



HUDSON
COUNTY
COMMUNITY COLLEGE

OFFICE OF ACADEMIC AFFAIRS



Faculty Handbook

Academic Year 2024-2025



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[Faculty and Staff Directory \(hccc.edu\)](http://hccc.edu)

Note: Please consider this a LIVE publication. As HCCC is growing every day, visit the website as updates are added regularly: [Home \(hccc.edu\)](http://hccc.edu).



Greetings, Faculty!

Welcome to Hudson County Community College! Whether this is your first semester at HCCC, or you have been a member of the HCCC family for decades, I hope that you, too, feel that Hudson is Home!

The HCCC Faculty Handbook is an important document containing general information about HCCC and important college policies and procedures. The Handbook is also designed to inform and serve other members of our college community. The Handbook is compiled from a number of sources and is maintained by the Office of Academic Affairs. The Handbook is a living document in the sense that the policies and procedures represented are constantly scrutinized for their efficacy in accomplishing what they intend and their accuracy in reflecting practice.

Teaching and learning are at the center of our mission, and academic excellence is at the core of our values. Across HCCC, the principles of student success; and diversity, equity and inclusion guide our work. Faculty have a direct connection to students' success and ensure that students feel a sense of belonging.

At a recent College Service Day, we welcomed distinguished scholar Dr. Davis Jenkins from the Community College Research Center, who presented on the value of students' receiving "light the fire" experiences. As faculty, you provide these "light the fire" experiences through the teaching and learning process. When we reflect on our own journey through higher education, it is often our interactions with one or more faculty members that stand out in our minds and in our hearts. Faculty who introduced poignant ideas and questions that made us look at the world in new ways, served as a mentor in our academic and career choices, and provided an empathetic ear that helped us feel heard, seen, and valued. I am confident that you will continue to provide those same memories for HCCC students.

I am proud to lead a college where our faculty are high performing and accomplished. Members of HCCC's faculty have received the Dale P. Parnell Faculty Distinction Recognition from the American Association of Community Colleges (AACC), the Association of Community College Trustees (ACCT) Northeast Faculty Member Award, Excellence Awards from the National Institute for Staff and Organizational Development (NISOD) and from the League for Innovation in the Community College, and many others. HCCC faculty have received prestigious grants from the National Science Foundation, the Department of Education's Office of Hispanic Serving Institutions, and others. HCCC has been recognized as a "Most Promising Place to Work in Community Colleges" by NISOD and *Diverse: Issues in Higher Education*; as a Top College for Diversity by *INSIGHT Into Diversity*; as a "Great College to Work For" by ModernThink; and as a Top 10 Finalist in all three categories for the Bellwether College Consortium Award, among many others.

Whether you have been teaching HCCC students for decades, for years, for a handful of semesters, or you are new to the HCCC teaching experience, your influence on our students and their success is indelible. Thank you for all you do! Hudson is Home!

Sincerely,

A handwritten signature in blue ink, appearing to read "Chris", written over a light blue horizontal line.

Christopher M. Reber, Ph.D.
President

ABOUT HCCC

Hudson County Community College (HCCC) is an award-winning, comprehensive, urban college committed to offering high-quality programs that are affordable, accessible, and community-centered. It is the largest institution of higher education in Hudson County, in one of the most historic, densely populated, and ethnically diverse areas of the United States. HCCC students were born in 119 countries and speak 29 different languages. The diversity and the multitude of our community's cultures, life experiences, skills, and aspirations are the very values and traits that empower us to be productive and caring members of our society.

In 1974, the New Jersey Board of Higher Education approved the establishment of a community college commission in Hudson County. HCCC began as one of only two "contract" colleges in the United States and offered programs that reflected the nature of the job market. It received its official name in 1981. Since that very moment, Hudson County Community College has embodied an unwavering commitment to bring our students' infinite potential to fruition.

The administration and Board of Trustees work to ensure that all residents of Hudson County have access to an affordable education that provides the knowledge and skills needed in today's global society. In the mid-1990s, HCCC formulated and began implementing strategic academic and physical development plans based on the community's needs. HCCC has since realized unprecedented growth in course offerings; created a central counseling program; expanded student activities; established an art gallery and a year-round cultural events program; and increased the number and quality of its facilities. The College serves more than 18,000 credit and non-credit students annually. The HCCC Journal Square Campus (Jersey City) and North Hudson Campus (Union City) are adjacent to public transportation hubs. The Secaucus Center offers ample free parking. Dual-admission and/or articulation agreements with every major four-year college and university in the greater NY/NJ area make transitioning to baccalaureate degree studies seamless.

In 2017, the Equality of Opportunity Project ranked HCCC in the top 5% of 2,200 U.S. higher education institutions for social mobility. In 2019, the HCCC Tutoring Center received the Frank L. Christ Outstanding Learning Center Award for Two-Year Institutions. In 2023, the HCCC College Student Success Mentoring Program received the 2023 NTA Mentoring Program of the Year Award. In 2019, the College joined Achieving the Dream, a network of high-achieving community colleges, as part of its expanding effort toward continuous improvement in student success; these recognitions, in conjunction with past ones, propelled us to continue striving for the College's expansion. The College offers nearly 90 nationally recognized degree and certificate programs, including English as a Second Language; Science, Technology, Engineering and Mathematics (STEM); Culinary Arts/Hospitality Management; Nursing and Health Professions; and Humanities and Social Sciences. The HCCC Culinary/Hospitality Management program was ranked number six in the U.S. by Best Choice Schools.

The College's commitment to Diversity, Equity and Inclusion was recognized with the 2021 Association of Community College Trustees (ACCT) "Northeast Region Equity Award;" the INSIGHT Into Diversity 2021, 2022, and 2023 "Higher Education Excellence in Diversity (HEED) Award," honoring HCCC as one of six community colleges in the nation named Top Colleges for Diversity; and the INSIGHT Into Diversity 2022 and 2023 "Inspiring Programs in STEM Award." HCCC was a finalist recently for the American Association of Community Colleges (AACC) "Advancing Diversity Award of Excellence." HCCC was selected as one of 24 community colleges in the United States to be named among the "2022 Most Promising Places to Work in Community Colleges" by the National Institute for Staff and Organizational Development (NISOD) in collaboration with *Diverse: Issues in Higher Education*. The College was one of 22 community colleges nationwide, and the only one in NJ, to be recognized by Modern Think LLC and the Chronicle of Higher Education as a 2022 and 2023 "Great College to Work For." HCCC is one of two colleges in the United States to be named a Top Ten Finalist in all three program categories for the nationally recognized 2023 Bellwether Awards and received the 2023 Bellwether Award for the College's cutting-edge Hudson Scholars program. The College's exemplary work in advancing student success has been recognized in 2023 with "Leader College" designation by Achieving the Dream, the national nonprofit organization dedicated to advancing community colleges as catalysts for equity and mobility in their communities.

MISSION STATEMENT

Hudson County Community College provides its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

VISION STATEMENT

As one of the nation's leading and most diverse urban community colleges, we aspire to consistently offer best practices and transformative educational and economic opportunities for our students and all residents of Hudson County.

VALUES STATEMENT

Hudson County Community College is committed to these values:

Holistic Services

Understanding through Data

Diversity, Equity and Inclusion

Student Success

Open to All

National Distinction

Collaboration and Engagement

Academic Excellence

Responsible Stewardship of Resources

Ethical Behavior, Integrity and Transparency

Support of Innovation and Leadership

STRATEGIC PLANNING AND INSTITUTIONAL PRIORITIES

In support of its Mission, Vision, and Values, Hudson County Community College has two overarching institutional priorities: student success and diversity, equity and inclusion. These priorities formed the foundation of the College's 2021-24 Strategic Plan, *Hudson is Home!* The 2021-24 College Strategic Plan can be accessed at <https://www.hccc.edu/abouthccc/vision/strategic-plan.html>.

DIVERSITY, EQUITY AND INCLUSION

Values and Commitment to Diversity, Equity and Inclusion

Hudson County Community College is proud of its diversity and has one of the most diverse student bodies in the United States. The College is committed to the value and principle that all members of the HCCC community should be treated with respect, dignity, and kindness. Our community celebrates diversity and unity and welcomes all people onto our campus and into our community. We believe that celebrating diversity benefits everyone.

The HCCC community encourages:

- Culturally aware curricula.
- Recruitment of and opportunities for diverse populations, including administration, faculty, staff, and students.
- Diversity training and education that are available to everyone.
- Mediation of differences that may arise among our community to derive the best possible solutions and compromises available.
- Encouragement of diverse conversations and philosophical discussions without censure or hostility.
- Treating all community members respectfully and encouraging their voices to be heard.

THE OFFICE OF DIVERSITY, EQUITY AND INCLUSION

71 Sip Avenue, 6th Floor.

dei@hccc.edu

(201)-360-5399

The Office of Diversity, Equity and Inclusion's mission is to promote an institutional climate that embraces and celebrates differences while championing equitable and inclusive practices, policies, and procedures in all College activities. The Office leads and supports practices that foster safe, inclusive, and accessible facilities and activities for all community members. All members of the college community are welcome to contact us with questions, concerns, or suggestions for potential collaborations. The Offices of Cultural Affairs, Accessibility Services, and Title IX compliance for the College are all within the Diversity, Equity and Inclusion umbrella. For more information, visit: <https://www.hccc.edu/abouthccc/dei/index.html>.

THE PRESIDENT'S ADVISORY COUNCIL ON DIVERSITY, EQUITY AND INCLUSION (PACDEI)

The Hudson County Community College (HCCC) President's Advisory Council on Diversity, Equity and Inclusion (PACDEI) provides leadership, support, and counsel in fostering a welcoming, diverse, equitable, and inclusive environment that embraces our shared values among all HCCC constituencies. PACDEI contributes to the achievement and continuous improvement of policies, procedures, programs, services, and outcomes in order to support a college culture that values, respects, and celebrates diversity in all forms. For more information, visit: [PACDEI](#).

STUDENT SUCCESS AND ACHIEVING THE DREAM (ATD) MEMBERSHIP

Hudson County Community College is committed to engaging every student through a culture of care grounded in equitable, inclusive, and holistic support. We empower our community of scholars to achieve their personal, academic, and professional dreams and goals. We maintain a steadfast focus on student success, including degree completion, transfer pathways, gainful employment, and engaged civic participation.

