will delegate to the President the responsibility to develop procedures and guidelines for the implementation of these policies;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the attached Academic Affairs Policies.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the College’s Administration to take all steps necessary to effectuate the terms of this resolution.

8. RESOLUTION AUTHORIZING MEMORANDUM OF AGREEMENT BETWEEN HUDSON COUNTY COMMUNITY COLLEGE AND THE HUDSON COUNTY COMMUNITY COLLEGE PROFESSIONAL ASSOCIATION

WHEREAS, Hudson County Community College and the Hudson County Community College Professional Association (“Professional Association”) have a Collective Bargaining Agreement for the period July 1, 2017 through June 30, 2022; and,

WHEREAS, Hudson County Community College and the Professional Association memorialized a Memorandum of Agreement (“MOA”) to Article XIII, Section 4, regarding Academic Matters of this Agreement (a copy of which is attached hereto); and,

WHEREAS, the MOA provides for the creation of Assessment Coordinator positions with specific responsibilities related to assessment and with a negotiated compensation structure; and,

WHEREAS, the MOA includes a revised negotiated compensation structure for faculty who serve in coordinator positions for activities related to program, area, or subject coordination; and,

WHEREAS, additional negotiated compensation will be funded by the operating budget; and,

WHEREAS, the President, Administration, Finance and Personnel Committees recommend the implementation of this agreement;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Hudson County Community College that the Collective Bargaining Agreement between Hudson County Community College and the Hudson County Community College Professional Association is amended and modified by the September 30, 2021 Memorandum of Agreement (a copy of which is attached hereto).

BE IT FURTHER RESOLVED that the Board of Trustees of Hudson County Community College authorize the Administration to take all steps necessary to effectuate the terms of this resolution.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the recommendations of the President, Administration, and Personnel Committee as outlined above in **Item VIII., Personnel Recommendations 1-8.**

1) Resignations; 2) Appointment of Staff; 3) Appointment of Temporary Full-Time Faculty; 4) Authorization of Part-time Staff; 5) Appointment of New Hire Adjunct Instructors; 6) Modifications to Staffing Table; 7) Resolution to Approve Academic Affairs Policies; and 8) Resolution Authorizing Memorandum of Agreement Between Hudson County Community College and Hudson County Community College Professional Association.

INTRODUCED BY: Joseph Doria

SECONDED BY: Harold Stahl

DATE: October 19, 2021

Doria, Joseph	<u>AYE</u>
Fahrenheit, Karen	<u>ABSENT</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

9 Aye 0 Nay
*****RESOLUTION ADOPTED*****

Jennifer Oakley October 19, 2021
 Signature of Recorder Date

Attachment for Item VIII., Personnel Recommendation #7:***RESOLUTION TO APPROVE ACADEMIC AFFAIRS POLICIES*****ACADEMIC AFFAIRS****POLICY ON ACADEMIC PROGRAMS WITH ADDITIONAL ACCREDITATION****Purpose**

The purpose of this Policy on Academic Programs with Additional Accreditation is to ensure academic programs at Hudson County Community College (“College”) that hold accreditation by a discipline-specific accrediting agency, in addition to the College’s institutional accreditation conferred through the Middle States Commission on Higher Education (“MSCHE”), provide educational experiences in accordance with the standards established by the discipline-specific accrediting agencies.

Policy

The College and its Board of Trustees are committed to providing high-quality educational experiences and programs.

The College and its Board of Trustees (“Board”) believe that disciplinary accreditation for academic programs, where appropriate, in addition to the College’s institutional accreditation through MSCHE, are indicators of academic rigor, integrity, and quality. The Division of Academic Affairs ensures the College’s adherence to the standards of these additional accrediting agencies in furtherance of providing high-quality and rigorous academic programs.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Division of Academic Affairs shall be responsible for implementing the procedures and guidelines developed for this policy.

Approved: October 2021**Approved by: Board of Trustees****Category: Academic Affairs****Subcategory: Academic Programs with Additional Accreditation****Scheduled for Review: October 2024****Responsible Department: Academic Affairs**

ACADEMIC AFFAIRS

POLICY ON AWARD OF ACADEMIC AND TRANSFER CREDIT

Purpose

The purpose for the Policy on Award of Academic and Transfer Credit is to ensure that academic and transfer credits are consistently awarded to students for recognized credit-bearing courses at Hudson County Community College (“College”).

Policy

The College and its Board of Trustees (“Board”) are committed to recognizing the variety of methods through which students earn academic credit, including the transferability of credits earned at other recognized institutions of higher education. The Division of Academic Affairs shall facilitate the award of academic and transfer credits in a manner that is consistent and that serves to further promote academic integrity.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Division of Academic Affairs shall be responsible for implementing the procedures and guidelines developed for this policy.

Approved: October 2021

Approved by: Board of Trustees

Category: Academic Affairs

Subcategory: Academic and Transfer Credit

Scheduled for Review: October 2021

Responsible Department: Academic Affairs

ACADEMIC AFFAIRS

POLICY ON CREDIT HOUR ASSIGNMENT

Purpose

The purpose of the Policy on Credit Hour Assignment is to ensure that credit hours at Hudson County Community College (“College”) are assigned in a consistent manner across all credit-bearing programs and courses. Consistent assignment of credit hours has implications for students’ ability to transfer credits to other institutions of higher education, for federal and state funding, for the disbursement of financial aid, and for the College’s ability to comply with the standards of its institutional accreditor.

Policy

The College and its Board of Trustees (“Board”) are committed to assigning credit hours in a manner that is compliant with regulations and guidelines promulgated by the U.S. Department of Education; the Office of the Secretary of Higher Education of New Jersey; and the College’s institutional accrediting agency, the Middle States Commission on Higher Education. The assignment of credit hours shall facilitate the delivery of high-quality academic programs and courses that maintain academic rigor in the conveyance of program and course content. The College and its Board charge the Division of Academic Affairs to assign credit hours across the College’s credit-bearing programs and courses in a consistent and compliant manner.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Division of Academic Affairs shall be responsible for implementing the procedures and guidelines developed for this policy.

Approved: October 2021

Approved by: Board of Trustees

Category: Academic Affairs

Subcategory: Credit Hour Assignment

Scheduled for Review: October 2024

Responsible Department: Academic Affairs

ACADEMIC AFFAIRS

POLICY ON GRADING

Purpose

The purpose of the Policy on Grading is to ensure that standards of grading at Hudson County Community College (“College”) relating to grade points per credit hour are clearly communicated and consistently applied. Consistent application of grade points per credit hour has important implications for the award of academic recognition, including scholarships, the function of transfer, the disbursement of financial aid, students’ academic progress, and students’ academic standing.

Policy

The College and its Board of Trustees (“Board”) are committed to the evaluation of students’ academic performance in credit-bearing courses and programs in compliance with clearly established standards that are applied in a consistent manner. They charge the Division of Academic Affairs to promote standards for the application of grade points per credit hour.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Division of Academic Affairs shall be responsible for implementing the procedures and guidelines developed for this policy.

Approved: October 2021

Approved by: Board of Trustees

Category: Academic Affairs

Subcategory: Grading

Scheduled for Review: October 2024

Responsible Department: Academic Affairs

ACADEMIC AFFAIRS

POLICY ON STANDARDS OF ACADEMIC PROGRESS AND ACADEMIC STANDING

Purpose

The purpose of the Policy on Standards of Academic Progress and Academic Standing is to ensure Hudson County Community College (“College”) students are making timely, consistent, and meaningful progress towards their academic credentials.

Policy

The College and its Board of Trustees (“Board”) are committed to fulfilling the College’s mission as an open-access institution and to delivering high-quality and rigorous academic programs and courses. They are also committed to ensuring students make meaningful progress towards completing their academic credentials and adhering to standards representing sufficient academic progress. To this end, the College and its Board charge the Division of Academic Affairs to promote standards of academic progress and academic standing in support of students’ success.

The Board delegates to the President the responsibility to develop procedures and guidelines for the implementation of this policy. The Division of Academic Affairs shall be responsible for implementing the procedures and guidelines developed for this policy.

Approved: October 2021

Approved by: Board of Trustees

Category: Academic Affairs

Subcategory: Standards on Academic Progress and Academic Standing

Scheduled for Review: October 2024

Responsible Department: Academic Affairs

MEMORANDUM OF AGREEMENT BETWEEN HUDSON COUNTY COMMUNITY COLLEGE AND HUDSON COUNTY COMMUNITY COLLEGE PROFESSIONAL ASSOCIATION.

MEMORANDUM OF AGREEMENT

Hudson County Community College ("HCCC") and the Hudson County Community College Professional Association ("Association"), collectively the "parties", hereby enter into this Memorandum of Agreement ("Agreement") with respect to the modification of the parties' Collective Bargaining Agreement for the period from July 1, 2019 to June 30, 2022 ("CBA"). The parties agree to recommend that this Agreement be ratified by the Association. This Agreement will not become binding until fully ratified and executed by both parties. All terms and conditions in the CBA not referenced or modified by this Agreement shall remain in full force and effect.

Article XIII, Section 4 is modified and revised to be replaced by the below provisions, as follows:

Academic Matters

D. Area/Program/Subject Coordinators shall be compensated at the following rate:

- a. 6 credits per academic semester as either overload or course-release time, effective the Spring 2022 semester.
1. Summer coordinator assignments may be entered into by mutual agreement between the Coordinator and Associate Dean of the Division. Coordinators who choose to coordinate in the summer must continue to perform all of their required duties as outlined in Section F of this agreement, but shall not be required to teach or accept special assignments beyond their designated duties. Compensation for summer sessions shall be as follows:
 - a. Summer 1: two (2) credits overload
 - b. Summer 2: two (2) credits overload
2. Additional compensation based on the total number of sections within the Coordinator's program, subject, and/or area shall be as follows:
 - a. 26-49 total sections shall be compensated at one (1) overload credit beyond the base coordination rate, effective Spring 2022.
 - b. 50+ total sections shall be compensated at two (2) total overload credits above the base coordination rate, effective Spring 2022.
3. If a Coordinator accepts a separate second coordinator position, as determined by the Academic Affairs Office (per item E.1 below), it shall be compensated at an overload rate of 6 credits per semester effective Spring 2022, in addition to compensation for the other coordinator position.
4. No Coordinator shall exceed two separate coordinator positions.
 - a. In the event that a faculty member accepts two coordinator positions, no more than one can be utilized as course-release time.

E. The process for selection of Area/Program/Subject Coordinators shall be determined as follows:

1. The decision on the number of Coordinators rests entirely with the Office of Academic Affairs in consultation with the Associate Deans/Directors. All academic programs

and offerings will be overseen by a faculty Coordinator. Notice of openings for Coordinator positions shall be provided in accordance with Section 4.B of this Article, and as more fully set forth herein.

