



New Jersey Judiciary
Unpaid School Internship Agreement

This Unpaid School Internship Agreement (hereinafter referred to as the “Agreement”) is made and entered into by and between _____ (hereinafter referred to as the “School”) and the New Jersey Judiciary, _____ (appointing authority).

1. Students need to be at least 16 years old to be eligible for an internship. Interns who are age 18 and above are subject to the same criminal background and fingerprint procedures as regular staff. Interns who have other employment will also be screened for conflicts of interest between that other employment and their Judiciary internship.
2. There is no entitlement to wages for the time spent in the Internship. Interns do not displace regular employees and there is no entitlement to a job at the conclusion of the internship.
3. The School and the Judiciary each will appoint a staff person to collaborate on a plan to identify learning objectives for the intern.
4. The training received while an intern is for the benefit of the student. Within the limits imposed by the Court Rules and Practice, interns will provide some assistance in routine office tasks and may also study and observe in actual court proceedings and functions. Interns may also be allowed to read court files and case records as authorized by the Judiciary staff member supervising the intern. Any productive work is incidental to achieving learning objectives.
5. Interns will be supervised at all times by a court staff member who will maintain regular contact with the school official/faculty sponsor. The Judiciary may release to the school official/faculty advisor applicable information about the intern’s performance in the internship.
6. The Intern will be monitored by a school official/faculty sponsor who will maintain regular contact with the court staff member.
7. An addendum will be attached to this agreement for each intern indicating the dates of that intern’s internship and the number of hours the intern is expected to spend on-site at the Judiciary.
8. Consistent with the Judiciary Code of Conduct, and to protect the confidentiality of records, interns are not permitted to give information regarding court matters to anyone outside of the Judiciary. Because confidentiality is absolute, information learned, and work product prepared, in the course of the internship (including written material) may not be shared outside of the Judiciary, including for course credit, job applications and interviews, or for any other purpose. Note: If confirmation of an intern’s experience is required for course credit or other professional purpose, the judge, in their discretion, may issue a general letter to that effect.

9. Interns are responsible for complying with all applicable Judiciary policies, copies or a summary of which will be given to the intern at the time of initial appointment. In addition to adhering to written policies, interns should follow the judge's or manager's orders and be generally guided by staff as to the scope of their intern responsibilities and the manner of fulfillment of those responsibilities.
10. No intern shall drive a state vehicle without approval of the Judiciary.
11. The school must agree to fully protect, indemnify and save harmless the Judiciary and its successors and assigns of and from any and all manner of liability, suits, actions, claims, demands, damages, or expenses arising from or growing out of the internship under this agreement, including, but not limited to, the generality of the foregoing losses for damages to property or injury to persons.
12. The Judiciary does not carry public liability insurance. However, the Judiciary is subject to all of the provisions of the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq., the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq., and the availability of appropriations. The Judiciary does not indemnify any third party for the acts of negligence of any party, other than the entities, agents or employees of the Judiciary.

Date	School Representative - Print Name	s/ School Representative - Signature
Date	Judiciary Representative - Print Name	s/ Judiciary Representative - Signature



New Jersey Judiciary
Unpaid School Internship Agreement
Addendum

Name of Intern
Intern's school advisor
Judiciary work-site

This internship is from _____ to _____ (dates).

During this time period, the intern is expected to spend _____ (hours) on-site at the Judiciary.

AMENDMENT NO. 1 TO THE OUTCOMES-BASED LOAN PROGRAM GOVERNANCE AGREEMENT

This Amendment No. 1 to the Outcomes-Based Loan Program Governance Agreement (the “Amendment”), dated as of [xx], 2026 (the “Effective Date”), is made by and between Hudson County Community College (the “Training Provider”) and Pay It Forward NJ, LLC (the “Funder”). The Training Provider and Funder are referred to herein collectively as the “Parties” and each as a “Party”. Capitalized terms used herein and not otherwise defined herein shall have the meanings ascribed to such terms in the Agreement (as defined below).

WHEREAS, the Parties entered into that certain Outcomes-Based Loan Program Governance Agreement, dated as of October 21, 2022 (as may be further amended, supplemented or otherwise modified from time to time, the “Agreement”);

WHEREAS, the Parties desire to delete the concept of “Aggregate Purchase Commitment” in the Agreement; and

WHEREAS, pursuant to Section 26 of the Agreement, the Agreement may be amended, altered or modified by, and only by, a written instrument which: (i) identifies the Agreement; (ii) reflects, recites or otherwise indicates that it is intended as an amendment or modification of the Agreement; and (iii) is executed by the Parties.