In 2019, Hudson County Community College joined the Achieving the Dream (ATD) national reform network and has since adopted a laser-like focus on removing barriers that impede students' ability to succeed inside and outside the classroom. For more information, visit: <https://www.hccc.edu/abouthccc/vision/atd.html>.

FACULTY ORGANIZATIONS

ALL COLLEGE COUNCIL

The All College Council (ACC) was established in 2010 to advance the mission of HCCC with a participatory governance structure in which all its constituents are invited to participate in creating, reviewing, and revising policies and procedures. The ACC serves as a shared governance structure to make governance recommendations to the President on policy-related topics at the college. The elected executive committee comprises a Chair, Vice Chair, and Recording Secretary.

The ACC consists of Five (5) Standing Committees, each with an elected Chair and Secretary: College Life, Development and Planning, Space and Facilities, Student Affairs, and Technology. These Standing Committees consist of appointed members of the ACC, including faculty, staff, administrators, and a designated DEI representative.

The Academic Senate, with an elected Chair and Secretary, consists of elected representatives from each academic school and other appointed members, including staff, administrators, and a designated DEI representative. The Senate focuses on academic affairs issues, policies, and procedures at HCCC, including general education, curriculum and instruction, assessment, and the online learning committee.

The ACC provides the platform for faculty (full-time and adjuncts), staff, students, and administrators to publicly discuss suggestions and concerns and to create Governance Recommendations for policy change. Membership in the ACC allows for the right to vote on such Governance Recommendations. However, you are not required to become a member to participate in the General ACC meetings; all are welcome. Membership and appointments occur at the beginning of the fall and spring semesters.

The General Meetings occur on the fourth (4th) Wednesday of each month, while the Standing Committees and the Academic Senate meet on the first (1st) Wednesday of each month. Any information regarding the activities, discussions, and updates of the All College Council can be found on the College's portal page under the ACC tab. Your interest and participation in the ACC are always welcome. Inquiries about joining the All College Council can be emailed to: ACC@HCCC.edu.

PROFESSIONAL ASSOCIATION

Full-time faculty members are represented in collective bargaining by the HCCC Professional Association/NJEA. Adjunct faculty members are represented by the HCCC Adjunct Faculty Federation/AFT. For further information, please refer to this handbook's "Personnel Policies and Procedures" section. A current listing of Professional Association Officers can be found at <https://www.hccc.edu/abouthccc/leadership/index.html>.

ADJUNCT FACULTY FEDERATION

Adjunct faculty members are represented by the HCCC Adjunct Faculty Federation/AFT. For further information, please refer to this handbook's "Personnel Policies and Procedures" section. A current listing of Federation Officers can be found at <https://www.hccc.edu/abouthccc/leadership/index.html>.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

ALL COLLEGE ADJUNCT FACULTY ORIENTATION

HCCC demonstrates a commitment to adjunct faculty and their professional and personal development. Adjunct faculty members, particularly those who are new to HCCC, are encouraged to attend All College Adjunct Faculty Orientation, which is scheduled before the start of each semester. This orientation is designed to provide important information concerning students, available programs, services, and College policies and procedures. All new and returning faculty are encouraged to engage with HCCC's professional development through the Office of Human Resources.

A listing of training and professional development opportunities can be found on the College's website at <https://www.hccc.edu/administration/hr/faculty-staff-development.html>.

CENTER FOR TEACHING, LEARNING, AND INNOVATION

The Center for Teaching, Learning, and Innovation (CTLI) is dedicated to enhancing faculty's professional and intellectual development through a range of professional development opportunities, collaborations, and discussions. The CTLI endeavors to remain relevant and engaging in its offerings and promotes a culturally responsive, inclusive, and diverse platform of teaching and learning opportunities.

The CTLI is linked with other two and four-year institutions of higher learning in the pursuit of best practices, sound guidance, and collaborative inquiry as it aspires to be dynamic in its growth and offerings. Moreover, the CTLI partners with internal offices, academic schools, and programs across the College to enhance the student and faculty teaching and learning experience and encourage a collegial and scholarly environment that advances the mission of Hudson County Community College.

The CTLI has distinguished itself in its professional offerings, which include: Adjunct Faculty Professional Development, professional development for *La Puerta Dorada/The Golden Door* Title V Grant, a partnership with the Association of College and University Educators (ACUE) for faculty to earn a nationally recognized and credentialed certificate, and its hallmark annual national event, the Teaching and Learning Symposium on Social Justice in Higher Education. The CTLI is committed to advancing teaching and learning strategies that embrace inclusiveness and belonging in the classroom and remain relevant to the contemporary national discourse that impacts HCCC's community and students.

Since its inception, the Center for Teaching, Learning, and Innovation has partnered with the Association of College and University Educators (ACUE) to provide professional development. Faculty and staff have taken advantage of the nationally accredited program endorsed by the American Council of Education. Faculty and staff have enhanced their online and in-class teaching practices to improve student engagement, increase persistence, and close equity gaps with evidence-based practices. For more information, visit: <https://www.hccc.edu/community/ctli.html>.

COLLEGE SERVICE DAYS

College Service Days provide an excellent forum for faculty development and enrichment. Full-time faculty members are required to participate in each of the two College Service Days, which are scheduled at the beginning of the fall and spring semesters. Adjunct faculty members are encouraged to attend. For more information, visit: <https://www.hccc.edu/administration/hr/faculty-staff-development.html>.

FACULTY DEVELOPMENT WORKSHOPS

Each semester, various staff and faculty professional development workshops are scheduled under the auspices of the Office of Human Resources. All faculty members are welcome to participate in or offer workshops. Please check the College's website and communications for the workshop schedule and/or training videos. Adjunct faculty members may participate in the Adjunct Faculty Professional Development Series. Contact the Office of Human Resources for more information, or refer to their website: <https://www.hccc.edu/administration/hr/faculty-staff-development.html>.

PROFESSIONAL DEVELOPMENT DAY

The Office of Faculty and Staff Development in the Office of Human Resources holds a Professional Development Day at the beginning of the fall and spring semesters. The primary focus of Professional Development Day is to offer various professional development and training opportunities to faculty and staff, including implementing the best teaching and learning practices in community colleges. Faculty participants may explore the institutional context of community college teaching, the relationship between teacher and curriculum, the special characteristics of the open-access student population, and specific teaching and assessment practices that have proven successful in enhancing student learning and retention in college. The program may be conducted in a manner consistent with these methods, employing small-group interdisciplinary collaboration, journal writing, and the exploration of cultural and gender differences as they impact teaching and learning.

A listing of training and professional development opportunities can be found on the College's website: <https://www.hccc.edu/administration/hr/faculty-staff-development.html>.

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC GRADING

All full-time and adjunct faculty members are encouraged to submit mid-term grades. All faculty members are required to submit both attendance and final grades electronically to the Registrar. Grades should be entered in the faculty section of Liberty Link's self-service tools: <https://erp-slfsrv-prod.hccc.edu/Student/>.

A grade of Incomplete ("I") is given when a student signs a *Contract for the Grade of Incomplete* and should only be assigned when a student, who, for compelling reasons (i.e., medical, social, or personal), has been unable to finish a minor portion of the coursework. Through the *Contract for the Grade of Incomplete*, the student agrees to complete that coursework within 21 days from the last day of the semester, or the "I" grade will automatically change to an "F" grade. Click the following link to access the contract: <https://www.hccc.edu/student-success/resources/documents/form-contract-for-grade-incomplete.pdf>.

The Registrar will assign a grade of "W" (withdrawal) to all students who complete the official withdrawal procedure before the final date for withdrawals listed on the Academic Calendar.

GRADES FOR ACADEMIC FOUNDATIONS & ESL COURSES

Students enrolled in Academic Foundations English (AFE), Academic Foundations Mathematics (AFM), and ESL courses will be evaluated according to the following grading system:

E - Exit

Final grades that begin with “E” indicate that the student has demonstrated that they are prepared for college-level coursework. Variations of the “E” grade include “E,” “EA,” and “EW.”

P - Pass

Final grades that begin with “P” indicate that the student has completed instruction at the current level and will be promoted to the next level of instruction. Variations of the P grade include P2 and P3—only AFE and ESL use “P” grades.

R - Repeat

A final grade of “R” indicates that the student has satisfied the basic requirements of the course but has not demonstrated the proficiency necessary to succeed at the next level of instruction and must repeat the current level.

F - Fail

A final grade of “F” indicates that the student did not meet the current instruction level's basic requirements. Students who do not submit sufficient homework, have excessive absences, or submit plagiarized work receive a final grade of “F.”

ACADEMIC INTEGRITY

Academic integrity is central to the pursuit of education. For students at HCCC, this means maintaining the highest ethical standards in completing their academic work. In doing so, students *earn* college credits by their honest efforts. When students are awarded a certificate or degree, they have attained a goal representing genuine achievement and can proudly reflect on their accomplishment. This is what gives college education its essential value.

Violations of the principle of academic integrity include:

- Cheating on exams.
- Reporting false research data or experimental results.
- Allowing other students to copy one’s work to submit to instructors.
- Communicating the contents of an exam to other students who will be taking the same exam.
- Submitting the same project in more than one course without discussing this first with instructors.
- Submitting *plagiarized* work. *Plagiarism* is the use of another writer's or an application’s words or ideas without properly crediting that source. This unacknowledged use may be from published books, articles, the Internet, or another student's work.
- Using Artificial Intelligence and/or machine learning tools/aides to complete an assignment (e.g., essay, research paper, discussion forum, exam, quiz, etc.) and represent the work entirely as one’s own.

Violations of Academic Integrity

When students dishonestly meet their course requirements, they lower the value of education for all students. Students who violate the College's policy on academic integrity are subject to failing grades on exams or projects or for the entire course. In some cases, severe academic integrity violations may warrant further disciplinary action.

Violations Reported to The School Dean or the Dean of Student Affairs

Depending on the severity of the violation(s), the school dean will determine whether further disciplinary action is warranted. The Dean of Student Affairs assists Academic Affairs in maintaining an elevated level of academic integrity on campus. The Dean of Student Affairs works with the faculty and school deans to educate students about academic dishonesty and adjudicate disciplinary cases where there are suspected violations of college policies. Should a violation of HCCC's academic integrity standards warrant a disciplinary hearing with the Dean of Student Affairs, sanctions may include suspension, expulsion, or other appropriate measures. All violations of academic integrity should be reported to the Dean of Student Affairs using the Academic Dishonesty Reporting form: https://cm.maxient.com/reportingform.php?HudsonCountyCC&layout_id=2.