2. When an opening for a Coordinator in a particular division arises, the Associate Dean/Director shall circulate the job responsibilities along with the division's call for nominations at least one month prior to election.
 - a. The official call for nominations and election shall be conducted by the Associate Dean/Director as part of the regularly scheduled division meeting(s) as follows:
 - i. April/May for summer or fall semester coordinator positions.
 - ii. November/December for spring semester coordinator positions.
 - b. The nomination/election processes shall be open to all full-time faculty members within the applicable division. The call for coordinator nominations shall specify the credentials needed, such as degree and teaching experience, in the specified or closely related area. Faculty candidates can self-nominate.
3. Voting for coordinator positions shall be conducted by blind ballot for confidentiality, with a simple majority required for election.
 - a. Faculty within each discipline shall have the right of first refusal for coordinator positions, followed by faculty within the applicable division. Preference will be given to tenured faculty.
4. Elections, Evaluations, Term Limits, Right of First Refusal
 - a. Elections: The faculty member will be elected to her or his position as coordinator. Coordinators shall not be appointed, except temporarily under emergency conditions until that emergency condition ends.
 - b. Evaluation: An evaluation process shall be implemented for coordinators, which is separate from the contractual comprehensive faculty evaluation.
 - i. Evaluation of Coordinators shall be conducted by the end of the second semester of each term (see 4.c below for term limits) with performance matched against a coordination rubric that reflects the language of the current contract.
 - ii. A meeting between the Associate Dean and Coordinator will take place no later than a week after the evaluation is submitted/completed to discuss the evaluation.
 1. The Coordinator will be provided the opportunity for a formal written response to the evaluation to be submitted to the Associate Dean.
 - iii. Coordination and annual evaluations are not tied to the academic year (August to June) but rather to two-semester intervals.
 - iv. In the case of an unsatisfactory evaluation, the Coordinator shall be mentored by the Associate Dean with an improvement plan signed by both parties.
 - v. Removal from a coordinator position may occur after a subsequent and consecutive unsatisfactory evaluation by the Associate Dean, identifying specific criteria that warrant removal.
 - c. Term Limits: Coordinator terms shall be for two-year periods. No faculty member shall serve in the position of Coordinator for more than two (2)

- consecutive two-year terms, or for a total of four (4) consecutive years.
- d. This limit will not apply if no other faculty member within the discipline or division is nominated or self-nominated for the position.

F. Responsibilities of Area/Program/Subject Coordinators are as follows:

1. In consultation with the Associate Dean of the Division, recommend the hiring of adjunct faculty, and staff scheduled classes within the Coordinator's discipline or area.
2. A Coordinator shall supervise and support adjunct faculty within the Coordinator's discipline or area. Such responsibilities include:
 - a. Maintain contact with adjunct faculty in the major or subject area; provide information and orientation materials where appropriate.
 - b. Prepare for and participate in the All College Faculty Orientation twice annually.
 - c. Serve as the initial point of contact for adjunct faculty to direct questions and concerns (e.g., questions regarding the Information Technology department, security, or parking).
 - d. Provide consultation and/or refer cases to the Associate Dean should issues related to adjunct faculty performance (e.g., dereliction of duties) arise.
 - e. Conduct up to six (6) class observations of adjunct faculty (in the area of coordination or a closely related field) per academic year and submit written reports to the Associate Dean by the beginning of the subsequent academic term (Fall or Spring) from the term of observation.
 - i. The Coordinator and supervisor (e.g., Associate Dean) shall arrange a meeting within the first four weeks of the academic term to mutually agree upon the instructors to be observed.
 - ii. The Associate Dean, upon mutual agreement with the Coordinator, may delegate additional observations (beyond the required maximum of six (6) per academic year) to other qualified persons.
 - iii. See Article XIII Section F.9.i for compensation procedures.
3. In consultation with the Associate Dean, develop a schedule of instruction for each academic term.
4. Monitor curriculum and oversee revisions of course materials, which may include providing guidance to faculty members performing such work.
5. In consultation with faculty in the area and the Associate Dean or program director, review, select, and order required course materials (e.g., textbooks) for classes as well as desk copies for instructors.
6. Participate in Division meetings and a maximum of one (1) other meeting per semester (at a mutually agreed upon time when needed) with the Associate Dean related to program planning, development, student concerns, and assessment of adjunct faculty.
7. Provide consultation to the Assessment Coordinator regarding assessment initiatives under the Area/Program/Subject Coordinator's supervision.

8. Attend one (1) recruitment event annually (e.g., Open House, Major Exploration Fair, etc.).

9. Additional Duties and Compensation

Additional duties and compensation for coordinator positions not specified in this article, shall be entered into by mutual agreement between the Area/Program/Subject Coordinator and the Associate Dean of the Division.

Coordinators are under no obligation to enter into additional duties or assignments. Before work is begun, compensation shall be agreed to in writing based on estimated hours of work at the prevailing rate according to academic rank. Such additional assignments may include, but are not limited to, the following:

- a. Supervision of specialized classrooms and labs (e.g., budgeting, acquisition and maintenance of materials and equipment, and supervision of lab assistants) in the absence of a Lab Coordinator.
- b. Cyclical Program Review
 - i. Cyclical Program Reviews will be allotted five (5) credits, distributed among the participating faculty by mutual agreement between the Area/Program/Subject Coordinator and the Associate Dean.
 - ii. Area/Program/Subject Coordinators may choose not to participate in the Cyclical Program Review, in which case the Associate Dean may delegate the responsibility to a willing faculty participant within the Division.
- c. Preparation of grant or aid requests, program accreditation, or licensing documents
- d. Creation of articulation agreements
- e. Creation and maintenance of program internships, externships, or clinical experience
- f. Attendance at any recruitment events beyond the one required annually per Section XIII.F.8
- g. Service on scoring committees and/or portfolio review
- h. Creation of program-level exams and special materials (e.g., a program handbook)
- i. Additional observations conducted by Coordinators or other unit members will be compensated at the prevailing hourly rate according to academic rank.
- j. Creation and annual convening of an advisory council, including members of the community and/or professional organizations appropriate to the major or program
- k. Course development and revision

In accordance with Article XXVIII, Section 3 of this agreement, compensation for course creation and revision, regardless of modality (i.e., face-to-face or online), shall be paid as follows:

 - i. Minor Revision: 1.5 credits.
A minor revision involves basic updating due to the passage of time, such as: editing the course outline to conform to a new edition of the same textbook (without changing the sequence of topics, learning outcomes, or assessments)
 - ii. Moderate Revision: 2.0 Credits.

A moderate revision involves work that courses require as a consequence of a textbook change, such as a fine-tuning of assignments, discussions, and instructions. A moderate revision is one in which one quarter of the topics, learning outcomes, or assessments are created anew (not merely edited).

iii. Major Revision: 3.0 Credits

A major revision involves substantial work to be done by the faculty member to make the course viable. Any course that needs a major revision has more than half the learning outcomes, assignments, assessments newly created or changed substantially (not merely edited). This involves work such as: creating substantive new course material, aligning to new learning outcomes, creating new assessments, substantially re-writing and updating the course.

iv. New Course Creation: 4 Credits

New course creation involves the complete development of a course, whether redesigned or newly proposed, and whether taught online or face-to-face.

- I. Revision of an academic program shall be compensated at the following rates as either overload or course release time, as determined by mutual agreement between the Coordinator and Associate Dean:
 - i. Partial revision: 1.5 credits
 - ii. Moderate revision: 2 credits
 - iii. Major revision: 3 credits
 - iv. Full development of a new academic program: 6 credits
 - v. Development of Options under the major: 4 credits

G. Assessment Coordination

1. Compensation

- a. Assessment Coordinators shall be compensated at 5 credits per academic semester as either overload or course-release time.
- b. Should a need for summer assessment arise, coordination duties may be entered into by mutual agreement between the Coordinator and Division Dean. Assessment Coordinators and participating faculty are under no obligation to agree to summer assessment duties. Assessment Coordinators who choose to coordinate in the summer must perform all duties as stipulated in section G.2.b of this agreement, but shall not be required to teach or accept special assignments beyond their designated duties in order to receive compensation.
- c. Compensation for summer sessions shall be as follows:
 - Summer 1 – two (2) credits overload
 - Summer 2 – two (2) credits overload

2. Responsibilities of Assessment Coordinators

Responsibilities of Assessment Coordinators shall include:

- a. Conduct up to three (3) assessment assignments (e.g., a course-level outcome assessment for ENG 101 or a program-level outcome assessment for Chemistry) per semester.
 - i. Assessment assignments beyond the above stated limit (in section G.2.a.) shall be paid one (1) credit per assignment. All additional

assignments must be made in mutual agreement between the Associate Dean and Assessment Coordinator.

- b. Summer assessment duties shall be mutually agreed upon by the Assessment Coordinator and Associate Dean, based upon the overload rate stipulated in section G1.c of this agreement.
- c. Consult Area/Program/Subject Coordinators and Associate Dean in developing program-level and course-level assessment plans and methods.
- d. In conjunction with the Associate Dean and Area/Program/Subject Coordinators, determine the priority and sequence of assessment projects for each semester.
- e. Maintain accurate records of all program-level outcomes, course-level outcomes, and assessment plans/results.
- f. Ensure that assessment activities are completed according to an assessment plan schedule, in accordance with section G.2.a of this agreement.
- g. Collect and analyze data from all participating faculty (full- and part-time) in assessment activities under their coordination.
- h. Complete follow-up reports that summarize the data and recommend strategies for closing-the-loop. Assessment reports must be submitted to the Associate Dean.
- i. In consultation with Area/Program/Subject Coordinators, develop and implement closing-the-loop initiatives.
- j. Report on assessment activities at monthly division meetings.
- k. Report on assessment activities at one Assessment Committee meeting per semester.
- l. Collaborate with the Office of Academic Affairs assessment personnel to facilitate or participate in up to one (1) assessment-related workshop per semester.
- m. Serve as liaison between the Area/Program/Subject Coordinators and Office of Institutional Research and Planning for all assessment-related activities.
- n. Develop and maintain fluency in WEAVE or any other assessment-management software. The Office of Academic Affairs shall provide any necessary training.
- o. Participate in Cyclical Program Reviews for areas under their area of coordination.
 - i. Assessment Coordinators will be paid overload from the allotted five (5) credits for participation in each Cyclical Program Review.

Miscellaneous: This Memorandum of Agreement contains the entire agreement of the parties.

The undersigned represent that they are authorized to enter into this Memorandum of Agreement on behalf of their respective principals.