NOW THEREFORE, in consideration of the promises, responsibilities and covenants herein, the Parties hereby agree as follows:

1. **Amendment.** The definition of “Aggregate Purchase Commitment” set forth in the Definitions section of the Agreement is hereby deleted in its entirety and all references thereto are removed from the Agreement.
2. **Amendment.** Section 3.1 set forth in the Agreement Terms section of the Agreement is hereby amended and restated in its entirety to read as follows:

Section 3.1 OBL Application Portal

During the Term, Funder will keep the OBL Application Portal open solely at the Funder’s discretion, expense, and responsibility. Each party will be responsible for its own expenses and costs under this Agreement.

3. **Effect of the Amendment.** Except as expressly provided in this Second Amendment, all of the terms and provisions of the Agreement are and will remain in full force and effect and are hereby ratified and confirmed by the parties hereto in all respects. On and after the date hereof, each reference in the Agreement to “this Agreement,” “the Agreement,” “hereunder,” “hereof,” “herein” or words of like import will mean and be a reference to the Agreement as amended by this Amendment.
4. **Miscellaneous**
 - a. This Amendment shall be governed by and construed in accordance with the internal laws of the State of New Jersey without giving effect to any choice or

conflict of law provision or rule (whether of the New Jersey or any other jurisdiction).

- b. If any provision of this Amendment shall for any reason be held to be illegal, invalid or unenforceable, the illegal, invalid or unenforceable provision shall not affect any other provision of this Amendment, but this Amendment shall be construed as if the illegal, invalid or unenforceable provision had never been contained herein.
- c. The headings in this Amendment are for reference only and shall not affect the interpretation of this Amendment.
- d. This Amendment may only be amended, or rights or privileges hereunder waived, in a writing executed only by the respective parties hereto.
- e. Each Party shall bear its own expenses with respect to the evaluating, negotiating and closing of this Amendment.
- d. This Amendment may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Second Amendment delivered by facsimile, e-mail, or other means of electronic transmission (including DocuSign) shall be deemed to have the same legal effect as delivery of an original signed copy of this Amendment.

[Signature Pages Follow]

The Parties hereto have executed this Agreement as of the date set forth above.

**HUDSON COUNTY COMMUNITY
COLLEGE**

By: _____
Name: Christopher M. Reber, Ph.D.
Title: President

PAY IT FORWARD NJ, LLC

By: _____
Name: Hydie Hudson
Title: Vice President



MEMORANDUM OF UNDERSTANDING

Between

Hudson County Community College and

Goya Foods Inc.

May 12, 2026 – May 12, 2027

Description Purpose:

The purpose of this Memorandum of Understanding (“MOU”) is for Hudson County Community College (HCCC) and Goya Foods Inc. (Goya) to establish an agreement regarding HCCC’s delivery of workplace training to Goya. Specific training program details, including program development, cost and payment details, will be provided in an addendum to the MOU, which addendum will be subject to the terms and conditions of this MOU.

Roles and Responsibilities

It is agreed that the following will be the roles and responsibilities of the partner organizations:

Goya Foods Inc.

- a) Will assign an individual to be the main contact for the program.
- b) Will consult with HCCC to determine the training schedule.
- c) Will provide a minimum of 10 participants for the training and ensure they complete the required registration.
- d) Goya will communicate with HCCC regarding employee training needs and desired learning outcomes.
- e) Goya shall be responsible for its actions as well as the actions of its staff and those for whom Goya is responsible. Goya agrees to defend, indemnify and hold HCCC harmless from any and all damages and costs incurred by HCCC, its employees, administrators, trustees, agents and representatives, in connection with any third-party claims as a result and to the extent of Goya’s negligent actions or omissions or willful misconduct of Goya, its staff and those for whom Goya is responsible arising from participation in the program, instruction, or other student or Goya staff interaction.

Hudson County Community College (HCCC)



- a) Will assign an individual to be HCCC's main contact for the program.
- b) Agrees to consult with Goya regarding the training.
- c) Will provide instruction in consultation with Goya.
- d) Will adhere to the training schedule as requested by Goya. Any changes will be made in consultation with Goya.
- e) All students shall be subject to HCCC's policies and procedures, which shall be shared with Goya.
- f) Will hire and assign instructors for the training programs.
- g) Will record and maintain student attendance.
- h) Will provide a certificate of completion for those who successfully complete the training program.
- i) HCCC shall be responsible for its actions as well as the actions of its staff members. HCCC agrees to defend, indemnify and hold Goya harmless from any and all damages and costs incurred by Goya in connection with third-party claims brought against Goya as a result and to the extent of the negligent actions or omissions or willful misconduct of HCCC, its staff and those for whom HCCC is responsible arising from participation in the program, instruction, or other student or Goya staff interaction.