CLASS ROSTERS

Preliminary class rosters are available on the college portal through Liberty Link prior to the start of each semester. If a student's name appears on the class roster, but the student does not attend the first two class meetings, faculty members must contact the Office of Advisement at advising@live.hccc.edu or <https://www.hccc.edu/student-success/advisement-transfer/>.

COLLEGE CLOSING/DELAY

The Office of Marketing and Communications will assist in communicating school announcements, including whether the College will be closed due to an emergency (e.g., a severe storm). College closing/delay announcements are only issued through the Office of the President.

Hudson County Community College has implemented Connect-ED, a text and voice messaging emergency alert system in the event of a crisis or emergency that poses an immediate and life-threatening danger to the College community. Use the following link for more information about Connect-ED:

<https://www.hccc.edu/community/resources/documents/security-connect-ed-2021.pdf>.

Weather-related College closure/delay information will be communicated via Connect-ED. It will also be available on the automated selection menu when you call the College at (201) 714-7100. After dialing this number, press “1” to access the emergency information.

Radio announcements may also be made on the following radio stations:

- WADO 1280 (AM)
- WVNJ 1160 (AM)
- 1010 WINS (AM)
- WCBS 880 (AM)
- NEWS 12 and WNBC-TV

The College's website can also be accessed for critical information on the status of the College at www.hccc.edu, as well as the College's Facebook page at www.facebook.com/hccc.edu, [Twitter@HudsonCCC](https://twitter.com/HudsonCCC), and Instagram <https://www.instagram.com/hcccofficial/>.

COPYRIGHT AND FAIR USE

Copyright protection applies to print as well as the use of audio, video, images, and text on the Internet. The copyright clause of the Constitution gives Congress the power to grant authors exclusive rights to the original expression of their ideas to “promote the progress of science and the useful arts” (article 1, section 8, clause 8). The primary purpose of copyright is to foster the dissemination of intellectual works for the public welfare. Giving authors exclusive rights to their works for a limited period of time is seen as a way of rewarding them for their contribution to society. “Copyright” literally means the exclusive right to make copies of a work, from Talab, R.S. (1999). Commonsense copyright: a guide for educators and librarians.

Jefferson, NC: McFarland's. copyright law is found in the Copyright Act, Title 17 of the US Code. These exclusive rights set forth in section 106 of Title 17 include the rights to do and authorize others to do the following:

- Reproduce copies of the work.
- Distribute copies of the work to the public.
- Create derivative works based on the work.
- Perform the work publicly in the case of literary, musical, dramatic, and choreographic works, pantomimes, motion pictures, and other audiovisual works. In the case of sound recordings, to do so by digital transmission.
- Display the work publicly in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual works and digital transmission of the work.

Copyright does **NOT** apply to the following:

- Facts
- Ideas
- Processes or procedures
- Concepts
- Principles
- Systems or methods of operation
- Discoveries

Fair Use

One of the more important limitations is the doctrine of "fair use." The doctrine of fair use has developed through a substantial number of court decisions over the years and has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
2. The nature of copyrighted work.
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

The distinction between "fair use" of a copyrighted work and infringement can be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission if permission is necessary. For more in-depth explanations, including court rulings, see Columbia University Libraries/Information Services Copyright Advisory Office.

Similar guidelines apply to the use of copyrighted educational media in the creation of multimedia formats. Always credit the source and, whenever possible, request permission to use the original from the copyright holder. Credit should contain, at minimum: "the author's name (first, last), title of article or book sourced from, name of publisher, date published, and "Used by Permission." For further guidance, visit: www.cetus.org/four5.html.

COURSE OUTLINES AND TEXTBOOKS

School Deans or coordinators will explain arrangements for receiving desk copies of textbooks and distribute official course outlines. Faculty members are expected to adhere to official course outlines when preparing their syllabi. These should include weekly topics and information about texts, assignments, and grading policy. When provided by the School, the course syllabus should be followed as written. Each semester, a copy of the course syllabus for each assigned class should be given to the appropriate supervisor (e.g., area/program/subject coordinator and/or Academic School Dean) and distributed to students by the first class meeting.

CREATING A COURSE SYLLABUS

A well-constructed syllabus introduces you to your students and sets the tone for the semester. It also sets a standard in written communication and gives students an example of thoughtful, well-planned, and professional work. Below is a list of the minimum that your syllabus should contain:

- Instructor name, course title and section number, meeting times, room, office hours, HCCC telephone number, and e-mail address. Adjunct faculty should list their Academic School telephone number.
- Course description.
- Course objectives from the official course outline.
- Required text(s) and supplements necessary for successfully completing the course.
- An attendance policy that is consistent with the statement in this Handbook.
- A grading policy includes weighting for assignments and information about late work, etc.
- A week-by-week schedule of readings/written assignments, quizzes, exams, and other course requirements.
- An Academic Integrity Policy Statement.
- Accessibility Services Statement.
- Classroom Recording Policy.
- Remote Class Camera Policy.
- E-mail Policy.

The following statements are optional but highly recommended:

- College Closing
- Hudson Helps
- Diversity, Equity and Inclusion Statement
- HCCC Mission Statement
- Mental Health Counseling Statement

There are several important statements that should be included as part of any syllabus for our students' information. These statements have been compiled on a single webpage for ease of access. Please include the following statement with the link to this page on your syllabi. The page can also be printed and easily attached to your syllabi as an addendum:

Students are responsible for familiarizing themselves with the information in this syllabus as well as with other important HCCC policies, procedures, statements, and resources found on the following webpage: <https://www.hccc.edu/administration/academic-affairs/syllabus-addendum.html>. Please note that the information on the Syllabus Addendum webpage is not intended as a comprehensive list of all HCCC policies, procedures, or resources.

FACULTY ABSENCE CLASS MEETINGS

Faculty members are expected to meet all classes on assigned days and hours. In instances of an anticipated absence (e.g., conference attendance) and in instances when an emergency necessitates that a faculty member is absent from a class meeting, the faculty member should contact their Academic School Dean and area/program/subject coordinator. For faculty members who teach course sections scheduled outside of regular business hours (e.g., early mornings, evenings, and weekends), the relevant on-site personnel (e.g., Evening and Weekend Coordinator) should also be contacted. Faculty members should work with their Deans and coordinators to ensure continuity of instruction as possible through the use of the Learning Management System or other mediums as appropriate. Students should be informed of the absence via email and Canvas notification.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

In Compliance with the Family Educational Rights and Privacy Act and any other state laws and regulations that may apply, the College may release appropriate directory information unless a written request to withhold this information is received. Students must be notified annually of the categories of personally identifiable information the institution has designated as directory information and will be released without the student's written consent. All other information about students is confidential and should be treated as such. The Registrar is responsible for ensuring that education records are released only to individuals and agencies that have access authorized under FERPA.

For further questions about the FERPA guidelines, please contact the Registrar's Office at (201)-360-4121 or visit: <https://www.hccc.edu/administration/registrar/confidentiality-student-records.html>.

FINAL EXAMINATIONS

Faculty are required to meet all class sessions, including those scheduled during the final week of the semester. If the class normally meets more than once per week, all sessions must be held in the final week. Faculty may either give an examination or use the class period to conduct alternate assessment activities or exercises designed to provide a culminating experience. Examples of such alternate activities include students' presentations, group work on a course evaluation, and the sharing of their projects.

OFFICE HOURS

Full-time faculty maintain one office hour per week for every five hours of instruction assigned. Faculty who teach in the evening or on weekends are encouraged to provide office hours at times appropriate for evening students. Adjunct faculty are not required to hold scheduled office hours.

PREFERRED NAME POLICY

The purpose of the Preferred Name Policy is to ensure that Hudson County Community College enables members of the campus community to use and be known by a preferred name.

This policy is applicable to all students, faculty, and staff at the College. For more information, visit: <https://www.hccc.edu/abouthccc/policies/dept/sexual-harassment/preferred-name-policy.html>.

REMOTE INSTRUCTION GUIDELINES

Instructors teaching a remote course are encouraged to review the following recommendations and resources to help create an ideal online atmosphere conducive to learning.

#	Recommendations	Resources
1	Organize course content on Canvas. Review to make sure that everything is in working order and easily accessible for students.	<ul style="list-style-type: none"> • Canvas resources for instructors • COL workshops • Remote Course Template • Faculty Certification Course for Online Teaching
2	Before the semester begins, send a welcome message, self-introduction, or video to encourage student success and excitement for the class.	<ul style="list-style-type: none"> • How to add an announcement in Canvas
3	Use a computer or tablet to have complete functionality when teaching your class. Always keep cameras on.	<ul style="list-style-type: none"> • Make the most of WebEx meetings
4	Use a quality camera, microphone, and speaker.	<ul style="list-style-type: none"> • Borrowing a computer, microphone, speaker, etc.
5	Prepare, and log in 5 minutes before the start time of the class to ensure that the technology is in working order.	<ul style="list-style-type: none"> • Test video and audio in Webex
6	Consider an appropriate background and try to eliminate distractions and background noise. Instructors are expected to model appropriate dress and behavior during online meetings.	<ul style="list-style-type: none"> • Use virtual backgrounds in Webex meetings • Remove background noise during Webex meetings
7	Set clear expectations for students and encourage participation. It is highly recommended students turn cameras on.	<ul style="list-style-type: none"> • Recommendations for webcam use in the classroom
8	Create opportunities for engagement and discussion.	<ul style="list-style-type: none"> • How to create a flipped remote classroom • How to create a discussion in Canvas
9	Treat students respectfully and create a caring, supportive, and equitable environment. Refer students to appropriate support services when necessary.	<ul style="list-style-type: none"> • Student Chromebook and Wi-Fi hotspot request form • Student accessibility services • Care and Concern Form
10	Check for understanding through student feedback.	<ul style="list-style-type: none"> • Creating a poll in Webex
11	Manage disruptive students in class as you would in an on-ground class.	<ul style="list-style-type: none"> • How to handle conference/Zoom bombing • Conduct/Behavior reporting form
12	Encourage peer-to-peer relationships to create a supportive and inclusive learning environment.	<ul style="list-style-type: none"> • Tips for creating a healthy virtual environment

For additional resources, visit:

- [The Center for Online Learning](#)
- [Information Technology Services](#)
- [The College Library](#)
- [The Center for Teaching, Learning, and Innovation](#)
- [Mental Health Counseling and Wellness Center](#)

VERIFICATION OF STUDENT ATTENDANCE

Federal regulations require that students earn their financial aid funds by attending class. Faculty collect and report attendance information to verify financial aid eligibility. Failure to begin attending a course may negatively impact the student's financial aid enrollment level and eligibility. If you have any questions, please contact the Financial Aid office at (201) 360-4200 or at financial_aid@hccc.edu.