HUDSON COUNTY COMMUNITY
COLLEGE PROFESSIONAL ASSOCIATION

HUDSON COUNTY
COMMUNITY COLLEGE

Michael J. Ferlise

Daryl Jones

DATED: September 30, 2021

DATED: September 30, 2021

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

IX. ACADEMIC AND STUDENT AFFAIRS

1. Resolution Authorizing Dual Admissions Agreement Between Hudson County Community College and New Jersey City University for the Academic Pathway in Health Sciences

***WHEREAS**, Hudson County Community College (“College”) seeks to optimize community engagement through the development of seamless academic pathways with K-20 partners and in support of the College’s mission to provide high-quality educational opportunities that promote student success and upward social and economic mobility; and,*

***WHEREAS**, the College offers an Associate of Science in Health Services Degree Program; and,*

***WHEREAS**, one goal of the Associate of Science in Health Services Degree Program is the successful transfer of its students to a four-year university in order to pursue a Bachelor of Science degree; and,*

***WHEREAS**, New Jersey City University (“NJCU”) offers a Bachelor of Science Degree Program in Health Sciences – Public Health Education through its College of Professional Studies; and,*

***WHEREAS**, the College desires to enter into a Dual Admissions Agreement (“Agreement”) with NJCU whereby students who earn an Associate of Science in Health Services degree at the College will be able to transfer seamlessly into the Bachelor of Science in Health Sciences – Public Health Education Degree Program at NJCU, retroactive to September 1, 2021; and,*

***WHEREAS**, this Agreement will remain in effect through August 31, 2024 unless otherwise terminated by either party in accordance with the parameters established in the Agreement; and,*

***WHEREAS**, the Administration, and the Academic and Student Affairs Committee, recommend the approval of this Agreement;*

***NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the Dual Admissions Agreement between Hudson County Community College and New Jersey City University, retroactive to September 1, 2021.*

***BE IT FURTHER RESOLVED** that the Board of Trustees authorize the College’s Administration to take all steps necessary to effectuate the terms of this resolution.*

2. Resolution Authorizing Articulation Agreement Between Hudson County Community College and New Jersey City University for the Academic Pathway in Health Sciences

***WHEREAS**, Hudson County Community College (“College”) seeks to optimize community engagement through the development of seamless academic pathways with K-20 partners and in support of the College’s mission to provide high-quality educational opportunities that promote student success and upward social and economic mobility; and,*

***WHEREAS**, the College offers an Associate of Science in Health Services Degree Program; and,*

***WHEREAS**, one goal of the Associate of Science in Health Services Degree Program is the successful transfer of its students to a four-year university in order to pursue a Bachelor of Science degree; and,*

***WHEREAS**, New Jersey City University (“NJCU”) offers a Bachelor of Science Degree Program in Health Sciences – Public Health Education through its College of Professional Studies; and,*

WHEREAS, the College desires to enter into an Articulation Agreement (“Agreement”) with NJCU whereby students who earn an Associate of Science in Health Services degree at the College, and who are either ineligible for, or not participating in the Dual Admissions Agreement, will be able to transfer seamlessly into the Bachelor of Science in Health Sciences – Public Health Education Degree Program at NJCU, retroactive to September 1, 2021; and,

WHEREAS, this Agreement will remain in effect through August 31, 2024 unless otherwise terminated by either party in accordance with the parameters established in the Agreement; and,

WHEREAS, the Administration, and the Academic and Student Affairs Committee, recommend the approval of this Agreement;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College approve the Articulation Agreement between Hudson County Community College and New Jersey City University, retroactive to September 1, 2021.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the College’s Administration to take all steps necessary to effectuate the terms of this resolution.

3. Resolution Authorizing Affiliation Agreement Between Hudson County Community College and Englewood Hospital and Medical Center for Externship Experiences in Medical Assisting

WHEREAS, Hudson County Community College (“College”) offers a Medical Assisting Program (“Program”) through its Division of Nursing and Health Sciences; and,

WHEREAS, the Program includes an externship component; and,

WHEREAS, the Program requires additional sites at which its students can fulfill the requisite externship; and,

WHEREAS, Englewood Hospital and Medical Center has the capacity to meet the needs of the Program; and,

WHEREAS, Hudson County Community College seeks to enter into an Affiliation Agreement (“Agreement”) with Englewood Hospital and Medical Center whereby students enrolled in the Program will be able to complete externship experiences, effective upon approval; and,

WHEREAS, this Agreement will remain in effect for the term established in the Agreement unless otherwise terminated by either party in accordance with the parameters established in the Agreement; and,

WHEREAS, the Administration, and Academic and Student Affairs Committee, recommend the Agreement between Hudson County Community College and Englewood Hospital and Medical Center;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Hudson County Community College approve the Agreement between Hudson County Community College and Englewood Hospital and Medical Center, effective upon approval.

BE IT FURTHER RESOLVED that the Board of Trustees authorize the College’s Administration to take all steps necessary to effectuate the terms of this resolution.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees approve the recommendations of the President, the Administration, and the Academic and Student Affairs Committee as outlined above in **Item IX, Academic and Student Affairs Recommendations 1-3:**

(1) Resolution Authorizing Dual Admissions Agreement Between Hudson County Community College and New Jersey City University for the Academic Pathway in Health Sciences; (2) Resolution Authorizing Articulation Agreement Between Hudson County Community College and New Jersey City University for the Academic Pathway in Health Sciences; and, (3) Resolution Authorizing Affiliation Agreement Between Hudson County Community College and Englewood Hospital and Medical Center for Externship Experiences in Medical Assisting.

INTRODUCED BY: Pamela Gardner

SECONDED BY: Silvia Rodriguez

DATE: October 19, 2021

Doria, Joseph	<u>AYE</u>
Fahrenheit, Karen	<u>ABSENT</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

9 Aye 0 Nay
*****RESOLUTION ADOPTED*****

Jennifer Oakley October 19, 2021
 Signature of Recorder Date

Item IX. Academic and Student Affairs
Attachment I
Resolution 1

DUAL ADMISSIONS PROGRAM AGREEMENT

HUDSON COUNTY COMMUNITY COLLEGE

NEW JERSEY CITY UNIVERSITY

EFFECTIVE DATE: September 1, 2021

DUAL ADMISSIONS PROGRAM AGREEMENT

HUDSON COUNTY COMMUNITY COLLEGE NEW JERSEY CITY UNIVERSITY

I. Purpose and Goals

This program is designed to offer students a unique opportunity to complete a bachelor's degree "seamlessly" at two institutions of higher education. Under this agreement, students will enter into a sequential degree program wherein a Bachelor of Science (B.S.) in Health Sciences/ Public Health Education degree at New Jersey City University (NJCU) is predicated upon conferral of an Associate of Science (A.S.) [or Associate of Arts (A.A.)] degree at Hudson County Community College (HCCC). HCCC will notify NJCU of students who apply for this program prior to the student's completion of designated A.S./A.A. degree program. HCCC will monitor the academic progress of students covered by this Dual Admissions Program Agreement. Students who subsequently complete their A.S./A.A. degree program and fulfill all criteria of this Dual Admissions Program Agreement will enter NJCU as fully matriculated students with junior-year standing.

II. Benefits/Advantages of This Program

- Creation of a four-year plan for completing the Bachelor of Science/Arts in Health Sciences/ Public Health Education (PHE) degree;
- Provision of early planning with HCCC and NJCU counselors to ensure a smooth transfer;
- Special advising from NJCU faculty while enrolled at HCCC;
- Prospective students will be offered admissions and financial aid advising through scheduled visits to the HCCC campus (the availability of financial aid is not guaranteed);
- Ability to earn both associate's and bachelor's degrees while maximizing transferability of credits;
- A guarantee that students who meet the stated criteria will have a reserved place in the Health Sciences / Public Health Education program at NJCU;
- Graduation requirements at NJCU will not change as long as the student meets the criteria outlined under section V. Time Limits;
- Access to NJCU financial aid counselors to facilitate early financial planning and estimates of financial aid and scholarships while students are enrolled at HCCC (the availability of financial aid is not guaranteed);
- An opportunity for students to meet with college administrators and faculty members at special advising and orientation programs;
- A welcome to NJCU with notification of a student's acceptance into the Dual Admissions Program;
- An NJCU faculty member may teach a course at HCCC as agreed upon;
- A workshop will be taught at NJCU by NJCU faculty to acquaint students with NJCU's campus, its faculty, staff and students.

III. Requirements for Admission to NJCU under the Dual Admissions Program Agreement

Admission to NJCU is contingent upon a student's:

- Admission to HCCC;
- Completion and submission of the Dual Admissions Program Application and the Academic Record Release Form at time of acceptance to HCCC;
- Attainment of a grade point average of 2.75 or higher at HCCC;
- Meeting the general admission criteria of NJCU;
- Submission of official transcripts of HCCC and all previously attended nursing programs;
- Submission of official transcripts of all previous college work at each institution attended;

IV. The Dual Admissions Program Application Process and Procedures

1. The NJCU Office of Admissions will mail HCCC Dual Admissions Program applicants a letter of welcome with notification of his/her acceptance into the Dual Admissions Program upon receipt of the Dual Admissions Program Application and Academic Record Release Form. NJCU will waive the application fee. The notification letter will outline the parameters and guarantees of the program and include instructions the student must follow to maintain eligibility in the program. Students will be assigned an advisor at each of the participating institutions.
2. HCCC will maintain records of students enrolled in the program and will provide, the NJCU Office of Admissions with copies (preferably electronic) of student transcripts on or about February 1st in the year of the student's graduation without charge. NJCU will provide HCCC with aggregate data on retention and graduation rates for students who transfer to NJCU under this Dual Admissions Program Agreement.
3. Representatives of NJCU will meet with students in the Dual Admissions Program at HCCC at least annually, or more as needed. The purpose of these meetings is to provide information about NJCU and its services, re-emphasize NJCU's final application requirements, and answer student questions. Dual Admissions Program students will be invited and encouraged to attend NJCU's early scheduling/advisement sessions for new students.

V. Time Limit

Students completing the A.S./A.A.-degree course work at HCCC and matriculating at NJCU within four years of the student's first enrollment in a HLTH (PHE) course at HCCC will follow the undergraduate college degree requirements in place at NJCU at the time of initial enrollment

in a HLTH (PHE) course at HCCC. If more than four years elapses between the date of initial enrollment in a HLTH (PHE) course at HCCC and the date of matriculation at NJCU, the student must fulfill the degree requirements in place at the time of entrance to NJCU.

VI. Transferability of Credits

Dual Admissions Program students entering NJCU with an A.S./A.A. degree will receive credit for all NJCU general studies requirements. NJCU will accept a maximum of 60 credits when the student enters the University with an A.S./A.A. degree.