Dispute Resolution

- a) Any and all claims, disputes or other matters in question between HCCC and Goya arising out of or relating to this MOU or alleged breach thereof, exclusively shall be subject to the jurisdiction of the Superior Court of New Jersey venued in Hudson County, New Jersey.

Governing Law

- a) This MOU shall be governed by and in accordance with the laws of the State of New Jersey, without references to New Jersey's choice of law or conflicts of laws rules or provisions

Assignment

- a) The rights of HCCC or Goya under this MOU are personal to each party, and neither party shall assign, transfer, hypothecate or otherwise assign its rights or delegate its duties under this MOU, whether voluntarily, involuntarily or by operation of law, without the prior written consent of the other party to this MOU.



Notices

- a) Any notices required or permitted to be given pursuant to the terms of this MOU shall be sufficiently given when delivered personally, by courier services (such as Federal Express) or certified mail, return receipt requested, addressed to each party as follows:

As to Goya:

Goya Foods Inc.
Attention: Antonella Commiato
Title: Head of IT
350 County Road
Jersey City, New Jersey 07307

As to Hudson County Community College:

Hudson County Community College 26 Journal Square
Jersey City, New Jersey 07306
Attention: Jeff Roberson, Director of Contracts and Procurement

Independent Contractors

- a) Goya is entering into this MOU as an independent contractor and not as HCCC's agent, partner or joint venture.

Ownership

HCCC agrees not to name or identify Goya as a client or use Goya's logo or trademark on any document, website or material or in the media, presentation, event, conference, etc. without the express written consent of Goya's marketing department, which consent shall be sought by submitting proofs or details relating to HCCC's proposed use of Goya's name or logo to ana.mejia@Goya.com. If Goya provides any such consent, HCCC shall identify Goya and/or use Goya's logo or trademark solely within the parameters and specifications set forth by the Goya marketing department. All consents provided under this Section shall be automatically revoked upon termination of this MOU.



Provisions and Amendments

a) This Memorandum of Understanding contains all provisions agreed upon by the parties. Any amendment to this Memorandum of Understanding must be in writing and signed by either parties or their duly authorized representative. It is further understood that the term of this MOU is for the period of May 12, 2026 – May 12, 2027 and shall not automatically renew. Any continuation, renewal or extension is subject to a new MOU.

Goya Foods Inc:

Antonella Commiato

Head of IT

By: _____

Date: _____

Hudson County Community College:

Dr. Christopher M. Reber

President

By: _____

Date: _____



MEMORANDUM OF UNDERSTANDING

Between

Hudson County Community College

and

Saddle Brook Free Public Library

May 12, 2026 – May 12, 2027

Description/Purpose

The purpose of this Memorandum of Understanding (“MOU”) is for Hudson County Community College (HCCC) and Saddle Brook Free Public Library to establish a professional development day whereby HCCC will deliver a conflict resolution and customer service training Saddle Brook Free Public Library.

Roles and Responsibilities

It is agreed that the following will be the roles and responsibilities of the partner organizations:

Saddle Brook Free Public Library

- a) Will assign an individual to be the main contact for the program.
- b) Will consult with HCCC to determine the training schedule.
- c) Will provide participants for the professional development day and ensure they complete required registration.
- d) Will review the training program proposed by HCCC. Modifications requested by Saddle Brook Free Public Library will be implemented by HCCC and billed at a rate of \$80 per hour for curriculum development.
- e) Saddle Brook Free Public Library shall be responsible for its actions as well as the actions of its staff and those for whom Saddle Brook Free Public Library is responsible (“Indemnitor”). Saddle Brook Free Public Library agrees to defend, indemnify and hold HCCC, its employees, administrators, trustees, agents and representatives (“HCCC Indemnites”) harmless from any and all damages and costs incurred by HCCC Indemnites in connection with any third-party claims brought against HCCC Indemnites as a result and to the extent of the negligent acts or omissions or intentional misconduct of the Indemnitor in connection with participation in the program, instruction, or other participant or Saddle Brook Free Public Library staff interaction.