For student advisement purposes, faculty members are asked to refer any student who misses two consecutive class sessions to the School Dean, Coordinator, or Advisor.

ACCESSING ROSTERS, SUBMITTING ATTENDANCE, & ENTERING GRADES

Attendance and grades should be entered in at [Student-Self-Service](#). Please consult the College portal for seminars and workshops on entering attendance and grades at [Faculty-Staff-Development](#).

ACADEMIC PLACEMENT AND PROGRAMS

ACADEMIC PLACEMENT

Upon admission to HCCC, most students are placed into courses through testing, multiple measures, or directed self-placement. Faculty members concerned about inappropriate placements should contact the Advising office via email at advising@live.hccc.edu or by phone at (201) 360-4150 for the Journal Square Campus or at (201) 360-4627 for the North Hudson Campus.

ACADEMIC PROGRAMS

English As a Second Language (ESL)

English as a Second Language (ESL) students take courses in one of five levels of Writing and Grammar for Writing and Reading and Academic Discussion. ESL students who attain sufficient mastery of English move directly into College-level courses. While in ESL, students are permitted to take select college-level courses.

Location:

71 Sip Ave., L 320
(201) 360-4384
esl@hccc.edu

Academic Foundations English (AFE)

HCCC is committed to providing educational opportunities for all students admitted to the College, including students who need to strengthen their academic skills in English before enrolling in a full schedule of college-level courses. In order to provide access to degree programs for these students, HCCC employs a testing placement system and a full range of Academic Foundations courses in English to give students the opportunity to develop their academic skills.

Location:

71 Sip Ave., L 320
(201) 360-4382
english@hccc.edu

Academic Foundations Mathematics (AFM)

HCCC is committed to providing educational opportunities for all students admitted to the College, including students who need to strengthen academic skills in mathematics before enrolling in a full schedule of college-level courses. In order to provide access to degree programs for these students, HCCC employs a testing and placement system and a full range of Academic Foundations courses in mathematics to give students the opportunity to develop their academic skills.

Location:

263 Academy Street, S 204

(201)360-4265

stemprograms@hccc.edu

ASSOCIATE DEGREE AND CERTIFICATE PROGRAMS

For a list of degree and certificate programs, visit:

<https://www.hccc.edu/programs-courses/explore-all-programs.html>.

EARLY COLLEGE PROGRAM

The Early College Program permits all high school students in Hudson County to enroll in up to eighteen (18) college-level credits per academic year at a reduced tuition rate. Earned credits may be applied towards a college degree upon high school graduation. Courses may be taken in any of the College's modalities and, in addition, at the high school either after school or integrated into the high school curriculum through dual/concurrent enrollment. For a college course to be integrated into the curriculum, the course must incorporate all elements within the master syllabus and be taught by an instructor with the qualifications to teach the same course at the College. All determinations are made by the area/program/subject coordinator and/or Academic Dean.

Programs at participating high schools allow students to earn a full associate degree while still enrolled in high school. To date, over one hundred (100) students have earned an Associate's Degree simultaneously with their high school diploma. For more information, visit the Early College Program's page on our website:

<https://www.hccc.edu/admissions/applyinghccc/early-college.html>.

EVENING/WEEKEND/OFF-CAMPUS SERVICES

The Evening, Weekend, and Off-Site administrator will act as a liaison between students, faculty, and college administrators. They assist instructors with issues pertaining to their classroom and troubleshooting technology by finding a solution that best serves students. For any safety and security issues, the administrator will communicate with building security to ensure the matter is handled promptly. The administrator may relay information to students regarding college closings or other pertinent information.

Each campus has at least one administrator on duty covering multiple buildings and will introduce themselves to the faculty at the beginning of the semester. If you require their assistance, you may contact security, and they will reach out to the EWOS administrator at your campus. To speak to the Evening, Weekend, and Off-Site Coordinator during business hours, please call (201) 360-4244.

Phone Numbers for Safety and Security at HCCC's three campuses can be found in the Telephone Directory at the end of this Handbook. Faculty are encouraged to enter these numbers into their cell phone contact lists.

HONORS PROGRAM

Hudson County Community College's Honors Program promotes academic excellence in students who are academically gifted, intellectually curious, and highly motivated. The Honors Program offers small, interdisciplinary courses that focus on problem-based learning, support creative thinking, and encourage students to be active learners. A number of sections in various subjects each fall and spring semester are designated as "Honors." Students may use these courses to fulfill academic requirements for their associate degree programs at HCCC. To register for an Honors course, students must meet specified criteria. Additional information about Honors Program eligibility is available at <https://www.hccc.edu/programs-courses/special-programs/honors-program/index.html>. To learn more about the Honors Program, call the Office of Academic Affairs at (201) 360-4010 or email at honors@hccc.edu.

LEARNING COMMUNITIES

Hudson County Community College offers Learning Communities to accelerate students' performance in College-level classes. A Learning Community is a pair of two or more courses, often with the same theme. In a Learning Community, two or three professors coordinate class work, assignments, and field trips to assist the linked group of students in discovering and exploring connections between distinct and seemingly unrelated fields of study. The professors of these classes plan their lectures and assignments to relate to one another. Learning Community classes are smaller, more informal, and more interactive so that students and faculty get to know one another better by sharing ideas, considering one another's viewpoints, and helping one another learn. Learning Communities frequently meet to discuss student's progress, and academic coaches are assigned to work with the students under faculty members' supervision. For more information, contact lcp@hccc.edu, or visit: [Learning-Communities](#).

SCHOOL OF CONTINUING EDUCATION & WORKFORCE DEVELOPMENT

Continuing Education

Hudson County Community College provides the Hudson County community with personal enrichment and professional development opportunities through Continuing Education with non-credit classes, programs, and events. A wide range of programming is offered for adults and youth, scheduled at convenient times during mornings, afternoons, evenings, and weekends. Choose from classes that are in-person or virtual. For more information, visit: <https://www.hccc.edu/programs-courses/continuing-education/index.html>.

Workforce Development

The Office of Workforce Development (WFD) is a leader in Hudson County, offering a range of innovative training programs and resources.

For the business community through the Center for Business and Industry, services are available for start-up entrepreneurs and for small, medium, and large businesses. Please visit the following websites:

- <https://www.hccc.edu/programs-courses/workforce-development/business/index.html>.
- <https://www.hccc.edu/programs-courses/workforce-development/entrepreneurship/index.html>.

For government, non-profit, labor unions, and associations, the Office of Workforce Development provides access to industry-recognized credential training and degree programs in healthcare, advanced manufacturing, supply chain, finance, and technology for their clients, members, and employees. Many of these distinctive programs provide access to education for marginalized and underserved communities. For more information, please visit: <https://www.hccc.edu/programs-courses/workforce-development/index.html>.

TEACHING AND LEARNING AT HCCC

GENERAL EDUCATION

Use the following link for information regarding General Education:

<https://www.hccc.edu/programs-courses/general-education-requirements.html>.

TEACHING AND LEARNING BEST PRACTICES

Students learn best when they become actively involved in their education. A lively classroom promotes student participation. Involvement can be encouraged through a variety of means. In some subjects, a pattern of frequent quizzes and tests may be sufficient to assess student progress. Participation in classroom discussions promotes involvement, even for students who may be reluctant to participate directly. In all courses, however, regular written homework or other projects are essential.

Oral presentations, group projects, and research involving library services or professional contacts are all valuable ways of engaging students with course materials. Across the curriculum, writing assignments are proven learning tools. Journals, essays, reports, word problems, reaction papers, problem-solving exercises, summaries, self-assessments, meditations, critiques, notes, and outlines are all powerful learning tools when they are integrated into coursework.

Faculty are strongly encouraged to assign projects that require students to engage regularly in homework and class exercises that demonstrate mastery of course materials, practice problem-solving and critical thinking, develop creativity and independence, and improve communication skills. All these are essential to students' academic and professional success.

ENGLISH AS A SECOND-LANGUAGE STUDENTS IN THE CLASSROOM

As the student population at U.S. colleges becomes more ethnically diverse, many faculty members are realizing that traditional instructional methodologies may not meet the needs of many non-native English-speaking students. Instructors are seeking ways to overcome the challenges to conventional instruction posed by these students. To succeed with this population, it is important to know some basic facts about second-language learners in general and some teaching strategies that researchers have identified as effective with non-native speakers.

Understanding Second Language Acquisition

Second language acquisition is a long and challenging task. While fluency in speaking may be acquired in as little as two years, research has shown that it typically takes as many as seven to ten years for one to master a second language for academic purposes. While individuals progress at different rates, the process of learning a second language proceeds in recognizable stages. A basic familiarity with this process may help teachers in all disciplines understand some of the difficulties experienced by students who are not native speakers of English.

Beginning Stages: In the initial stages of the process, students are operating in a visual and/or concrete mode. They have little or no knowledge of the second language and find it difficult to understand any aspect of it, whether spoken or written. Classroom instruction, therefore, should focus on the concrete, using visuals and real objects as aids to instruction.

Intermediate Stages: Learners at the middle levels of the acquisition process are beginning to understand large portions of conversation; they can also generate and understand complex grammatical structures; they commit errors less frequently, and they have acquired greater confidence in their speaking ability. At this

Stage, however, second-language learners still find it difficult to comprehend idiomatic and abstract language. Therefore, repetition of key concepts and vocabulary in a variety of contexts will be helpful to students at this level, especially in academic discourse. Second-language learners who are between the middle and advanced levels may still experience problems with academic discourse. Although they may speak the second language fluently, they have not entirely mastered its vocabulary and structure. Understanding idiomatic expressions and inferences presents additional problems, and instructors should be aware of this.