Transfer of credits in excess of the 60 credits noted in the agreement will be evaluated on a case-by-case basis and only as these credits apply to the HLTH (PHE) program at NJCU.

Students entering the HLTH (PHE) program through this dual admissions agreement may not transfer into another NJCU major without a re-evaluation of his or her original transcript(s). This evaluation will be completed based on NJCU existing policy applied to all A.S./A.A. transfer students. A maximum of 60 credits may be applied to NJCU degree requirements, assuming a minimum grade of "C" is earned for all such accepted credits.

VII. Bachelor of Science in Health Sciences/Public Health Education Curriculum Requirements

Attachment A, entitled, "Health Sciences PHE Program - Summary of Program Courses," Attachment B, entitled, "Health Sciences PHE Program - Course Requirements," and Attachment C, entitled "Health Sciences PHE Program - Course Descriptions," are appended to this Agreement.

VIII. Institutional Responsibilities

NJCU and HCCC agree to promote the Dual Admissions Program in appropriate college publications and at recruitment and outreach activities.

A representative of the faculty or admissions office from NJCU will participate in the orientation and open house sessions at HCCC.

IX. Agreement Review

NJCU and HCCC will notify one another of curricular changes upon institutional approval. The Dual Admissions Program Agreement shall be reviewed and modified, as needed, every three years by officials at NJCU and HCCC.

This agreement represents the entire agreement between NJCU and HCCC through their authorized agents and will be deemed fully executed on the date of the last signature. All negotiations, oral agreements, and understandings are merged herein and any change(s) in the terms must be made in writing and signed by all parties.

X. Anticipated Date of Implementation

The terms of this Agreement become effective September 1, 2021.

XI. Approvals

For **Hudson County Community College**

Dr. Darryl Jones
Vice President for Academic Affairs
Hudson County Community College

Date: _____

Dr. Christopher Reber
President
Hudson County Community College

Date: _____

For **New Jersey City University**

Dr. Tamara Jhashi
Provost and Senior Vice President
New Jersey City University

Date: _____

Dr. Sue Henderson
President
New Jersey City University

Date: _____

ATTACHMENT A
NEW JERSEY CITY UNIVERSITY
HUDSON COUNTY COMMUNITY COLLEGE
Summary of Health Services Program Courses

Hudson County Community College		
<i>GENERAL EDUCATION REQUIREMENTS</i>		
HCCC Course	NJCU PHE Equivalency	Credits
CSS 100 College Student Success		1
ENG 101 College Composition I		3
ENG 102 College Composition II		3
MAT 114 Statistics & Probability	MATH 140	3
CSC 100 Introduction to Computers & Computing		3
BIO 107 Human Biology	BIOL 224 Human Body	4
PSY 101 Introduction to Psychology		3
CHOICE Diversity Elective		3
CHOICE Humanities Elective		3
SOCI 101 Sociology		3
ENG 112 Speech		3
General Education Total Credits		32
<i>HEALTH SERVICES REQUIREMENTS</i>		
BIO 120 Human Sexual Biology		3
HLT 103 Principles of First Aid	HLTH 305 Safety Education & First Aid	3
HLT 110 Culture, Diversity & Healthcare		3
HLT 111 Introduction to Health Care		2
HLT 115 Dynamics of Health Care in Society		3
HLT 124 Health & Wellness		3
HLT 210 Medical Law & Ethics		3
HLT 212 Substance Abuse & Addiction	HLTH 206 Substance Abuse	3
HLT-215 Service Learning in Community Health		3
HLT 211 Community Health OR HLT 207 Environmental Health	HLTH 210 Introduction to Public Health OR HLTH 303 Environmental Health	3
Health Services Total credits		28
Total HCCC credits		60
New Jersey City University		
Course	Credits	
<i>HLTH/PHE Track Pre/Co Requisites:</i>	12 to 17	
MATH 140 (Statistics)	3	
EESC 252 (GIS I: Contemporary Applications of GIS)	3	
BIOL 224 (Human Body) or BIOL 234/236 (Anatomy & Physiology I & II)	3 or 4/4	
BIOL 106 (Practical Nutrition) or any CHEM (Chemistry)	3	
<i>HLTH/PHE Courses:</i>	54	
HLTH 201 (Seminar in Health Sciences)	1	

HLTH 203 (Cultural Aspects of Health)	3
HLTH 210 (Introduction to Public Health)	3
HLTH 211 (Consumer Health)	3
HLTH 220 (Human Disease)*	3
HLTH 301 (Health Counseling)	3
HLTH 303 (Environmental Health)	3
HLTH 304 (Biostatistics)**	3
HLTH 402 (Health Education Theories & Techniques)	3
HLTH 405 (Health Planning)	3
HLTH 425 (Epidemiology) ***	3
HLTH 434 (School & Community Health)	3
HTLH 450 (Community Health Research)***	3
HLTH 435 or HLTH 1435/1435 (Internship in Public Health Education)****	8 or 4/4
ELECTIVE COURSES (take 3 of the following for 9 credits)	
HTLH 205 (Public Health Aspects of Nutrition)	3
HLTH 206 (Substance Abuse)	3
HLTH 207 (Human Sexuality)	3
HLTH 300 (Women & Health)	3
HLTH 302 (Mental Health)	3
HLTH 305 (Safety Education & First Aid)	3
HLTH 310 (Public Health Aspects of Immigration)	3
HLTH 415 (Family Living & Sex Education)	3
HTLH 418 (Methods & Curriculum in Health Education)	3
HLTH 430 Health Science Field Study	3
*****Total NJCU credits	66
TOTAL CREDITS EARNED FOR BS or BA	120
*BIOL 224 or BIOL 234/236 is a prerequisite **MATH 140 is a prerequisite ***HLTH 304 is a prerequisite ****HLTH 402 & HLTH 405 is a prerequisite. The internship can be taken for 8 credits (HTLH 435) in one semester or for 4/4 credits (HTLH 1435/1435) over two consecutive semesters. *****Total number of NJCU credits include track pre/co requisites	

ATTACHMENT B
Health Sciences/PHE Program - Course Requirements
(Sample Design for Students Entering in the Fall Semester)

	Credits
Fall Semester	
Any track co/prerequisite not taken at HCCC	3
HLTH 201	1
HLTH 203	3
HLTH 210	3
HTLH 211	3
Spring Semester	
HLTH 220	3
HLTH 301	3
HLTH 303	3
HLTH 304	3
Any 3 credit class	3
Summer I	
HLTH elective	3
Summer II	
HLTH elective	3
Fall Semester	
HLTH 402	3
HLTH 405	3
HLTH 425	3
HLTH 434	3
Spring Semester	
HLTH 450	3
HLTH elective	3
HLTH 435	8
*TOTAL	60

**This is with the assumption that the student comes in with 60 credits and that the student is bringing in transferrable courses that align with HLTH/PHE track co/prerequisites and PHE classes. Evaluations can be made on a case by case basis.*

ATTACHMENT C NEW JERSEY CITY UNIVERSITY

Health Sciences Department Undergraduate Public Health Education Program

Course Descriptions

[List all NJCU courses including Catalog Number, Course Title, Credits, and Course Description.]

HLTH 201 Seminar in Health Sciences (1 Credit)

This seminar is designed to introduce students to the field of health sciences. Career options in the health professions are explored including a discussion of cooperative education and senior internship experiences. Skills essential to securing a position are also discussed.

HLTH 203 Cultural Aspects of Health (3 Credits)

This course offers a broad study of cultural and ethnic backgrounds and their effects on personal and community health. Discussions focus on the ways in which different societies attempt to meet basic health needs.

HLTH 205 Public Health Aspects of Nutrition (3 Credits)

This course includes a study of nutritional principles and their application to health maintenance, energy, metabolism, calorie requirements of the human body and weight control. The etiology of obesity and the risk factors that contribute to health problems because of under-nutrition, over-nutrition and malnutrition are discussed.

HLTH 206 Substance Abuse (3 Credits)

Recent developments in substance abuse are considered in this course. Focus is on the scope of problems, possible solutions and treatment and rehabilitation of the substance abuser.

HLTH 207 Human Sexuality (3 Credits)

This course examines the various areas of human sexuality, such as, sexual attitudes and behaviors, human reproduction, contraceptives, gender identity and relationships and sexually transmitted diseases (STDs) including AIDS. Education and prevention initiatives are discussed. A major focus is placed on enhancing students' levels of comfort, as well as developing an understanding and appreciation of cross-cultural differences in human sexuality.

HLTH 210 Introduction to Public Health (3 Credits)

This course examines the principles and practices of public health at the local, state, national and international levels. The importance of personal and community action to solve public health problems is the focus of study, with discussion of major public health issues in environmental health, health education and chronic, communicable and infectious disease.

HLTH 211 Consumer Health (3 Credits)

Consumer issues such as health insurance, legal rights of consumers, informed consent and medical malpractice are examined in this course. Problems consumers may experience when attempting to purchase health care products and use the health/medical care system are also explored. The course attempts to prepare students to look critically at the myriad of health services and providers available to them, using current scientific research. Students' personal experiences and interests, as consumers of health, are drawn upon in class.

HLTH 220 Introduction to Human Disease (3 Credits)

This course examines human disease from a systems and eco-social approach. It is an introductory course designed for those interested in learning about human disease. The disease process and the body's defenses against disease are covered. The general characteristics, symptoms, treatment and prevention of communicable and noncommunicable diseases will be addressed.

Pre-Requisite(s): BIOL 224 Human Body *OR* BIOL 234/236 Anatomy & Physiology I & II

HLTH 300 Women and Health (3 Credits)

This course addresses the major areas in women's health such as the health status of women, women as health workers, reproductive health, chronic diseases, older women's health issues, sexually transmitted disease, eating disorders and occupational and environmental health. The focus is on policy analysis and program planning.

HLTH 301 Health Counseling (3 Credits)

Theories of health counseling are discussed and the practice of health counseling is studied as an approach to voluntary change in an individual's behavior. Students engage in self-analysis and develop personal plans to help prevent illness, maintain health and/or cope with existing problems. Current trends in patient education are discussed.

HLTH 302 Mental Health (3 Credits)

This course provides students with an overview of current mental health problems and the community resources that address them. It presents an overview of emotional and behavioral problems that may affect physical well-being. Particular emphasis is placed on social, mental and physical interaction in a variety of community settings.

HLTH 303 Environmental Health (3 Credits)

An overview of the environment and the environmental factors that affect health and well-being, are studied in this course. Although students assess their own communities and discuss environmental issues in New Jersey, a global perspective is maintained.

HLTH 304 Biostatistics (3 Credits)

This course presents procedures in the collection, summarization, presentation and analysis of data in the health sciences. Elements of statistical inference including sampling, probability distributions, tests of hypotheses, confidence interval estimation, types of error, the t-test and chi-square test are discussed. Pre-requisite: ACR in mathematics successfully completed.