Hudson County Community College, (HCCC)

- a) Will assign an individual to be HCCC's main contact for the program.
- b) Will consult with the Saddle Brook Free Public Library regarding the learning outcomes and training needs of staff.
- c) Agrees to consult with Saddle Brook Free Public Library regarding the professional development day.
- d) Will provide instruction virtually in consultation with Saddle Brook Library.
- e) Will adhere to the training schedule which is schedule for May 15th. Any changes will be made in consultation with Saddle Brook Library.
- f) All students shall be subject to HCCC's policies and procedures.
- g) Will recruit and hire instructors for the workforce program.
- h) Will record and maintain student attendance.
- i) Will provide a certificate of completion for those who successfully complete the program.
- j) HCCC shall be responsible for its actions as well as the actions of its staff members. HCCC agrees to defend, indemnify and hold Saddle Brook Free Public Library harmless from any and all damages and costs incurred by Saddle Brook Free Public Library in connection with third-party claims brought against Saddle Brook Free Public Library as a result and to the extent of the negligent acts or omissions or intentional misconduct of HCCC and its staff in connection with participation in the program, instruction, or other student or Saddle Brook Free Public Library staff interaction.

Invoicing

- a. Saddle Brook Free Public Library agrees to pay HCCC \$1,445.50 for the workshop series as follows: 50% upon signing the agreement, 25% when classes start and 25% when the contract concludes.
- b. HCCC will submit an invoice for payment according to the terms of the agreement. Any payments not made within 30 days of their due date shall incur interest at the rate of 1% per month.

Dispute Resolution

- a) Any and all claims, disputes or other matters in question between HCCC and Saddle Brook Free Public Library arising out of or relating to this Agreement or alleged breach thereof, exclusively shall be subject to the jurisdiction of the Superior Court of New Jersey venued in Hudson County, New Jersey.



Governing Law

- a) This Agreement shall be governed by and in accordance with the laws of the State of New Jersey, without references to New Jersey's choice of law or conflicts of laws rules or provisions.

Assignment

- a) The rights of HCCC or Saddle Brook Free Public Library under this Agreement are personal to each party, and neither party shall assign, transfer, hypothecate or otherwise assign its rights or delegate its duties under this Agreement, whether voluntarily, involuntarily or by operation of law, without the prior written consent of the other party to this Agreement.

Notices

- a) Any notices required or permitted to be given pursuant to the terms of this Agreement shall be sufficiently given when delivered personally, by courier services (such as Federal Express) or certified mail, return receipt requested, addressed to each party as follows:

As to Saddle Brook Free Public Library:

Saddle Brook Free Public Library
Attention: Katherine Hybertsen
340 Mayhill St
Saddle Brook, NJ 07663

As to Hudson County Community College:

Hudson County Community College
26 Journal Square
Jersey City, New Jersey 07306
Attention: Jeff Roberson, Director of Contracts and Procurement

Independent Contractors

- a) Saddle Brook Free Public Library is entering into this Agreement as an independent contractor and not as HCCC's agent, partner or joint venture.

Provisions and Amendments



- a) This Memorandum of Understanding contains all provisions agreed upon by the parties. Any amendment to this Memorandum of Understanding must be in writing and signed by either parties or their duly authorized representative. It is further understood that the term of this agreement is for the period of May 12, 2026 – May 12, 2027. Any continuation, renewal or extension is subject to a new agreement.

Saddle Brook Free Public Library:
Katherine Hybertsen
Director

Hudson County Community College:
Dr. Christopher M. Reber
President

By: _____

By: _____

Date: _____

Date: _____



MEMORANDUM OF UNDERSTANDING

Between

**Hudson County Community College and
Columbus Hotel Urban Renewal LLC**

May 12, 2026 – May 12, 2027

Description:

The purpose of this Memorandum of Understanding (“MOU”) is for Hudson County Community College (HCCC) and Columbus Hotel Urban Renewal LLC (Columbus) to establish an agreement regarding HCCC’s delivery of workplace training to Columbus. Specific training program details, including program development, cost and payment details, will be provided in an addendum to the MOU, which addendum will be subject to the terms and conditions of this MOU.

Roles and Responsibilities:

It is agreed that the following will be the roles and responsibilities of the partner organizations:

Columbus Hotel Urban Renewal LLC:

- a) Will assign an individual to be the main contact for the program.
- b) Will consult with HCCC to determine the training schedule.
- c) Will communicate with HCCC regarding employee training needs and desired learning outcomes.
- d) Columbus shall be responsible for its actions as well as the actions of its staff and those for whom Columbus is responsible. Columbus agrees to defend, indemnify and hold HCCC harmless from any and all damages and costs incurred by HCCC, its employees, administrators, trustees, agents and representatives in connection with any third-party claims or actions or omissions brought against HCCC as a result and to the extent of the negligent acts or omissions and/or willful misconduct of Columbus, its staff and those for whom Columbus is responsible arising from participation in the program, instruction, or other student or Columbus staff interaction.

Hudson County Community College (HCCC):

- a) Will assign an individual to be HCCC’s main contact for the program.