Advanced Stages: Those who understand and write both concrete and abstract material are in the final stage(s) of language learning. Despite minor mistakes, they use English well and understand most idiomatic expressions. However, they will never be able to attain native-like pronunciation. Correction of pronunciation at this stage is not helpful and may alienate the student.

Classroom and Teaching Strategies for Second Language Learner Success

Second-language learners experience the emotional turmoil that comes with acquiring a new language and culture, and the acquisition process can positively or negatively influence their self-esteem. During any language acquisition process that results in meaningful learning for communication, all learners experience some degree of identity conflict regardless of age or motivation. Furthermore, learners must adjust to the frustrations associated with their inability to communicate. Culture shock may further compound these frustrations.

Students must see the necessity of accepting and using the new language before the acquisition process can begin. Many second-language learners may feel that they are not acquiring the new language as rapidly as they would like; others may find it difficult to perceive or keep sight of the relationship between second-language study and their career or personal aspirations.

Although part of a group, individual second language learners differ in ways that may either impede or facilitate the language acquisition process. These differences include opportunities for second language use, intensity in need to communicate, attitude about learning the second language, and learning style and personality.

Focus on Meaning First

With ESL students, it is important to focus on meaning first. Model and teach strategies for correcting misunderstandings. Instructors should provide feedback with a focus on meaning and comprehension. Although the form is important, it is not as important as meaning and comprehension. Use appropriate scaffolding to focus on reading, writing, listening, and speaking assignments. Allow for multiple attempts and drafts.

Connect to Prior Knowledge

If instructors are aware through informal conversation or formal surveys of the professional aspirations and educational background of their students, they can use this knowledge to construct relevant illustrations. Students' past experiences with and/or prior knowledge of an instructional topic or concept can be used to help them perceive the relationship between what they know and what they have to learn. Faculty can structure their instructional materials so that all students can experience a sense of accomplishment.

Initiate Visual and Manipulative Learning

Although ESL students enter the classroom with the same ability to learn as non-ESL students, their lack of mastery of the target language does pose some specific challenges for the mainstream instructor. In general, all learners fall into three groups: those who learn by seeing (visual learners), those who learn by listening (auditory learners), and those who learn by doing or experiencing (tactile learners). Although most people use all three styles, ESL students tend to be stronger visual and tactile learners. Consequently, a lecture style of delivery is not the best style to reach ESL students. ESL students learn best in an environment rich with interactive and cooperative learning. Diagrams, charts, visuals, handouts, illustrations, and videos all assist an ESL student's comprehension. A reliance on lectures as a methodology will not be effective for most ESL students. ESL students need to see it, touch it, and do it.

In the Classroom

Some instructional techniques benefit the ESL student more than others. For example, avoiding slang and speaking in simple sentences while facing the students improves listening comprehension. English is a vocabulary-rich language, and ESL students are always learning vocabulary, so repetition of important vocabulary and the use of synonyms aids English learners. The ESL student also benefits from the use of visual tools such as handouts and graphic organizers. Use the board efficiently. Draw outlines on the board and use different colors to group or highlight information; do not just verbalize expectations. Try to create a “language-rich classroom” that provides multiple opportunities for students to use listening, speaking, reading, and writing to demonstrate knowledge of content for various purposes, in various ways, and in various cultural settings.

INSTRUCTIONAL RESOURCES AND STUDENT SUPPORT SERVICES**ACADEMIC SUPPORT SERVICES****Journal Square Campus:**

STEM and Business Tutorial Center
71 Sip Avenue, Gabert Library
(Lower Level)
(201) 360-4187

The Writing Center:

2 Enos Place, Room J 204
(201) 360-4370

North Hudson Campus:

Academic Support Center
4800 Kennedy Blvd., Room N704
(201) 360-4779

ACCESSIBILITY SERVICES

Hudson County Community College is committed to the creation of an inclusive and safe learning environment for all students. The Office of Accessibility Services is responsible for determining reasonable accommodations for students who encounter barriers due to disability (conditions can include but are not limited to mental health, attention-related, learning, cognitive/developmental, vision, hearing, physical, or health impacts). When the student completes the request process and reasonable accommodations are determined to be necessary and appropriate, an Accommodation Letter will be provided. The student must provide the Accommodation Letter to each course instructor. This should be done as early in the semester as possible, as accommodations are not retroactive.

Contact Accessibility Services by phone at (201) 360-4157 and by email at as@hccc.edu; visit their website at <https://www.hccc.edu/student-success/personal-support/accessibility-services.html>, or visit them at 71 Sip Avenue, L010/L011, Jersey City, NJ. All information provided will be kept confidential.

ADVISEMENT

Advisement at the College is central to students’ success. Students should be encouraged to collaborate with staff within the Office of Advisement to ensure they start on and continue the path toward graduation. Advisement offers a number of services designed to assist students in attaining their academic, personal, and career/professional goals. Specifically, the Office works to ensure that students are supported as they plan their academic journey while at the College, as well as discuss post-graduation opportunities related to career and transfer.

Contact Advisement at the Journal Square Campus at (201) 360-4150 and the North Hudson Campus at (201) 360-4627 or via email at advising@live.hccc.edu.

HUDSON SCHOLARS ADVISEMENT

Hudson Scholars offers a broad range of one-on-one support to aid students in their transition to college and life at HCCC. Students have an opportunity to receive personalized advisement and support and make connections with other students through campus activities and events, all while earning some extra money along the way—up to \$625.00 per semester just for participating. Eligible incoming students receive invitations to participate prior to their first semester at the College.

FACULTY ADVISEMENT

In line with the Professional Agreement, the College utilizes a hybrid advisement model, with advisors from the Center for Academic and Student Success assigned to all matriculated students enrolled at the College and faculty assigned to students once they reach the latter part of their academic journey at the college. Once a student has earned thirty-one (31) or more college-level credits, they are assigned to a full-time faculty member at a ratio of no more than twenty-five (25) students per faculty member. Faculty not within a degree-granting program may have an alternate caseload of students, such as those in ESL or Academic Foundations. Additional expectations regarding advisement-related duties may be viewed in the current Professional Association Agreement. For any questions related to responsibilities pertaining to faculty advisement, consult the appropriate Academic School Dean. Any general inquiries related to practices and policies around advisement at the College should be directed to the Director of Advisement.

CAREER SERVICES

Journal Square Campus: 70 Sip Avenue, 3rd Floor.
North Hudson Campus: 4800 Kennedy Boulevard – 204 A
(201) 360-4184
career@hccc.edu

The Office of Career Services collaborates with faculty to offer the tools and information students need to confidently gain an understanding of their career process and strategy.

Ways to Partner with Career Services:

Employer/Alumni Involvement: Bringing employers or alumni into the classroom can help students connect what they learn in class to professional settings. Because we work with employers on a daily basis, we would be happy to help you find someone who would be a great fit for your class.

Please let us know if you already have a relationship with employers interested in recruiting! While we have a strong relationship with numerous employers, we are always looking to expand opportunities for our students.

Classroom Presentations & Workshops: Invite us to speak to your class. We can present on various career-related subjects, such as career/major exploration, resume writing, interview skills, job/internship search strategies, and career readiness skills. Even a five-minute overview of Career Services within a classroom makes a tremendous difference in our efforts to engage students.

Career Events/Opportunities: Throughout the academic year, Career Services will host numerous events and programs for students within various disciplines. We welcome you to bring your class, place these events on your syllabus, or even participate in the planning and marketing of these programs.

If you are interested in working with Career Services, please contact us and let us know how we can partner with you. For more information about Career Services, visit:

<https://www.hccc.edu/student-success/career-services/index.html>.

CENTER FOR ACADEMIC AND STUDENT SUCCESS

Through effortless access to an integrated, seamless, and holistic system of support services, the Center for Academic and Student Success (CASS) supports the College's learning environment and promotes student success through graduation and beyond. Essential functions include academic planning and advising, career services, college transfer, providing information and referral, coordinating tutoring services and training, and offering a college student success course.

Areas that comprise CASS include Advisement, Career Services, Educational Opportunity Fund Program, and Transfer Pathways. For more information, contact the CASS at 70 Sip Avenue, second floor, or call them at (201) 360-4150.

CENTER FOR ONLINE LEARNING

The Center for Online Learning (COL) enables students to meet educational goals and engage in life-long learning by working with Academic Schools to provide a wide variety of high-quality, technology-rich online and hybrid courses. The COL supports faculty designing, developing, and delivering interactive and accessible curricula by providing professional development and hands-on assistance. The COL is committed to increasing the number of fully online degree programs, continuously improving the quality of online courses, educating faculty on best practices around online teaching and learning, and expanding virtual student support services.

- Every course has a Canvas shell, and instructors teaching in all modalities can take advantage of online teaching technologies to improve the learning experience.
- The COL offers virtual workshops and professional development opportunities for faculty throughout the semester. Join us to learn more about Canvas and other technologies available to support online instruction, student engagement, accessibility, and academic integrity. View and register for workshops: <https://involved.hccc.edu/organization/col>.
- Faculty teaching online for the first time are required to take the self-paced Certification for Teaching Online, but the course is available to all faculty who are interested in learning more.
- Faculty who needs Canvas support can access 24/7/365 support through Canvas by calling 833-685-8350 or emailing support@instructure.com.
- For instructional design support, contact the COL at (201) 360-4038 or col@hccc.edu for instructional design support.
- Learn more about online learning at HCCC and find resources for instructors and students on the COL website: <https://www.hccc.edu/programs-courses/col/index.html>.

EDUCATIONAL OPPORTUNITY FUND (EOF) PROGRAM

The Educational Opportunity Fund (EOF) program is a state-funded program that provides counseling, supplemental instruction, and tutorial support for students from educationally and economically disadvantaged backgrounds who have been residents of New Jersey for at least twelve (12) consecutive months prior to being awarded the program grant. EOF participants benefit from workshops, developmental courses, and a six-week summer program. For additional information, contact the Director at (201) 360-4180.

HUDSON HELPS

Hudson Helps' mission is to provide thoughtful, caring, and comprehensive information on access to services, programs, and resources to address basic needs beyond the classroom, resulting in student success.