Pre-Requisite(s): MATH 140

HLTH 305 Safety Education & First Aid (3 Credits)

Principles of safety and the identification of responsibilities of community agencies and the individual are examined in this course. Types of accident hazards, conditions causing them and the extent of accidents at the national, state and local levels are discussed.

HLTH 310 Public Health Issues of Immigration (3 Credits)

This course will prepare administrators, health educators, school nurses, social workers, teachers and other providers to detect, identify, evaluate and determine possible interventions for this vulnerable population. The first part of this course will introduce issues in international population movement to provide a context for discussion of U.S. immigration policy. The impact of the immigrant's status, i.e. legal, undocumented, or refugee on ability or willingness to interact with educational or medical institutions will be discussed. Differences in causes of morbidity and mortality in different parts of the world and public health issues and concerns will be addressed. The role of culture and beliefs will be a strong theme that underlies all aspects of the course and the work of developmental theorists and theories as they relate to social and cultural constructs of public health will be utilized.

HLTH 402 Health Education Theories and Techniques (3 Credits)

This course is designed to move between the theoretical bases for health education program development and the practical applications of such theories. Initial class sessions focus on establishing a framework for development of educational programs.

HLTH 405 Health Planning (3 Credits)

This course is designed to help students develop knowledge and understanding of the planning and evaluation of health programs. The roles and responsibilities of public, private and voluntary health agencies and organizations are explored. Individually, and in groups, students investigate the sociological, economic and environmental causes of health problems at the community level and identify the role of government and public/private organizations and agencies in addressing those problems. A course requirement is to write and present a health program plan for a specific population.

HLTH 415 Family Living & Sex Education (3 Credits)

The American family, past and present, and its evolution are studied in this course. Emphasis is placed on mate selection, human sexuality, interpersonal relations, planning for parenthood, childbearing and the various stages of the family life cycle, alternate life-styles and future trends.

HLTH 418 Methods and Curriculum in Health Education (3 Credits)

Studied will be a systematic organization of instructional materials and teaching strategies. Key--systematic approaches (methodologies) will be studies in the cognitive affective, and psychomotor domains. Students will learn to critically think and evaluate instructional materials and strategies of presentation (K-12). Certification requirements for health educators will be satisfied by this course. The course could not be applied to graduate credit.

HLTH 425 Epidemiology (3 Credits)

This course is an introductory study of the nature and causes of communicable diseases. Measures of morbidity and mortality are reviewed and the concept of risk factors are discussed

by looking at how disease is distributed in a population by person, place and time factors. Various types of research methodologies employed by epidemiologists are examined. A computer application of a food borne disease is included in the course work and methods of screening for disease are also covered. Some common childhood and adolescent communicable diseases are reviewed.

Pre-requisite: HLTH 304

HLTH 430 Health Science Field Study (3 Credits)

The analysis of health problems in selected countries and their sociological, political and economic relationships to specific geographical areas are the focuses of this course. The origin, orientation and purposes of agencies and organizations functioning in the international health domain are studied. (Travel plans to be arranged.)

HLTH 434 School & Community Health (3 Credits)

This course is an introduction to the various elements of school and community health education programs. The philosophy of health education and practices and principles for program development are explored.

HLTH 450 Community Health Research (3 Credits)

This course provides an introduction to the research process, study design, methods and data collection. Skills necessary for reading and understanding research are presented. Students will apply research concepts to analyze and describe recent research in the field. They will implement the research process by conducting a survey research project.

Pre-Requisite(s): HLTH 304

HLTH 435 Public Health Education/Field Internship (8 Credits)

This supervised field experience is required in their senior year. It consists of 320 hours of full-time, supervised experience in various health agencies upon completion of 21 to 24 credits of required Public Health Education major courses. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health Educator (Certified Health Education Specialist [CHES]) in a variety of health agencies as per the guidelines put forth by the National Commission of Health Education Credentialing (NCHEC).

Pre-Requisite(s): HLTH 402 & HLTH 405

HLTH 1435 Public Health Education/Field Internship (4/4 Credits)

This supervised field experience is required for undergraduate Public Health Education major students in their senior year. Taken twice over two consecutive semesters, it consists of 160 hours (per semester) of full-time, supervised experience in various health agencies upon completion of 21 to 24 credits of required Public Health Education major courses. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health Educator (Certified Health Education Specialist [CHES]) in a variety of health agencies as per the guidelines put forth by the National Commission of Health Education Credentialing (NCHEC).

Pre-Requisite(s): HLTH 402 & HLTH 405

ARTICULATION AGREEMENT

FOR

HEALTH SCIENCES

PUBLIC HEALTH EDUCATION PROGRAM

BETWEEN

HUDSON COUNTY COMMUNITY COLLEGE

AND

NEW JERSEY CITY UNIVERSITY

September 1 2021

I. Purpose and Goals

- The purpose of this agreement is to outline the terms and conditions of the articulation agreement between the Hudson County Community College (HCCC) Associate in Science (A.S.) degree in Health Services and the Bachelor of Science in Health Science (B.S.) degree at New Jersey City University (NJCU). Through this agreement, current students and graduates have an opportunity to complete a Bachelor of Science degree "seamlessly" at two institutions of higher learning. This agreement is specifically designed for regular admission students who are graduates of HCCC's Health Services program as well as students completing HCCC's A.S. degree. It is not applicable to those students who are not participating in or eligible for the dual admissions program. Under this agreement, students will enter into a sequential degree program wherein a Bachelor of Science in Health Services degree at New Jersey City University is predicated upon conferral of an Associate in Science degree in Health Services at Hudson Community College (See Section 3 for admission requirements). Students who complete their A.S. degree program and fulfill all criteria of this Articulation Agreement will enter NJCU as fully matriculated students with junior-year standing.

II. Benefits / Advantages of the Articulation Agreement.

- Creation of a four-year plan for completing the Bachelor of Science in Health Science (B.S.) degree;
- Ability to earn both associate's and bachelor's degrees while maximizing transferability of credits;
- A guarantee that students who meet the stated criteria will have a reserved place in the Health Science program at NJCU, and
- Access to NJCU financial aid counselors to facilitate early financial planning and estimates of financial aid and scholarships.

III. Requirements for Admission to NJCU under the Articulation Agreement

Admission to NJCU is contingent upon a student's:

- Successful completion of the HCCC Health Services program;
- Attainment of a grade point average of 2.75 or higher at HCCC;
- Completion of an NJCU undergraduate admissions application;
- Submission of official transcripts from HCCC, all previously attended colleges or college credit earning institutions, and/ or a WES evaluation; and
- Meeting the general admission criteria of NJCU.

IV. Articulation Agreement Process and Procedures

- Upon completion of the HCCC degree in Health Services or anytime thereafter, graduates (present and past) can apply to NJCU and will receive a maximum of 60 credits, if accepted.
- Once accepted into NJCU's Health Science program, students will schedule an advisement appointment with an NJCU faculty member. Students can complete the 60 credits required for the BS in Health Science degree as part- or full-time students. NJCU requires completion of 120 credits in order to earn a Bachelor's degree.

- Representatives of NJCU will meet with interested HCCC students and graduates at HCCC at least annually, or as needed. The purpose of these meetings is to provide information about NJCU's Health Science program, available services and answer student questions.

V. Time Limit

- HCCC students will follow NJCU's undergraduate Health Science curriculum requirements in place at NJCU at the time of initial enrollment in a Health Science course at NJCU.

VI. Transferability of Credits

- NJCU will accept a maximum of 60 credits when the student enters the University with an A.S. degree (Health Services Curriculum 60 Credits).
- Students entering the Health Science program through this articulation agreement may not transfer into another NJCU major without a re-evaluation of his or her original transcript(s). This evaluation will be completed based on existing policy applicable to all non-Health Science, A.S. transfer students.
- Students transferring in with an A.A.S. degree will be required to take 6 general studies credits at NJCU as noted in APPENDIX A.

VII. Bachelor of Science in Health Science Curriculum Requirements

- See Attachment A, entitled, " Associate in Health Services to Bachelor of Science in Health Science."
- See Attachment B, entitled: Bachelor of Science in Health Science Program - Course Requirements

VIII. Institutional Responsibilities

- HCCC and NJCU will work collaboratively to support and administer this articulation agreement in the best interest of the students.
- HCCC and NJCU will regularly communicate regarding changes in program requirements and any other relevant issues and/ or concerns.
- HCCC and NJCU agree to promote the articulation agreement in appropriate college publications and at recruitment and outreach activities.
- HCCC agrees to distribute information provided by NJCU to its students and alumni regarding the Bachelor of Science in Health Science in accordance with HCCC's policies and procedures.

IX. Agreement Review

- NJCU and HCCC will notify one another of curricular changes upon institutional approval. The Articulation Agreement shall be reviewed and modified, as needed, every three years by officials at NJCU and HCCC.
- This agreement represents the entire agreement between NJCU and HCCC through their authorized agents and will be deemed fully executed on the date of the last signature. All negotiations, oral agreements, and understandings are merged herein and any change(s) in the terms must be made in writing and signed by all parties.