- b) Agrees to consult with Columbus regarding the training.
- c) Will adhere to the training schedule as requested by Columbus. Any changes will be made in consultation with Columbus.
- d) All students shall be subject to HCCC's policies and procedures, which shall be shared with Columbus.
- e) Will hire and assign instructors for the training programs.
- f) Will record and maintain student attendance.
- g) Will provide a certificate of completion for those who successfully complete the training program.
- h) HCCC shall be responsible for its actions as well as the actions of its staff members. HCCC agrees to defend, indemnify and hold Columbus harmless from any and all damages and costs incurred by Columbus in connection with third-party claims brought against Columbus its employees, administrators, trustees, agents and representatives as a result and to the extent of HCCC's negligent actions or omissions or willful misconduct of HCCC, arising from participation in the program, instruction, or other student or Columbus staff interaction.

Dispute Resolution:

- a) Any and all claims, disputes or other matters in question between HCCC and Columbus arising out of or relating to this MOU, or the alleged breach thereof, exclusively shall be subject to the jurisdiction of the Superior Court of New Jersey venued in Hudson County, New Jersey.

Governing Law:

- a) This Agreement shall be governed by and in accordance with the laws of the State of New Jersey, without references to New Jersey's choice of law or conflicts of laws rules or provisions

Assignment:

- a) The rights of HCCC or Columbus under this MOU are personal to each party, and neither party shall assign, transfer, hypothecate or otherwise assign its rights or delegate its duties under this MOU, whether voluntarily, involuntarily or by operation of law, without the prior written consent of the other party to this MOU.



Notices:

- a) Any notices required or permitted to be given pursuant to the terms of this MOU shall be sufficiently given when delivered personally, by courier services (such as Federal Express) or certified mail, return receipt requested, addressed to each party as follows:

As to Columbus:

Name

Title

Address

As to Hudson County Community College:

Hudson County Community College 26 Journal Square
Jersey City, New Jersey 07306

Attention: Jeff Roberson, Director of Contracts and Procurement

Independent Contractors:

- a) Columbus is entering into this Agreement as an independent contractor and not as HCCC's agent, partner or joint venture.

Provisions and Amendments:

- a) This Memorandum of Understanding contains all provisions agreed upon by the parties. Any amendment to this Memorandum of Understanding must be in writing and signed by either parties or their duly authorized representative. It is further understood that the term of this agreement is for the period of May 12, 2026 – May 12, 2027 and shall not automatically renew. Any continuation, renewal or extension is subject to a new agreement.



Columbus:

Name

Title

By: _____

Date: _____

Hudson County Community College:

Dr. Christopher M. Reber

President

By: _____

Date: _____

**New and On-Going Partnerships with Hudson County High Schools for the
Delivery of Credit Course Instruction for Academic Year 2026-2027
Under the Early College Program.**

Hudson County Community College (HCCC) proposes agreements with school districts, charter, and private schools in Hudson County for the delivery of instruction in selected credit courses and degree programs for high school students on the HCCC or high school campuses. Individual high school students who live in, or attend school in, Hudson County are eligible to enroll in up to a total of 36 credits prior to high school graduation at a reduced tuition rate and receive college credit upon successful completion of courses. Agreements with Bayonne High School, Kearny High School, North Bergen High School, Rising Star Academy, and schools within the Hudson County Schools of Technology and Jersey City Public School District will continue to allow students to exceed 36 credits to obtain an Associate Degree. Students have access to HCCC's academic advising program, tutoring services, library resources and computer laboratories. In order to participate in the Early College Program, students must successfully complete one of the mechanisms for college placement for required prerequisite courses and must have the approval of their parents/guardians and guidance counselors.

The tuition for the Early College Program will be determined on an annual basis by agreement with the individual school districts, charter, or private schools, and based on the type of selected course(s), instructor(s), and location. For the 2026-2027 academic year (Fall/Spring/Summer I/Summer II) the majority of course offerings will be at a discounted rate of 50% of in-county tuition, and will be applied for classes taught by HCCC faculty.

Differentiated tuition per credit of 25% of in-county tuition will be applied for courses taught on the high school campus by the high school faculty during the day. The College will waive all general HCCC fees with the exception of course-specific fees. HCCC will not bill students directly for tuition, unless the school district identifies the students as self-paying students. Any required transportation or textbooks will be provided by the high school or student.

A. Bayonne Board of Education (Bayonne High School)

Bayonne Board of Education has partnered with Hudson County Community College (HCCC) to provide an Associate Degree in Liberal Arts to students selected by Bayonne High School. The agreement began in Academic Year 2020-2021. The instruction will be performed by either HCCC faculty on the Hudson County Community College campus or HCCC-approved High School faculty on the high school campus through at least the 2028-2029 academic year. The high school had its first cohort receiving an Associate Degree in Liberal Arts General Studies in May, 2024 and will start its seventh degree-seeking cohort this academic year.