Hudson Helps seeks to provide a thorough list of services, programs, and resources that address many basic needs of our HCCC community members beyond the classroom. The HCCC Food Pantries are located on the lower level at 2 Enos Place: Journal Square Campus, Room J002, (201) 360-4109, and at North Hudson Campus, 4800 Kennedy Blvd, Room N513A (201) 360-4709. Please check the website for hours of operation and other helpful food pantry information. The Career Closet offers students new or lightly used clothing. The closet contains professional attire for an interview, internship, employment, commencement, and much more. Please check the website for hours of operation and other helpful career closet information; visit: <https://www.hccc.edu/student-success/personal-support/hudsonhelps/index.html>.

Location of Hudson Helps Resource Center:

70 Sip Avenue, 3rd Floor.
Jersey City, NJ 07306
Office: (201) 360-4188
Fax: (201) 360-7180

HUDSON CARES

A caring college community is one in which students, faculty, and staff look out for each other. CARE is an acronym for “A Caring Approach to Respond and Empower.” The CARE team is prepared to respond to your concerns during this time and always.

The CARE Team has established the following mission statement: The Hudson County Community College CARE Team strives to maintain a healthy, welcoming, and safe campus environment. The HCCC CARE Team, in partnership with the college community, will engage in proactive approaches to address student behavior.

Submitting a concern to the CARE Team: For general concerns related to student conduct, behavior, mental health, sexual misconduct, security, or general campus concerns, please access our Care and Concern Form: <https://www.hccc.edu/student-success/personal-support/hudson-care.html>.

The CARE Team will follow up on all concerns and ensure the appropriate individuals and resources are engaged.

MENTAL HEALTH COUNSELING AND WELLNESS

The Mission of the Mental Health Counseling and Wellness Center is to support students' mental, emotional, and well-being. This office is a healing space to help students manage their needs, such as stress, anxiety, or depression, and improve wellness. It is a Safe Space for anyone to share without fear of judgment. It embraces diversity and acknowledges that everyone is unique and special, provides in-person and remote FREE Counseling sessions by appointment, and offers walk-in appointments on both campuses.

This department functions under the rules of HIPAA (Health Insurance Portability and Accountability).

Services provided:

- Mental health counseling
- Support groups
- Online mental health screenings
- Workshops
- Referrals to outside community providers
- Self-help
- Internship opportunities for students

Office of Mental Health Counseling and Wellness Contact Information:

Office: (201) 360-4229

Cell-Text: (201) 912-2839

mentalhealthcounseling@hccc.edu

Office Hours: 9:00 a.m. – 5:00 p.m. (on both campuses)

Remote and in-person support: [Remote and in-person support](#)

Locations:**Journal Square Campus:**

70 Sip Avenue, Third Floor
Jersey City, NJ 07306

North Hudson Campus:

4800 JFK BLVD, Seventh Floor
Union City, NJ 07087

Student Resources:

TalkCampus provides free 24/7 live peer-to-peer support to HCCC students! Sign up with your HCCC email. Talk about anything you want in a judgment-free with a peer volunteer. It is safe and anonymous. Volunteers are located all over the world and speak every language.

Also, students can sign up to Be a TalkCampus Buddy. TalkCampus will virtually train a small number of HCCC students on how to support someone through active listening and conveying empathy. To learn more, visit: <https://www.talkcampus.io/sign-up>.

Services provided for Faculty and Staff:

- Mental Health First Aid Training (6-hour day) remote.
- QPR (Questions, Persuade, Refer) –Suicide Prevention Training (1 hour and 30 minutes).
- Classroom / remote Mental Health Presentations.
- Join JED Campus, Jed – HCCC Mental Health Team – meaningful changes – promote student success.
Join a team: <https://myhudson.hccc.edu/outreach-presentation-request>.

OPEN EDUCATION RESOURCES (OER)/ZERO-COST TEXTBOOKS

When choosing course materials, instructors are strongly encouraged to make their courses a Zero-Cost Textbook (ZCT) Course. This means replacing the textbook with openly licensed materials (Open Educational Resources) and/or “free” for the student at no additional cost. Expensive textbooks can be a barrier to student success. Courses that do not require students to purchase a textbook reduce students’ educational costs, encourage collaboration among the faculty, and contribute to the sharing of content and best practices. Additionally, using open educational resources in conjunction with backward design and student voices can allow for a more equitable learning environment that encourages open pedagogy.

Speak with the course coordinator and/or your Dean for more information on how to create a Zero-Cost Textbook Course. Additionally, HCCC libraries have access to a plethora of “free” and openly licensed resources to use in your classroom. Our librarians are well-trained in copyright and open educational resources (OER) and are an invaluable resource in helping eliminate this barrier. For more information on HCCC OER LibGuide, visit: <https://library.hccc.edu/oer/OER-HCCC>.

STUDENT LIFE AND LEADERSHIP

The Office of Student Life and Leadership provides several cultural and educational programs to enrich student learning experiences at HCCC. The Office of Student Life and Leadership oversees students’ extracurricular and co-curricular experiences. Whether through a club or organization, an honor society, or at an event, Student Life and Leadership strives to create a network of support and a culture of engagement throughout the HCCC community.

Events are advertised primarily through HCCC's student engagement platform, <https://involved.hccc.edu>, email, and various other mediums across campus and online. For additional information, contact the Office of Student Life and Leadership at (201) 360-4195 or via email at studentlife@hccc.edu.

Follow up on Facebook, Instagram, and TikTok @hccstudentlife.

STUDENT ORGANIZATIONS AND CLUBS

Being involved in a club or organization is a great opportunity for students to continue learning outside of the classroom. Whether it is in a leadership role, helping to plan an event, or even participating in community service, the experience helps prepare our students for the next steps in their lives and careers. There are a number of areas students can become involved with during their time at HCCC. Below is a list of some examples.

The Student Government Association (SGA) is the voice and governing body for Hudson County Community College students. The SGA consists of an executive board and senators. The SGA organizes the Inter-Club Council, bringing together representatives from each student club and organization. The SGA meets weekly, and all meetings are open to HCCC students. All enrolled students are members of the SGA. The SGA is administered by an Executive Board and assisted by a full-time administrative advisor. The SGA, through the Executive Board, serves as a communication link between the student body and the College Administration. For more information, contact the SGA Office at (201) 360-4742 or email them at SGA@hccc.edu.

One of the responsibilities of the Student Government Association is to serve as the umbrella organization for over thirty (30) clubs and organizations. The list of active clubs varies based on student interest and involvement. Information about student clubs and organizations can be viewed at <https://involved.hccc.edu>.

STUDENT CLUB ADVISORS

All organizations must have an advisor who is a full-time faculty, staff, or administrator of Hudson County Community College. Potential advisors are sought for active and inactive clubs and should contact the Associate Director of Student Life and Leadership at (201) 360-4197 or email them at studentlife@hccc.edu.

STUDENT PUBLICATIONS

Creative expression of the thoughts and interests of HCCC students is found in the following student publications:

Crossroads: Sponsored by the Writing Center, HCCC's Chapter of Sigma Kappa Delta, and the Literary Club, Crossroads is an annual publication featuring art and literature by students at Hudson County Community College.

Diversity: Diversity Magazine is a collection of writing from HCCC's ESL program, with pieces written by students at various levels in their education.

Honors Rhapsody: The Honors Rhapsody Newsletter features news and spotlights within the Honors Program, including student writings, Honors Program event recaps, student spotlights, and more.

The Orator, Student Newspaper: The student newspaper is the forum where students express their talents in journalism, photography, and art. The Orator provides the College community with information on events and concerns expressed from the student's point of view. The Orator's strength comes from the student body; therefore, HCCC strongly urges all students with an interest in journalism to become members of The Orator staff.

TRANSFER PATHWAYS

The Transfer Pathways department provides information and opportunities with four-year partner institutions to assist students in transferring to the four-year college of their choice.

Currently, there are eleven Active Partnerships (Dual Admission/Articulation Agreements): New Jersey City University, Saint Peter's University, Ramapo College, Rutgers University- Newark, Montclair State University, Fairleigh Dickinson University, Kean University, New Jersey Institute of Technology, University of Phoenix, Stockton University, Thomas Edison State University. Contact Transfer Pathways via phone at (201) 360-4119 or email them at transferpathways@hccc.edu.

FACULTY RESOURCES AND FACILITIES

ADJUNCT FACULTY LOUNGES

Three (3) faculty lounges are provided for adjunct faculty:

1. Journal Square Campus, 263 Academy Street, S205
2. Journal Square Campus, 161 Newkirk Street, E204
3. North Hudson Campus, 4800 JFK Blvd., N703

Resources include but are not limited to copies of the local newspapers, computers, printers, and basic office supplies.

COLLEGE BOOKSTORES

Journal Square Campus Bookstore

162 Sip Avenue
 Jersey City, NJ 07306
 (201) 360-4390
hccc@bkstr.com
www.hcccshop.com

North Hudson Campus Bookstore

4800 Kennedy Boulevard
 Union City, NJ 07087
 (201) 360-4398
hccc@bkstr.com
www.northhudsonshop.com

Regular hours after the first two weeks of the semester:

Monday - Thursday, 9:00 a.m. - 4:00 p.m.
 Friday 9:00 a.m. - 2:00 p.m.
 Saturday and Sunday Closed

COLLEGE LIBRARIES

HCCC has two libraries: Gabert Library at the Journal Square Campus and the North Hudson Campus in Union City. The hours are as follows:

Journal Square Location:

71 Sip Avenue
 Monday - Friday 7:30 a.m. - 10:00 p.m.
 Saturday 10:00 a.m. - 6:00 p.m.
 Sunday 12:00 p.m. - 6:00 p.m.

North Hudson Location:

4800 Kennedy Blvd.
 Monday - Friday 7:30 a.m. - 8:00 p.m.
 Saturday 10:00 a.m. - 6:00 p.m.
 Sunday 12:00 p.m. - 6:00 p.m.

The mission of the HCCC Libraries is to support students, staff, and faculty in their pursuit of knowledge. The Library strives to support student success by offering relevant, current, and interesting materials in print and online. The Library currently holds over 60,000 print and electronic books, 1,900 DVDs, 50,000 online journals, 135 online databases, and hundreds of streaming videos. The Gabert Library on the Journal Square campus is the home of the College Archives.

Information about Library services and resources can be found on the Library website: [Library-Resources](#).

The Library also maintains a blog where recent Library news can be found at [Library-Blog](#).