X. Anticipated Date of Implementation

- The terms of this Agreement become effective September 1, 2021

XI. Approvals**For Hudson Community College**

Dr. Darryl Jones
Vice President for Academic Affairs

Date

Dr. Christopher Reber
President

Date

For New Jersey City University

Dr. Tamara Jhashi
Provost

Date

Dr. Sue Henderson
President

Date

ATTACHMENT A
NEW JERSEY CITY UNIVERSITY
HUDSON COUNTY COMMUNITY COLLEGE
Summary of Health Services Program Courses

Hudson County Community College		
GENERAL EDUCATION REQUIREMENTS		
HCCC Course	NJCU PHE Equivalency	Credits
CSS 100 College Student Success		1
ENG 101 College Composition I		3
ENG 102 College Composition II		3
MAT 114 Statistics & Probability	MATH 140	3
CSC 100 Introduction to Computers & Computing		3
BIO 107 Human Biology	BIOL 224 Human Body	4
PSY 101 Introduction to Psychology		3
CHOICE Diversity Elective		3
CHOICE Humanities Elective		3
SOCI 101 Sociology		3
ENG 112 Speech		3
General Education Total Credits		32
HEALTH SERVICES REQUIREMENTS		
BIO 120 Human Sexual Biology		3
HLT 103 Principles of First Aid	HLTH 305 Safety Education & First Aid	3
HLT 110 Culture, Diversity & Healthcare		3
HLT 111 Introduction to Health Care		2
HLT 115 Dynamics of Health Care in Society		3
HLT 124 Health & Wellness		3
HLT 210 Medical Law & Ethics		3
HLT 212 Substance Abuse & Addiction	HLTH 206 Substance Abuse	3
HLT-215 Service Learning in Community Health		2
HLT 211 Community Health OR HLT 207 Environmental Health	HLTH 210 Introduction to Public Health OR HLTH 303 Environmental Health	3
Health Services Total credits		28

Total HCCC credits	60
--------------------	----

New Jersey City University	
Course	Credits
<i>HLTH/PHE Track Pre/Co Requisites:</i>	12 to 17
MATH 140 (Statistics)	3
EESC 252 (GIS I: Contemporary Applications of GIS)	3
BIOL 224 (Human Body) or BIOL 234/236 (Anatomy & Physiology I & II)	3 or 4/4
BIOL 106 (Practical Nutrition) or any CHEM (Chemistry)	3
<i>HLTH/PHE Courses:</i>	54
HLTH 201 (Seminar in Health Sciences)	1
HLTH 203 (Cultural Aspects of Health)	3
HLTH 210 (Introduction to Public Health)	3
HLTH 211 (Consumer Health)	3
HLTH 220 (Human Disease)*	3
HLTH 301 (Health Counseling)	3
HLTH 303 (Environmental Health)	3
HLTH 304 (Biostatistics)**	3
HLTH 402 (Health Education Theories & Techniques)	3
HLTH 405 (Health Planning)	3
HLTH 425 (Epidemiology) ***	3
HLTH 434 (School & Community Health)	3
HTLH 450 (Community Health Research)***	3
HLTH 435 or HLTH 1435/1435 (Internship in Public Health Education)****	8 or 4/4
ELECTIVE COURSES (take 3 of the following for 9 credits)	
HTLH 205 (Public Health Aspects of Nutrition)	3
HLTH 206 (Substance Abuse)	3
HLTH 207 (Human Sexuality)	3
HLTH 300 (Women & Health)	3
HLTH 302 (Mental Health)	3
HLTH 305 (Safety Education & First Aid)	3

HLTH 310 (Public Health Aspects of Immigration)	3
HLTH 415 (Family Living & Sex Education)	3
HTLH 418 (Methods & Curriculum in Health Education)	3
HLTH 430 Health Science Field Study	3
*****Total NJCU credits	66
TOTAL CREDITS EARNED FOR BS or BA	120
*BIOL 224 or BIOL 234/236 is a prerequisite **MATH 140 is a prerequisite ***HLTH 304 is a prerequisite ****HLTH 402 & HLTH 405 is a prerequisite. The internship can be taken for 8 credits (HTLH 435) in one semester or for 4/4 credits (HTLH 1435/1435) over two consecutive semesters. *****Total number of NJCU credits include track pre/co requisites	

APPENDIX B

Bachelor of Science in Health Science Program - Course Requirements (Sample Design for Students Entering NJCU as a Junior in the Fall Semester, having completed 60 Credits and Required Core Course Equivalencies at Hudson Community College.)

	Credits
Fall Semester	
Any track co/prerequisite not taken at HCCC	3
HLTH 201	1
HLTH 203	3
HLTH 210	3
HTLH 211	3
Spring Semester	
HLTH 220	3
HLTH 301	3
HLTH 303	3
HLTH 304	3
Any 3 credit class	3
Summer I	
HLTH elective	3
Summer II	
HLTH elective	3
Fall Semester	
HLTH 402	3
HLTH 405	3
HLTH 425	3
HLTH 434	3
Spring Semester	
HLTH 450	3
HLTH elective	3
HLTH 435	8
*TOTAL	60

**This is with the assumption that the student comes in with 60 credits and that the student is bringing in transferrable courses that align with HLTH/PHE track co/prerequisites and PHE classes. Evaluations can be made on a case by case basis.*

ATTACHMENT C NEW JERSEY CITY UNIVERSITY

Health Sciences Department Undergraduate Public Health Education Program

Course Descriptions

[List all NJCU courses including Catalog Number, Course Title, Credits, and Course Description.]

HLTH 201 Seminar in Health Sciences (1 Credit)

This seminar is designed to introduce students to the field of health sciences. Career options in the health professions are explored including a discussion of cooperative education and senior internship experiences. Skills essential to securing a position are also discussed.

HLTH 203 Cultural Aspects of Health (3 Credits)

This course offers a broad study of cultural and ethnic backgrounds and their effects on personal and community health. Discussions focus on the ways in which different societies attempt to meet basic health needs.

HLTH 205 Public Health Aspects of Nutrition (3 Credits)

This course includes a study of nutritional principles and their application to health maintenance, energy, metabolism, calorie requirements of the human body and weight control. The etiology of obesity and the risk factors that contribute to health problems because of under-nutrition, over-nutrition and malnutrition are discussed.

HLTH 206 Substance Abuse (3 Credits)

Recent developments in substance abuse are considered in this course. Focus is on the scope of problems, possible solutions and treatment and rehabilitation of the substance abuser.

HLTH 207 Human Sexuality (3 Credits)

This course examines the various areas of human sexuality, such as, sexual attitudes and behaviors, human reproduction, contraceptives, gender identity and relationships and sexually transmitted diseases (STDs) including AIDS. Education and prevention initiatives are discussed. A major focus is placed on enhancing students' levels of comfort, as well as developing an understanding and appreciation of cross-cultural differences in human sexuality.

HLTH 210 Introduction to Public Health (3 Credits)

This course examines the principles and practices of public health at the local, state, national and international levels. The importance of personal and community action to solve public health problems is the focus of study, with discussion of major public health issues in environmental health, health education and chronic, communicable and infectious disease.

HLTH 211 Consumer Health (3 Credits)

Consumer issues such as health insurance, legal rights of consumers, informed consent and medical malpractice are examined in this course. Problems consumers may experience when attempting to purchase health care products and use the health/medical care system are also explored. The course attempts to prepare students to look critically at the myriad of health services and providers available to them, using current scientific research. Students' personal experiences and interests, as consumers of health, are drawn upon in class.

HLTH 220 Introduction to Human Disease (3 Credits)

This course examines human disease from a systems and eco-social approach. It is an introductory course designed for those interested in learning about human disease. The disease process and the body's defenses against disease are covered. The general characteristics, symptoms, treatment and prevention of communicable and noncommunicable diseases will be addressed.

Pre-Requisite(s): BIOL 224 Human Body **OR** BIOL 234/236 Anatomy & Physiology I & II

HLTH 300 Women and Health (3 Credits)

This course addresses the major areas in women's health such as the health status of women, women as health workers, reproductive health, chronic diseases, older women's health issues, sexually transmitted disease, eating disorders and occupational and environmental health. The focus is on policy analysis and program planning.

HLTH 301 Health Counseling (3 Credits)

Theories of health counseling are discussed and the practice of health counseling is studied as an approach to voluntary change in an individual's behavior. Students engage in self-analysis and develop personal plans to help prevent illness, maintain health and/or cope with existing problems. Current trends in patient education are discussed.

HLTH 302 Mental Health (3 Credits)

This course provides students with an overview of current mental health problems and the community resources that address them. It presents an overview of emotional and behavioral problems that may affect physical well-being. Particular emphasis is placed on social, mental and physical interaction in a variety of community settings.

HLTH 303 Environmental Health (3 Credits)

An overview of the environment and the environmental factors that affect health and well-being, are studied in this course. Although students assess their own communities and discuss environmental issues in New Jersey, a global perspective is maintained.

HLTH 304 Biostatistics (3 Credits)

This course presents procedures in the collection, summarization, presentation and analysis of data in the health sciences. Elements of statistical inference including sampling, probability distributions, tests of hypotheses, confidence interval estimation, types of error, the t-test and chi-square test are discussed. Pre-requisite: ACR in mathematics successfully completed.

Pre-Requisite(s): MATH 140

HLTH 305 Safety Education & First Aid (3 Credits)

Principles of safety and the identification of responsibilities of community agencies and the individual are examined in this course. Types of accident hazards, conditions causing them and the extent of accidents at the national, state and local levels are discussed.

HLTH 310 Public Health Issues of Immigration (3 Credits)

This course will prepare administrators, health educators, school nurses, social workers, teachers and other providers to detect, identify, evaluate and determine possible interventions for this vulnerable population. The first part of this course will introduce issues in international population movement to provide a context for discussion of U.S. immigration policy. The impact of the immigrant's status, i.e. legal, undocumented, or refugee on ability or willingness to interact with educational or medical institutions will be discussed. Differences in causes of morbidity and mortality in different parts of the world and public health issues and concerns will be addressed. The role of culture and beliefs will be a strong theme that underlies all aspects of the course and the work of developmental theorists and theories as they relate to social and cultural constructs of public health will be utilized.

HLTH 402 Health Education Theories and Techniques (3 Credits)

This course is designed to move between the theoretical bases for health education program development and the practical applications of such theories. Initial class sessions focus on establishing a framework for development of educational programs.

HLTH 405 Health Planning (3 Credits)

This course is designed to help students develop knowledge and understanding of the planning and evaluation of health programs. The roles and responsibilities of public, private and voluntary health agencies and organizations are explored. Individually, and in groups, students investigate the sociological, economic and environmental causes of health problems at the community level and identify the role of government and public/private organizations and agencies in addressing those problems. A course requirement is to write and present a health program plan for a specific population.

HLTH 415 Family Living & Sex Education (3 Credits)

The American family, past and present, and its evolution are studied in this course. Emphasis is placed on mate selection, human sexuality, interpersonal relations, planning for parenthood, childbearing and the various stages of the family life cycle, alternate life-styles and future trends.

HLTH 418 Methods and Curriculum in Health Education (3 Credits)

Studied will be a systematic organization of instructional materials and teaching strategies. Key--systematic approaches (methodologies) will be studies in the cognitive affective, and psychomotor domains. Students will learn to critically think and evaluate instructional materials and strategies of presentation (K-12). Certification requirements for health educators will be satisfied by this course. The course could not be applied to graduate credit.

HLTH 425 Epidemiology (3 Credits)

This course is an introductory study of the nature and causes of communicable diseases. Measures of morbidity and mortality are reviewed and the concept of risk factors are discussed by looking at how disease is distributed in a population by person, place and time factors. Various types of research methodologies employed by epidemiologists are examined. A computer application of a food borne disease is included in the course work and methods of screening for disease are also covered. Some common childhood and adolescent communicable diseases are reviewed.

Pre-requisite: HLTH 304

HLTH 430 Health Science Field Study (3 Credits)

The analysis of health problems in selected countries and their sociological, political and economic relationships to specific geographical areas are the focuses of this course. The origin, orientation and purposes of agencies and organizations functioning in the international health domain are studied. (Travel plans to be arranged.)