B. Bergen County Technical Schools

Hudson County Community College and the Bergen County Technical Schools (BCTS) continues an articulation agreement that will permit graduates of the BCTS Culinary Program who matriculate at HCCC will have the opportunity to transfer up to 9 credits towards their Associate Degree.

C. Cranford Board of Education (Cranford High School)

HCCC continues a partnership with the Cranford Board of Education to offer dual credit opportunities in Culinary Arts and Biology for students at Cranford High School in the 2026-2027 academic year. Students will continue to have the opportunity to take CAI-117 (Production Kitchen Skills I), CAI-118 (Pantry and Breakfast Cookery), and BIO-201 (Practical Nutrition) as part of their high school curriculum.

D. Harrison Board of Education (Harrison High School)

Since 2014, the inaugural year of Early College's partnership with Harrison High School, over 150 students have been served and supported. Harrison High School will continue their partnership for the sixth year and will be selecting seniors who are college ready to take Psychology, Sociology, Speech, Political Science, and Precalculus, at the Journal Square Campus of Hudson County Community College taught by HCCC faculty. Our partnership includes a two-year culinary program in which students will earn 10 credits towards in Culinary and Hospitality. The program starts in the junior year and ends their senior year. The courses, in sequential order, are HMT-110 (Introduction to the Hospitality Industry), CAI-115 (Food Sanitation & Culinary Principles), CAI-119 (Bakeshop I), CAI-118 (Pantry and Breakfast Cookery), and CAI-117 (Production Kitchen Skills I). Students in the graduating class of 2018 were part of the first senior class at Harrison to complete the program and receive a certificate of completion on May 11, 2018.

E. Hoboken Charter School

Hoboken Charter School continues to sponsor select students to take courses at Hudson County Community College. This is the eighth year students will enroll in courses.

F. Hudson County Schools of Technology (High Tech and County Prep High Schools)

The partnership with the Hudson County Schools of Technology is the only partnership that allows all students the opportunity to earn a full associate degree upon high school graduation. The program started with select cohorts at High Tech, but has now been expanded to all students attending both high schools. There are currently over 300 students following the pathway to possibly earning an Associate Degree in Science and Mathematics.

Students will also be able to continue earning additional dual enrollment pathways in Computer Science, Culinary Arts, Personal Fitness Training, and Wood Technology.

In 2026-2027, students from County Prep will also once again be able to take select courses from the Associate of Applied Science in Early Childhood Education. The students will have the opportunity to earn 11 CDP credits, which will permit them to sit for the Childcare Development Associate (CDA) license upon high school graduation.

Students will continue to have the opportunity to take Intro to Psychology after school in both the fall and spring semesters. These courses are taught by County Prep teachers who are also college adjunct instructors.

G. Irvington Board of Education

The 2025-2026 academic year marked the first of a new partnership with the Irvington Board of Education. 12 seniors enrolled in Irvington High School's culinary program enrolled in a number of HCCC culinary classes on campus for the full academic year. HCCC and IBOE look to continue this partnership in 2026-2027.

H. Jersey City Board of Education (Jersey City Public High Schools)

For the past 10 years, HCCC and Jersey City Board of Education (JCBOE) have collaborated to offer college level courses to high school students from the Jersey City Public Schools. In the 2020-2021 academic year, JCBOE celebrated their first group of students earning an Associate Degree upon graduation. During the 2026-2027 academic year, Dickinson, Ferris, Lincoln, and Innovation High Schools have students pursuing degrees through a variety of dual enrollment pathways. The pathways involve a combination of dual enrollment courses as well as courses taught by HCCC instructors.

Also continuing into the 2026-2027 academic year, up to 32 students from Lincoln High School will enroll in 10 total credits in Culinary Arts. The classes will be taught by HCCC faculty for 12 Fridays in both the fall and spring semesters. Students will earn seven college credits upon successful completion of the program.

I. Kearny Board of Education (Kearny High School)

Beginning in the 2021-2022 academic year, the College began a new partnership with KHS that allows up to 25 students to earn an Associate of Arts in Liberal Arts General upon high school graduation through a combination of dual enrollment classes at the high school and courses taken after school taught by HCCC faculty. This agreement enters its sixth year with a new 9th grade cohort participating and 2025 saw the first graduating cohort from the high school.