Library hours are subject to change during times when classes are not in session. Summer hours are announced annually by the College. Visit the Library website for updated hours.

Faculty may borrow books, DVDs, and equipment, such as laptops, from the Library with a valid HCCC ID card. Online resources may be accessed using the links on the Library website. Faculty may request instruction sessions with a librarian for your classes, either in person or via web conference, by using our online form. Faculty are encouraged to recommend titles for acquisition, which may be sent to library@hccc.edu or by contacting the liaison librarian for your school. Visit <https://library.hccc.edu/staff-directory> for a list.

The Library strives to place copies of all required textbooks on reserve for students, which may be checked out for two (2) hours at either campus location. The Library also helps with integrating online resources into course sites in Canvas and helps with selecting Open Educational Resources (OER) and other low or zero- cost textbook alternatives for your students. Contact the liaison librarian for your school for more information.

COMPUTER LABORATORIES

The College has several computer laboratories equipped with computers that are available for both formal instruction and tutorials. When not used for instructional purposes, these facilities are accessible to faculty by requesting a room through the registrar's office.

- Computer/Instructional labs are located at 71 Sip Avenue, Library building (L314, L317, L405, L414, L417, L514, L517, and the open lab L419).
- The open lab in Journal Square is in the STEM building at 273 Academic Street in room S217; instructional computer labs are S215, S317, S413, and S417).
- In the J building (2 Enos Place), the computer lab is in J202. The C-D building (162-168 Sip Ave) has two computer labs in D205 and D207.
- At the North Hudson Campus (N305, N306, N409, N410, N414 & N514, and the open lab N224).
- Open labs in both Journal Square and North Hudson campuses remain open during weekends. See the posted schedule for further information on their use.
- The ITV rooms are available on both campuses. The Library building, L418, and L518. STEM building, S215, S207, S212, S213, S214, S215, S307, S312, S313, S315, S317, S407, S412, S413, S414, S417, S507, S508, S607, S612, S614, S617, N404, and N504. Our department assists in all these ITV rooms and computer labs.

You can call us at (201) 360-5362, (201) 360-4358, or (201) 360-4625, email us at computerlabs@hccc.edu, or visit: <https://www.hccc.edu/administration/its/computer-labs.html>.

MAIL CENTER & PRINTING/COPY SERVICES

Copying machines are located at all College sites in each department for faculty and staff use. For large volumes of copies (75 or more), a request must be made in advance by submitting a Work Order form—available at Academic Schools Offices—to the Customer Service Center located at 168 Sip Avenue.

Mail Room and Copy Services Locations:

Journal Square:

168 Sip Avenue (D Building)

Jersey City, NJ 07306

Monday through Friday 8:00 a.m. to 5:00 p.m.

(201) -360-5323

North Hudson:

4800 Kennedy Boulevard, 7th Floor, Room: N703

Union City, NJ, 07087

Monday through Friday 9:00 a.m. to 5:00 p.m.

(201) 360-4799

Mailboxes: Faculty members are assigned mailboxes in their respective School Offices. For information regarding the mailbox location, please contact the respective Academic School.

THE NORTH HUDSON CAMPUS (NHC)

The North Hudson Campus (NHC), located in Union City, New Jersey, stands seven stories tall. At 92,330 square feet, the building is a complete campus under one roof. The North Hudson Campus offers nineteen (19) full degree programs in various academic disciplines. The NHC offers day and evening classes on weekdays and weekends. In addition to smart classrooms, ITV classrooms, and Wi-Fi, the NHC also houses a bookstore, a library, an enrollment center (bursar, financial aid, testing and assessment, academic advisement, and continuing education), tutorial services, computer labs, a student lounge and eateries, multi-purpose room, language labs, science labs, film and music studies room, a food pantry, an outdoor courtyard, and so much more. The NHC is a “green” building with several sustainable elements that make the building more energy efficient, better ventilated, and more comfortable.

THE SECAUCUS CENTER

Hudson County Community College’s Secaucus Center is located on the Frank J. Gargiulo Campus of the Hudson County Schools of Technology (HCST). The Secaucus Center provides dual enrollment classes for HCST students during the day and college courses for matriculated HCCC students in the evening. For more information, <https://www.hccc.edu/locations/secaucus-center.html>.

ON-CAMPUS RESTAURANTS AND CAFES

For on-campus eateries, please visit, <https://www.hccc.edu/community/eat-on-campus.html> for locations, menus, and hours.

EMPLOYEE RIGHTS AND RESPONSIBILITIES

ANTI-HARASSMENT AND NON-DISCRIMINATION POLICY

The purpose of this Non-Discrimination and Anti-Harassment Policy is to ensure all students, employees, community members of Hudson County Community College (“College”), and other members of the public an environment free of any type of unlawful discrimination, including freedom from harassment on the basis of any protected classification. Detailed information concerning the College’s Policies and Procedures is available from the College’s website: <https://www.hccc.edu/abouthccc/policies/policies-procedures.html>.

COMPENSATION

Adjunct faculty, full-time faculty, and administrative staff who teach in addition to their usual duties are compensated semi-monthly. Semi-monthly payments generally fall on the 15th and the last day of the month. The first payday for the Spring semester is February 28th, and the Fall semester is September 30th. An adjunct faculty is allowed to teach a maximum of twelve credits per semester. Compensation is further outlined in the respective Collective Bargaining Agreement.

GRIEVANCES

Administration and staff make every effort to encourage the informal and prompt settlement of complaints and grievances. All faculty members should feel free to discuss problems and complaints with their School Dean or program director. If the issue cannot be resolved through such discussion, HCCC has established policies and procedures to ensure the fair and prompt consideration of employee grievances. Detailed information on these procedures can also be obtained from the Office of Human Resources. The Grievance process is further outlined in the respective Collective Bargaining Agreement.

IDENTIFICATION CARDS

Photo identification cards are required for all HCCC employees. New full-time and adjunct faculty members are encouraged to obtain ID cards during the registration period at the beginning of the semester.

The Office of Human Resources issues an ID Card Form. At the Journal Square Campus, ID cards can be obtained throughout the semester from the Security Office at 81 Sip Avenue (First Floor of the G Building). They can be obtained at the North Hudson Campus at 4800 Kennedy Blvd (Second Floor, room 225, across from the Security Office). Both locations are open Monday-Friday, 8:00 a.m. - 10:00 p.m.

DRUG-FREE WORKPLACE

The unlawful manufacture, distribution, dispensation, possession, or use of an illicit substance is expressly prohibited on College property. Any employee convicted of such an offense will be subject to disciplinary actions up to and including dismissal. Employees convicted of a drug-related offense that has occurred in the workplace must notify the Vice President for Academic Affairs no later than five days after conviction.

In addition, effective March 18, 1989, the Drug-Free Workplace Act of 1988 requires that all employees who receive grants from and/ or contracts with federal agencies certify that certain federally mandated procedures have been implemented to ensure a “drug-free” workplace for college employees. Institutions failing to certify that such procedures have been implemented are subject to sanctions, including the possibility of being declared ineligible to receive further funding for any purpose.

Although the College has no campus resources for counseling and treating employees with drug problems, the Dean of Student Affairs can provide employees with a listing of approved area counseling and rehabilitation services.

SMOKE-FREE ENVIRONMENT

HCCC has adopted a Smoke-Free Environment Policy. Smoking is prohibited in all College facilities.

TENURE POLICY AND REVIEW PROCESS

The HCCC Board of Trustees has established policies governing the awarding of tenure to faculty members. A detailed written statement on current institutional policies and practices is available from the Office of Academic Affairs, 70 Sip Avenue, fourth floor.

TERMS AND CONDITIONS OF EMPLOYMENT

Terms and conditions of employment for full-time faculty are stated in the Collective Bargaining Agreement currently in effect between the College and the HCCC Professional Association. This Agreement provides detailed information concerning full-time faculty, such as faculty rank, promotions, grievances, sabbaticals, leaves of absence, educational benefits, annual evaluations, faculty responsibilities, and other academic and personnel matters at the College. Each full-time faculty member should obtain a copy of this Agreement from the HCCC Professional Association.

Terms and conditions of employment for adjunct faculty are stated in the Collective Bargaining Agreement currently in effect between the College and the HCCC Adjunct Faculty Federation. The agreement provides detailed information regarding faculty responsibilities, compensation, grievances, and other academic and personnel matters at the College. Each adjunct faculty member should obtain a copy of this Agreement from the HCCC Adjunct Faculty Federation.

For further information or inquiries concerning the conditions of the faculty Collective Bargaining Agreements, please contact your School Dean or the Office of Human Resources. All current Collective Bargaining Agreements are available at <https://www.hccc.edu/administration/hr/onboarding.html>.

SEXUAL HARASSMENT AND TITLE IX COMPLIANCE

Hudson County Community College (HCCC) aspires to maintain an organizational culture in which all constituent groups acknowledge their differences and identify commonalities while celebrating both. The College is committed to an environment where every person is welcomed and empowered to contribute to shaping HCCC's institutional climate. Sexual harassment is an unacceptable practice in which these principles are compromised. Sexual harassment is unbecoming of HCCC's core principles and aspirations. As such, this behavior is not tolerated in any of its forms.

All incidents or perceived incidents of sexual misconduct/harassment can be reported by completing an online Care and Concern Form or can be reported to either of the College's Title IX Coordinators by email, mail, phone call, or in person.

Title IX Coordinator:

Dr. Yeurys Pujols

Vice President for Diversity, Equity and Inclusion

71 Sip Avenue, 6th Floor.

Jersey City, NJ, 07306

(201) 360-4628

ypujols@hccc.edu

DIRECTIONS AND PARKING

SAFETY AND SECURITY DEPARTMENT CAMPUS WIDE PARKING POLICIES & REGULATIONS

1. **Parking Policy:** The purpose of the Parking Policy is to provide the Hudson County Community College community with guidance on established parking areas, permits, and regulations and to ensure the proper and effective use and control of the available parking spaces. They are based on municipal ordinances and state motor vehicle regulations and are designed to benefit the College community. The College reserves the right to change/modify this policy to accommodate changing parking needs.
2. **General Information:** Because HCCC is an urban College, limited parking is available at its facilities. The Safety and Security Department will patrol all College property for the purpose of enforcing traffic and parking policies. The College does not assume liability or responsibility for damage or theft of any vehicle or its contents while parked on College-owned or leased properties.