HLTH 434 School & Community Health (3 Credits)

This course is an introduction to the various elements of school and community health education programs. The philosophy of health education and practices and principles for program development are explored.

HLTH 450 Community Health Research (3 Credits)

This course provides an introduction to the research process, study design, methods and data collection. Skills necessary for reading and understanding research are presented. Students will apply research concepts to analyze and describe recent research in the field. They will implement the research process by conducting a survey research project.

Pre-Requisite(s): HLTH 304

HLTH 435 Public Health Education/Field Internship (8 Credits)

This supervised field experience is required in their senior year. It consists of 320 hours of full-time, supervised experience in various health agencies upon completion of 21 to 24 credits of required Public Health Education major courses. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health Educator (Certified Health Education Specialist [CHES]) in a variety of health agencies as per the guidelines put forth by the National Commission of Health Education Credentialing (NCHEC).

Pre-Requisite(s): HLTH 402 & HLTH 405

HLTH 1435 Public Health Education/Field Internship (4/4 Credits)

This supervised field experience is required for undergraduate Public Health Education major students in their senior year. Taken twice over two consecutive semesters, it consists of 160 hours (per semester) of full-time, supervised experience in various health agencies upon completion of 21 to 24 credits of required Public Health Education major courses. This advanced experience provides students opportunities to apply the principles, techniques and procedures learned in the classroom to actual working situations in preparation for assuming the role of a qualified health Educator (Certified Health Education Specialist [CHES]) in a variety of health agencies as per the guidelines put forth by the National Commission of Health Education Credentialing (NCHEC).

Pre-Requisite(s): HLTH 402 & HLTH 405

CLINICAL PLACEMENT AGREEMENT BETWEEN

HUDSON COUNTY COMMUNITY COLLEGE

AND

ENGLEWOOD HOSPITAL AND MEDICAL CENTER

THIS AGREEMENT made and entered into as of the ___ day of _____, 20 __, by and between Englewood Hospital and Medical Center, a nonprofit corporation organized and existing under the laws of the State of New Jersey located at 350 Engle Street, Englewood, NJ 07631 ("EHMC") and _____, a nonprofit corporation organized and existing under the laws of the State of New Jersey, on behalf of its School of _____ with its principal place of business located at _____ (the "School").

WHEREAS, the School desires to have students in its various program(s) receive clinical education and training at EHMC; and

WHEREAS, the parties desire to cooperate with one another to develop and establish clinical education and training programs for the School's various students, such program to take place at EHMC in the areas listed on the individual Clinical Placement Agreement Riders (each, a "Rider") attached hereto and made a part hereof (each individually, the "Program" and collectively, the "Programs"); and

WHEREAS, EHMC is willing to accept the School's students for such purposes; and

WHEREAS, the purpose of this Agreement is to stipulate the nature of the services to be provided by, as well as the rights and obligations of, each party

NOW, THEREFORE, in consideration of the terms, conditions and covenants hereinafter set forth, the parties agree as follows:

1 Facilities.

1.1 EHMC shall make its facilities available to students enrolled in the Program(s) (the "Participants") and School faculty assigned to EHMC as part of the Program(s) ("Faculty"), to the extent practicable, in order to assist the School in conducting the Program(s), as described more fully in the applicable Rider, giving due consideration to EHMC 's continuing need to deliver quality patient care, and the educational needs of both the Participants and those students in other educational programs at EHMC.

1.2 Insofar as practicable and consistent with the objectives of this Agreement, and at the option of EHMC, EHMC may make classroom or conference room space available and permit the use of EHMC materials or equipment for educational purposes. In addition, to the extent that locker and/or storage facilities are available, EHMC may make such facilities available to the Participants during their periods of assignment to EHMC. EHMC shall not be liable to the Participants or Faculty for any loss, damage, theft or injury to any property or personal belongings of the Participants or Faculty stored or placed in any such locker. The Participants' or Faculty's use of any locker and/or storage space made available by EHMC shall be solely at their own risk.

1.3 EHMC's cafeteria shall be available to Faculty and Participants during regular business hours and periods when they are assigned to EHMC.

2 Program Responsibilities.

2.1 The School and EHMC shall maintain ongoing communication to coordinate the scheduling of clinical education and training including reciprocal on-site visits and participation in Faculty and staff meetings relevant to the Program(s).

2.2 Except as hereinafter provided and subject to EHMC 's control of its services and facilities, the School shall otherwise have complete academic control of all phases of its Program, including (i) administration, (ii) planning, (iii) curriculum content and instruction, (iv) Faculty appointments, (v) the requirements for matriculation, promotion and graduation and (vi) maintaining the accreditation status, if any, of its various education programs.

2.3 The School shall provide qualified Faculty for the teaching, training and off-site supervision of Participants assigned to EHMC under the Program(s). The qualifications of such Faculty shall be documented by the School and made available to EHMC upon request. All clinical education and training shall be the responsibility of the Faculty in collaboration with EHMC personnel, unless specific arrangements are mutually agreed upon for any such clinical education and training to be provided by EHMC personnel.

2.4 EHMC agrees that EHMC personnel shall cooperate with the School in the clinical education and training process and that EHMC shall designate qualified personnel on staff at EHMC to coordinate and assist in the supervision of the activities of the Participants.

2.5 The School shall be responsible for preparing and submitting to EHMC at least two (2) months in advance (or less upon mutual agreement of the parties) a proposed schedule of Participant assignments and types of clinical education and training required. The number of Participants assigned to EHMC, types of clinical education and training, the schedule and dates of affiliation during the school year and all individual assignments shall be mutually agreed to by the School and EHMC. Prior to the assignment of any Participants or Faculty to EHMC, the School shall ensure that all Participants and Faculty shall have all appropriate credentials and shall meet the professional standards established by all relevant certifying or accrediting entities and applicable federal, state and local laws and regulations. At EHMC's option, EHMC may require a pre-placement interview of Participants and Faculty.

2.6 The specific period of assignment for Participants at EHMC will be consistent with the applicable curriculum requirements for clinical education and training for the Participants as set forth in the School's course descriptions and curriculum guidelines as described more fully in the applicable Rider. The curriculum for the Participants at EHMC shall require the approval of EHMC prior to implementation and shall be attached to and thereby incorporated into the applicable Rider.

2.7 Participants and Faculty shall not be in patient areas or other areas of EHMC at hours other than those specifically agreed to by EHMC. Any direct patient care, clinical services or other Program activities performed by the Participants while at EHMC shall at all times be under the supervision of or in the presence of authorized EHMC personnel. EHMC shall remain responsible for all patient care.

2.8 The School shall maintain accurate and complete records and reports on the Participants' clinical education experience at EHMC.

2.9 Participants and Faculty must be in good health, and the School shall be responsible for ensuring that all Faculty and Participants meet the health, immunization and infection control training criteria required of EHMC's employees and as set forth on Exhibit A hereto. The School will make the health care files of the Participants and Faculty available to EHMC for review at its request. The School will provide documentation to EHMC that a criminal background check has been performed on faculty and students as required by EHMC.

2.10 EHMC will provide emergency medical treatment to Participants and Faculty who become ill or injured while at EHMC. The Participant or Faculty so treated will be responsible for all charges for emergency care and any care or treatment, if elected, beyond emergency care. EHMC shall first look to the applicable Participant's or Faculty's insurance for payment for any care or treatment provided by EHMC.

2.11 Prior to conducting any clinical instruction at EHMC, any Faculty who will be present at EHMC shall become thoroughly familiar with EHMC's policies, rules and regulations, and procedures. The School shall be responsible for ensuring that its Faculty and Participants comply with all such policies, rules, regulations and procedures.

3 EHMC's Right to Dismiss School's Faculty or Participants.

At EHMC's request, the School shall immediately suspend and remove from EHMC and Program any Faculty or Participants who fail to obey EHMC's policies, rules, regulations and procedures or whenever, in the sole and exclusive judgment of EHMC, such removal shall serve the best interests of EHMC and its patients. Any Faculty or Participants removed pursuant to this Paragraph may be permitted to return to the Program and EHMC when and if the underlying problem or condition is resolved to the mutual satisfaction of EHMC and the School.

4 Insurance.

4.1 The School shall procure and maintain, at its sole expense, comprehensive general liability insurance and professional liability (malpractice) insurance, both on an occurrence basis, with New Jersey approved insurance carriers, covering its Participants, instructors, Students, Faculty, and employees. Such professional liability (malpractice) insurance shall have limits of coverage not less than One Million Dollars (\$1,000,000) per occurrence, and Three Million Dollars (\$3,000,000) in the aggregate, and such comprehensive general liability insurance shall have limits of coverage not less than Two Million Dollars (\$2,000,000) combined single limit for bodily injury and property damage per occurrence. In the event any of the above-described coverage is issued on a “claims-made” basis, the School shall ensure, through the purchase of tail coverage or any other necessary action, that the School, its Faculty and the Participants shall be covered as described above with respect to incidents occurring during the term of this Agreement regardless of when a suit is instituted. The insurance coverage outlined herein shall include EHMC, its trustees, officers, agents and employees as additional insured.

4.2 The School shall purchase and maintain cyber liability insurance in an amount with a minimum limit of Five Million Dollars (\$5,000,000), with coverage that will cover intentional or unintentional disclosure of private, personal, or corporate information, as well as the cost of regulatory action defense and any fines or penalties, privacy breach notifications, credit monitoring, and public relations expenses that may result from such disclosure. Such coverage shall cover the acts or omissions of the School’s Participants, instructors, Faculty, and employees. The School will provide evidence of such insurance upon request.

4.3 The School shall also maintain workers' compensation and disability coverage as required by law with respect to all Faculty, instructors and employees. In addition, the School shall ensure that all Participants and Faculty maintain medical insurance covering injuries or illness that occurs during the period of their participation in the Program(s).

4.4 EHMC will receive written notice from the School at least thirty (30) days prior to the cancellation of or any material change in policy terms of any of the above-mentioned insurance coverages. Cancellation or a material change in policy terms shall be grounds for immediate termination of this Agreement by EHMC.

4.5 The School shall provide EHMC with certificate(s) or other appropriate evidence of the insurance coverage required herein.

5 Indemnification.

The School shall indemnify and hold harmless EHMC and its directors, officers, affiliates, employees, agents, successors and assigns from and against any and all liabilities, penalties, fines, assessments, costs and expenses (including, without limitation, attorneys’ fees) in any way arising out of or in connection with the acts or omissions of School or any of its directors, officers, affiliates, employees, Participants, or Faculty, that arises out of the performance or non-performance of their duties, responsibilities and obligations under this Agreement.