J. Marion P Thomas Charter School

HCCC will enter the sixth year of its partnership with the Marion P. Thomas Charter School, located in Newark, to provide dual enrollment instruction in Culinary Arts at the high school's campus. The agreement includes two classes, CAI-117 (Production Kitchen Skills I) and CAI-119 (Bakeshop I) being offered as dual instruction in the Spring 2025 semester. Discussions are ongoing regarding expanding the partnership to include students attending Culinary classes on the HCCC Journal Square Campus.

K. Newark Board of Education

HCCC will enter its fourth year of its partnership with the Newark Board of Education to provide dual enrollment instruction in Culinary Arts at the high school's campus. The agreement includes three classes: CAI-119 (Bakeshop I), CAI-115 (Food Sanitation & Culinary Principles), and CAI-118 (Pantry and Breakfast Cookery).

L. North Bergen Board of Education (North Bergen High School)

HCCC and North Bergen High School (NBHS) will continue to collaborate for 2026-2027 academic year. Students will enroll in various dual enrollment courses in the areas of Social Science, Mathematics, Accounting, and Computer Science. All classes that are offered at the high school are taught by HCCC-approved high school instructors. Courses will be offered for a full academic year, following the high school calendar. In addition, select students will have the opportunity to earn a full Associate Degree through a combination of dual enrollment and HCCC-taught courses.

M. Orange Public School District (Orange High School)

HCCC and Orange High School are entering year 5 of a dual enrollment partnership in Culinary Arts. The partnership allows up to 50 students to take CAI-115 (Food Sanitation and Culinary Principles) through a dual enrollment agreement, with an approved high school instructor teaching the course on the high school campus.

N. Rising Star Academy (RSA)

Rising Star Academy, a private school located in Union City, established a partnership with HCCC in 2011 to provide a diverse selection of courses for the high school students. Beginning with the 2025-2026 academic year, students now have the opportunity to earn an associate degree through a combination of dual enrollment classes and those taught at the North Hudson Campus. In the 2026-2027 academic year, the partnership will include sections of CSC-100 (Intro to Computers and Computing), CSC-111 (Computer Science I), BIO-107 (Human Biology), CHP-111 (College Chemistry), MAT-110 (Precalculus), and ENG-112 (Speech).

O. Union City Board of Education (Union City High School)

HCCC and the Union City Board of Education have collaborated for 10 years to offer college-level courses for their high school students. In the 2026-2027 academic year, courses will be offered to students from Union City High School (UCHS) at the high school. The partnership includes allowing 11 high school students to take courses in the Culinary Arts Program. The courses are CAI-115 (Food Sanitation and Culinary Principles), CAI-118 (Pantry and Breakfast Cookery), and CAI-119 (Bakeshop I). Classes are taught by HCCC faculty on the HCCC campus for 12 Fridays in both the Fall and Spring Semesters. Students earn seven (7) college credits upon successful completion of the program. In the 2026-2027 academic year, select students will now have the opportunity to earn a full certificate in Culinary Arts as a pilot group for the new Early College Academy.

P. West New York Board of Education (Memorial High School)

Continuing our partnership for the ninth year, students at Memorial High School are able to enroll in MAT-111 (Calculus), and ENG-101 (College Composition I), all of which are to be offered at the high school and taught by HCCC approved high school instructors. Placement is determined according to College placement requirements.

Q. West Orange Board of Education

A partnership began with the West Orange Board of Education in the 2020-2021 academic year to offer seven credits in Culinary Arts through a dual enrollment agreement in CAI-115 (Food Sanitation and Culinary Principles), CAI-117 (Production Kitchen Skills I), and CAI-118 (Pantry and Breakfast Cookery). High school instructors approved by the Dean of Business, Culinary Arts and Hospitality Management teach the classes. The program will continue for its fourth year in the 2026-2027 academic year.

INVENTORY OF SCHOOL DISTRICTS:

Separate agreements have been executed with the following school districts:

1. Bergen County Technical Schools
2. Bayonne Board of Education – Bayonne High School
3. Cranford Board of Education – Cranford High School
4. Harrison Board of Education – Harrison High School
5. Hoboken Charter School
6. Hudson County Schools of Technology Board of Education
 - a. County Prep High School
 - b. High Tech High School
7. Irvington Board of Education – Irvington High School
8. Jersey City Board of Education
 - a. William L. Dickinson High School
 - b. Henry Snyder High School
 - c. James J. Ferris High School
 - d. Liberty High School
 - e. Innovation High School
 - f. McNair Academy
 - g. Lincoln High School
9. Kearny Board of Education – Kearny High School
10. Marion P Thomas Charter School
11. Newark Board of Education – Newark Vocational and Technical High School
12. North Bergen Board of Education – North Bergen High School
13. Orange Public School District – Orange High School
14. Rising Star Academy
15. Union City Board of Education
 - a. Jose Marti STEM Academy
 - b. Union City High School
16. West New York Board of Education – Memorial High School
17. West Orange Board of Education – West Orange High School