Parking is a privilege given to employees and is based on a first-come, first-served basis, with spaces reserved for College administration.

In Jersey City, limited parking is provided for all faculty/adjuncts and full-time employees at 162 Sip Avenue and 119 Newkirk Street lots.

In the interest of providing maximum service to the College community, discounted parking is available in many privately owned areas lots at Journal Square. For a detailed list and more information on discounted rates, please visit the [Safety & Security Department web page](#) or visit the information desk inside each College building.

For the North Hudson Campus (Union City), temporary parking is provided to HCCC Hangtag permit holders to park in the PC Richards Lot located at 5349 John F. Kennedy Blvd. North Bergen NJ 07047. Also, parking is available to authorized HCCC employees who are registered for a West New York Municipal Garage permit sticker decal. The garage is located between Kennedy Blvd. & Bergenline Ave. and between 51st St. and 52nd St. All users parking in this lot must obey all posted rules and regulations of the West New York Parking Utility.

3. **Registration of Vehicles:** All motor vehicles parking on campus must be registered with the Security Department. Applicants must provide:
 - Valid driver's license
 - Valid vehicle registration card
 - Valid insurance card
 - HCCC photo ID

Multiple vehicles may be registered, but only one permit (hang tag) will be issued. Only the person who is registered for the permit may use it. Any illegal use of parking hangtags will result in the loss of parking privileges. If your permit (hang tag) is lost or stolen, a minimum \$10.00 replacement fee will be assessed. If the permit is lost or stolen, the holder must file a Security report before obtaining a replacement permit. Alleged false reporting will be investigated as a criminal matter. The Safety & Security Department reserves the right to deny parking hangtag privileges when necessary.

Hudson County Community College is Accessible by Car and Mass Transit

By PATH Train (<https://www.panynj.gov/path/en/index.html>):

Take JSQ/33rd St. or WTC/Newark trains to the Journal Square stop.

Free Parking is available at: Harrison Parking Center, 890 South 3rd Street, Harrison (for employees and students).

By New Jersey Transit and other bus carriers to Journal Square Transportation Center (<https://www.njtransit.com>): 1, 2, 6, 10, 33, 80, 82, 83, 84, 86, 87, and 88.

By New Jersey Transit to Bergenline Light Rail Station (North Hudson Campus) (<https://www.njtransit.com>): Hudson-Bergen Light Rail; 82, 83, 84, 86, and 88.

HCCC Students: Visit <https://www.njtransit.com/tickets/student-savings> to see if you are eligible for a discounted monthly NJ Transit pass.

By Jersey City App to Journal Square (within Jersey City only) (<https://support.ridewithvia.com/hc/en-us/articles/360039339611-What-is-Via-Jersey-City>)

CitiBike Rentals: <https://citibikenyc.com/nj>.

Jersey City Protected Bike Lanes:

https://www.jerseycitynj.gov/cityhall/infrastructure/transportation_resources/protectedbikelanes.

HCCC Public Safety Bicycle Registration Program:

<https://www.hccc.edu/community/security/index.html>.

Bike racks are available at:

- Gabert Library - 71 Sip Ave., Jersey City - front of the building and inside the building basement hallway
- STEM building - 263 Academy Street, Jersey City - sidewalk
- 70 Sip Avenue, Jersey City - building sidewalk
- 20 Enos Place, Jersey City - parking lot across from the security booth
- Culinary Conference Park - 161 Newkirk Street, Jersey City - sidewalk entrance
- North Hudson Center - 4800 Kennedy Blvd., Union City - sidewalk entrance

No motorized vehicles, other than those used for documented disabilities, are permitted in buildings owned or operated by the College.

Ways to save tax-free on your commute: The Commuter Benefit Plan (CBP) is a voluntary employee benefit that allows employees to save money by using pre-tax dollars to pay for work-related commuting expenses such as bus/rail passes and parking. Visit: [Commuters-Benefits](#).

PARKING FOR THE JOURNAL SQUARE CAMPUS:

- 20 Enos Place & Jones Street (between Enos & Jones)
- 162-168 Sip Avenue (Faculty/Staff only)
- New! Vroom Street Church - 155 Vroom Street (Faculty/Staff only)
- Impark-Square Ramp - 801 Pavonia Avenue
- (behind the Loews Theatre)
- Faculty/Staff: <https://tinyurl.com/Park-FS> (For password contact Safety & Security) Students: 50% discount, Go to Parking.com mobile app (Location code 91132 /Journal Square Ramp Garage - Enter the promo code HCCCF21)
- Welcome Parking - 30 Journal Square (behind 26 Journal Square) \$
- Bergen Avenue Parking - 871 Bergen Avenue \$
- Impark - 130 Sip Avenue (across from the Culinary Arts Conference Center) \$
- Liberty State Park Light Rail Station (Between Communipaw and Johnston Avenues) Daily rate is \$3.45 or monthly rate is \$57.50 (subject to change). (Options: After exiting the Light Rail, take PATH from Exchange Place or #6 bus to Journal Square Transportation Center.)
- Harrison Parking Center: located at **890 South 3rd Street**, Harrison has Limited free parking passes are available from the Office of Safety and Security for HCCC employees and students. The parking deck is conveniently located next to the Harrison PATH station. The PATH ride between Harrison Station and the Journal Square Transportation Center is one stop and takes 10 minutes.

Employee Parking is based on a 1st come, 1st served basis with a valid HCCC Hangtag and/or Valid HCCC ID. Observe and Obey all posted signs.

24/7 SECURITY DISPATCH: 201-360-4080

PARKING FOR THE NORTH HUDSON CAMPUS

PC Richards/Municipal Parking Lot: Located at 5349 John F. Kennedy Blvd., North Bergen, NJ, 07047.

It is *free* for Faculty, including adjuncts and full-time College employees, with a Valid HCCC Parking Permit Hangtag.

DO NOT PARK *inside* the lot alongside the P.C. Richard & Son Building.

The correct lot entrance is on 54th Street on John F. Kennedy Blvd, across and diagonal to P.C. Richard's store and parking lot.

- This parking lot is managed by the West New York Parking Utility (WNYPU) and should be treated as such.
- Please adhere to all WNYPU rules and regulations.
- Permits must be free of any obstructions to enable a clear view for Parking Utility Officers (P.U.O.).
- Vehicles can be parked in any spot and must be parked Head-In Only. Vehicles parked otherwise are subject to be ticketed.

- Only one (1) permit will be issued by HCCC.
- Only the vehicles registered for the permit may use it.
- If the permit is lost or stolen, a replacement fee will be assessed.
- The registered permit holder must file a report with Security before obtaining a replacement permit.
- HCCC. Is not responsible and assumes no liability for lost, stolen, or damaged property while in the parking lot, including the vehicle and its contents.

Other Parking Location for Parking Permit Holders:

- 511 & 513 52nd Street, West New York, NJ 07093

Metered Parking:

- West New York Municipal Parking Lot: Bergenline Ave, between 51st and 52nd Street
- Union City Parking Lot: Bergenline Ave, between 47th and 48th Street

SECURITY ESCORTS

Security Escorts are available upon request at no cost to Hudson County Community College students, faculty, and staff.

If you need assistance, please contact the Office of Safety and Security at (201) 360-4080 on the Journal Square Campus or (201) 360-4777 on the North Hudson Campus

TELEPHONE DIRECTORY

Office of the President -----	(201) 360-4001
Academic Affairs -----	(201) 360-4010
Academic Foundations/English -----	(201) 360-4380
Academic Foundations/Mathematics -----	(201) 360-4380
Accessibility Services -----	(201) 360-4265
Admissions Office -----	(201) 360-4157
Advising and Counseling -----	(201) 714-7200
Alumni Affairs -----	(201) 360-4150
Bookstore (Journal Square Campus) -----	(201) 360-4150
Bookstore (North Hudson Campus) -----	(201) 360-4004
Bursar’s Office/Student Accounts (Journal Square Campus) -----	(201) 360-4390
Bursar’s Office/Student Accounts (NHC) -----	(201) 360-4398
Business, Culinary Arts & Hospitality Management -----	(201) 360-4398
Career Services -----	(201) 360-4100
Center for Business and Industry -----	(201) 360-4735
College Libraries -----	(201) 360-4630
Communications -----	(201) 360-4630
Computer Assisted Instruction Lab (Journal Square Campus) -----	(201) 360-4184
Computer Assisted Instruction Lab (NHC) -----	(201) 360-4247
Culinary Conference Center (FLIK) -----	(201) 360-4247
Continuing Education -----	(201) 360-4360
Cultural Affairs/Art Gallery -----	(201) 360-4060
Dean of Students -----	(201) 360-4358
Early College Program -----	(201) 360-4625
Educational Opportunity Fund (EOF) -----	(201) 360-5303
English as a Second Language (ESL) -----	(201) 360-4246
Enrollment Services -----	(201) 360-4176
Evening, Weekend, & Offsite Programs -----	(201) 360-4176
Financial Aid -----	(201) 360-4602
Food Pantries -----	(201) 360-4602
Hudson Helps -----	(201) 360-5330
Human Resources -----	(201) 360-4180
Humanities & Social Sciences -----	(201) 360-4380
International Student Services -----	(201) 360-4380
Mental Health Counseling and Wellness -----	(201) 714-7200
North Hudson Campus Student Services -----	(201) 360-4244
Nursing and Health Sciences -----	(201) 360-4244
Registrar (Records) -----	(201) 360-4200
Scholarships/HCCC Foundation -----	(201) 360-4109
Science, Technology, Engineering, and Mathematics (STEM) -----	(201) 360-4109
Secaucus Center -----	(201) 360-4070
Security Main Campus -----	(201) 360-4070
Security NHC -----	(201) 360-4750
Student Life & Leadership -----	(201) 360-4750
Student Affairs -----	(201) 360-4136
Student Government -----	(201) 360-4136
Testing Center -----	(201) 360-4229
Tutorial Services (Journal Square Campus) -----	(201) 360-4600
Tutorial Services (NHC) -----	(201) 360-4600
Veteran’s Affairs -----	(201) 360-4338
Weather/School Closings -----	(201) 360-4338

Note: to find a specific faculty or staff member, please visit: the [Faculty and Staff Directory \(hccc.edu\)](http://hccc.edu)