EHMC shall indemnify and hold harmless the School and its directors, officers, affiliates, employees, agents, successors and assigns, the Faculty and the Participants from and against any and all liabilities, penalties, fines, assessments, costs and expenses (including, without limitation, attorneys' fees) in any way arising out of or in connection with the acts or omissions of EHMC or any of its directors, officers, affiliates, employees, its contractors or subcontractors, that arises out of the performance or non-performance of their duties, responsibilities and obligations under this Agreement.

6 Term and Termination.

This Agreement, including all Riders, shall be effective upon its execution and shall automatically continue unless terminated. Except as set forth in Paragraph 4.3, either of the parties to this Agreement may terminate this Agreement or any individual Rider (and the participation of the Participants in the Program described therein) with or without cause sixty (60) days' prior written notice to the other party. Such termination shall not take effect with respect to Participants already participating in the Program(s) until completion of that semester of clinical education and training.

7 Confidentiality.

The School shall ensure that (i) the School and all Faculty and Participants have been trained in and will comply with all applicable federal, state and local laws and regulations governing the confidentiality of EHMC's medical records, including the confidentiality and disclosure requirements of New Jersey State statutes and regulations concerning HIV/AIDS-related information as well as the federal Health Insurance Portability and Accountability Act of 1996 ("HIPAA") as amended; (ii) each Participant, if required by EHMC, will execute EHMC's Confidentiality Attestation stating that they will comply with all of the foregoing requirements; and (iii) the School and all Faculty and Participants will comply with the requirements set forth in EHMC's Notice of Privacy Practices.

If applicable, to the extent the EHMC receives any confidential student information during the provision of the services, HFP agrees to comply with the requirements of the Family Educational Rights and Privacy Act ("FERPA"), 20 C.F.R. Part 99 and the New Jersey Administrative Code, N.J.A.C. 6A:32-7.1 et seq. Regardless of format or medium, such information is considered confidential and protected by FERPA. Such information shall not be disclosed or shared with any third party by EHMC, except as permitted by the terms of this Agreement or under State or Federal Law.

8 Independent Contractors.

8.1 The School's Faculty and Participants shall at all times be subject to and required to comply with all of the Hospital's policies, rules, regulations and procedures. Participants and Faculty shall not be entitled to any compensation from EHMC or to other benefits provided by EHMC to its employees. Except with respect to the definition of "workforce" under HIPAA as it

is defined for purposes of defining Business Associates, the parties expressly disclaim any intention to enter into any employee/employer relationship, EHMC or joint venture relationship and agree to conduct themselves so as not to act or purport to act on behalf of the other. With respect to all work, duties and obligations hereunder, it is mutually understood and agreed that EHMC and the School are at all times acting and performing as independent contracting parties and not as employees, agents, borrowed servants, joint venturers or partners, and such independent contractual relationships shall be respected hereunder.

8.2 No Participants or Faculty shall in any way be considered servants, contractors, agents or employees of EHMC. No Participants or Faculty shall be entitled to any remuneration from EHMC, or to fringe benefits, workers' compensation, disability or other rights and benefits normally afforded employees of EHMC. The salary of the Faculty shall be paid by the School and not by EHMC. This provision shall neither prohibit nor affect employment relationships between EHMC and Faculty or Participants that are separate and distinct from, and unrelated to, the Program(s).

8.3 Neither the School nor its Faculty or Participants shall pay any stipend or other consideration to EHMC for the clinical education and training provided pursuant to this Agreement.

9 Non-Discrimination.

Neither party shall discriminate against any employee, applicant, Participants or Faculty on the basis of race, color, handicap, national origin, creed, sex, sexual orientation, age, marital status, physical disability, blindness, genetic predisposition, carrier status or any other protected classification under local, state and federal laws.

10 Compliance with Applicable Laws, Rules and Regulations.

10.1 In connection with the performance of this Agreement, both parties shall comply with all federal, state and local laws, rules and regulations binding on that party.

10.2 Notwithstanding any other provision to the contrary in this Agreement, EHMC remains responsible for ensuring that any service provided pursuant to this Agreement complies with all pertinent provisions of federal, state and local statutes, rules and regulations. Nothing contained in this Paragraph shall be construed to make EHMC responsible or liable for the negligent or improper acts or omissions of the Faculty or Participants arising from the performance of their duties and functions pursuant to this Agreement.

11 Assignment.

Neither party shall assign, sublet, subcontract or otherwise dispose of this Agreement, or any right, duty or interest herein, without the prior written consent of the other party. No assignment, subcontracting, subletting or other such disposition of this Agreement by either party shall relieve that party of its commitments hereunder. Notwithstanding the foregoing, upon

prior notice to School, EHMC shall be permitted to assign this Agreement to an entity related to or affiliated with EHMC and/or to any subsequent acquirer of or successor in interest to all or substantially all of the assets of EHMC, without the consent of School.

12 Notices.

Any notice or document required or permitted to be given under this Agreement shall be deemed to be given: (a) if deposited in the United States mail, postage, prepaid, certified mail, return receipt requested, on the third (3rd) day following mailing; or (b) if deposited with a commercial overnight delivery service, on the day following deposit. Notice shall be addressed to the recipient at the address set forth below or such other address or addresses as the Parties may designate from time to time by notice satisfactory under this Section:

To EHMC: Englewood Hospital and Medical Center
 350 Engle Street
 Englewood, NJ 07631
 Attn:
 Tel:

To the School:

Attn:
 Tel:

13 Entire Agreement.

This Agreement and its attachments constitute the entire agreement between the parties hereto with respect to the subject matter hereof, and shall supersede all previous negotiations, commitments, and writings. It shall not be released, discharged, changed or modified except by a written instrument signed by a duly authorized representative of each of the parties.

14 Severability.

If any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall in no way be affected or impaired thereby.

15 Governing Law.

This Agreement has been executed in, and shall be governed by and interpreted in accordance with, the laws of the State of New Jersey. Any controversy or claim arising from or relating to the Agreement shall be brought in the courts in the State of New Jersey and in the County of Bergen.

16 Mutual Cooperation.

The parties hereto recognize that in the performance of this Agreement, the greatest benefits will be derived by promoting the interests of both parties and each of the parties does, therefore, enter into this Agreement with the intention of cooperating with the other in carrying out the terms of this Agreement and each party agrees to interpret its provisions insofar as it may legally do so, in such manner as will best promote the interests of both and render the highest services to the public.

17 Waiver.

No delay in the exercise of any right shall be deemed a waiver thereof, nor shall the waiver of a right or remedy in a particular instance constitute a waiver of such right or remedy generally.

18 Counterparts.

This Agreement may be executed in counterparts, each of which shall constitute an original, and all of which taken together shall constitute a single instrument.

19 Use of Name.

Neither party shall have the right to use the name of the other party or its affiliates for any purpose, in any format, without the prior written consent of the party whose name is to be used, in each instance.

20 No Liability for Failure to Provide Clinical Experience.

EHMC shall not be responsible and shall incur no liability for failure to provide any clinical experience or training hereunder due to any cause including, but not limited to, equipment failure, insufficient staff, work stoppages, fires and disobedience, riots, rebellions, pandemics, acts of God and similar occurrences. EHMC shall resume its obligations hereunder as soon as reasonably possible after the cessation of such causes.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the day and year first above written.

SCHOOL

Signature:

Name:

Title:

Date:

ENGLEWOOD HOSPITAL AND MEDICAL CENTER

Signature:

Name:

Title:

Date:

EXHIBIT A HEALTH CLEARANCE

The following health and immunization requirements are subject to change in accordance with applicable law.

1. Physical Examination. All Participants and Faculty assigned to EHMC shall have had a complete annual assessment and recorded medical history, prior to assignment to the clinical field. The examination shall be of sufficient scope to ensure that the Participants and Faculty are free from any health impairment which is of potential risk to patients or which might interfere with the performance of their duties, including the habituation or addiction to depressants, stimulants, narcotics, alcohol or other drugs or substances which may alter the individual's behavior.

2. Immunization. The School shall provide EHMC, if requested, with evidence of immunization (subject to documentation that it is medically contraindicated or the participant has received an exemption due to their bona fide religious beliefs) for all Participants and/or Faculty. The School shall also provide the Participants and Faculty appropriate infection control training on bloodborne pathogens. Immunization to include, 2 (two) step Mantoux, follow by annual negative testing; if Mantoux is positive, negative Chest X-ray within 6 (six) months; Documentation of Vaccination or Blood Titers proving immunity to the following: mumps, measles (Rubeola) and German Measles (Rubella) and chicken pox (Varicella); seasonal influenza vaccination (in accordance with EHMC Policy); and COVID-19 vaccination.

3. Baseline Eye Examination. All Participants and Faculty who will work directly with lasers shall have had a baseline eye examination.

RIDER

Discipline: _____

THIS RIDER and attached curriculum are hereby made part of the Clinical Placement Agreement dated _____ (the "Agreement") between the _____ (the "School") and Englewood Hospital and Medical Center ("EHMC"). All terms used herein shall have the meaning given them in the Agreement unless otherwise indicated. In the event of any conflict between the terms of the Agreement and the terms of this Rider, the terms of this Rider shall govern.

The Agreement hereby covers the participation of the Participants and Faculty in the above-referenced discipline in accordance with and subject to the terms of the Agreement. Under the Program, the number of Participants in each clinical rotation shall be _____ or any other number of Participants agreed upon by the parties in advance. Each Participant will rotate into the Program for _____ weeks and the minimum number of hours per week will be per Participant will be _____.

**APPROVED:
SCHOOL**

Date: _____

Name:

Title:

ENGLEWOOD HOSPITAL AND MEDICAL CENTER

By: _____

Name:

Title:

Date: _____

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

X. NEW BUSINESS

None

**HUDSON COUNTY COMMUNITY COLLEGE
BOARD OF TRUSTEES MEETING
October 19, 2021**

XI. ADJOURNMENT

RESOLUTION:

NOW, THEREFORE, BE IT RESOLVED that the October 19, 2021 meeting of the Hudson County Community College Board of Trustees be adjourned at 6:00 P.M.

INTRODUCED BY: Joseph Doria

SECONDED BY: Harold Stahl

DATE: October 19, 2021

Doria, Joseph	<u>AYE</u>
Fahrenheit, Karen	<u>ABSENT</u>
Galvin, Adamarys	<u>AYE</u>
Gardner, Pamela	<u>AYE</u>
Kenny, Roberta	<u>AYE</u>
Lee, Bakari	<u>AYE</u>
Peña, Jeanette	<u>AYE</u>
Rodriguez, Silvia	<u>AYE</u>
Stahl, Harold	<u>AYE</u>
Netchert, William, Chair	<u>AYE</u>

9 Aye 0 Nay
RESOLUTION ADOPTED

Jennifer Oakley October 19, 2021
Signature of Recorder Date