NEW ACADEMIC DEGREE PROGRAM SUMMARY FOR PROGRAM (PROFICIENCY CERTIFICATE) ANNOUNCEMENT

Institution	Hudson County Community College
New Academic Degree Program Title	Computer Forensics Proficiency Certificate
Degree Designation	Proficiency Certificate
Degree Abbreviation	CYSCF.PROF
CIP Code and Nomenclature	11.1003
Total Credit Hours	21 credits
Proposed Start Date	September 2026

Introduction:

Describe the institutional profile and context for the proposed program.

Strategic Direction	Strategic Initiative	Computer Forensics Proficiency Certificate
Strategic Direction #2: Unlocking Unlimited Student Potential: A High-Quality Education Informed by Data and Best Practices to Expand Access, Flexible Learning Options, and Technology Enhanced Innovation Vision Statement: Hudson County Community College cultivates a learning environment where every student's journey is	Strategic Initiative 2A Design and implement data-driven, personalized learning pathways that integrate flexible learning options, affordable resources, and comprehensive support systems to expand educational access and promote lifelong student success. Purpose of the Strategic Initiative	The Computer Forensics Proficiency Certificate in Cybersecurity supports Strategic Initiative 2A by offering a data-informed, accessible pathway for students to develop specialized skills in digital investigation and evidence analysis. The program combines flexible course formats, cost-conscious instructional materials, and integrated academic support to ensure broad participation among traditional, non-traditional, working, and justice-involved students. Through applied learning experiences, virtual forensic lab environments, and structured skill development in evidence collection, preservation, analysis, and reporting,

<p>valued and supported. By seamlessly blending leading-edge technology, flexible and adaptable learning modalities and approaches, low- and zero-cost educational materials, and comprehensive support services, the college creates personalized pathways to student success. Our commitment to accessibility and flexibility empowers learners to pursue their aspirations on their own terms. At HCCC, we unlock the unlimited potential within each student, fostering a community of lifelong learners who are prepared to thrive in an ever-changing world.</p>	<p>This strategic initiative is designed to enhance and modernize the student educational experience by implementing an innovative framework that integrates flexible learning opportunities, zero- to low-cost instructional materials, and strengthened financial support systems for all students, including justice-involved individuals. Hudson County Community College will continue to expand workforce-aligned credentials and stackable certificates that support reentry employment pathways and respond to evolving labor market demands.</p> <p>By strategically leveraging data analytics, evidence-based practices, and technology-driven solutions, the College will develop personalized learning pathways that reflect students' diverse circumstances while proactively removing traditional barriers to academic success. This comprehensive strategy ensures equitable access to high-quality education tailored to individual needs, promotes lifelong learning, and sustains both academic excellence and affordability.</p>	<p>students gain practical competencies aligned with current workforce needs. The certificate is designed as a stackable, short-term credential that enables timely entry into digital forensics and investigative roles while also providing a clear academic progression pathway toward advanced cybersecurity or computer science credentials. By integrating affordability, personalization, and workforce relevance, the program promotes sustainable student success and long-term career advancement in a rapidly evolving digital landscape.</p>
	<p>Strategic Initiative 2B Expand course delivery options through personalized learning, different semester timeframes, accelerated formats, and</p>	<p>The Computer Forensics Proficiency Certificate advances Strategic Initiative 2B by delivering adaptable, student-centered learning experiences designed to meet diverse academic and professional needs. The program is</p>

	<p>innovative modalities while ensuring comprehensive technology access to accommodate students' complex lives and learning preferences.</p> <p>Purpose of the Strategic Initiative: This strategic initiative aims to enhance educational accessibility by implementing flexible academic schedules and innovative delivery formats that adapt to student needs. Through targeted grant funding and technology support, including device lending programs and mobile hotspots, all students will have reliable access to essential digital tools and internet connectivity. This comprehensive approach to flexible scheduling and technology access will create adaptable learning pathways that accommodate the complex lives of non-traditional and working students while supporting their individual learning preferences and circumstances.</p>	<p>offered through multiple modalities—including online, hybrid, and face-to-face formats—with options for varied semester lengths and accelerated completion pathways. These flexible structures enable students to progress through the curriculum in ways that align with their professional obligations, family responsibilities, and personal circumstances.</p> <p>To ensure equitable participation, the program integrates comprehensive technology access through institutional device-lending initiatives, virtual forensic lab environments, and secure remote access platforms that replicate real-world investigative settings. This infrastructure allows students to conduct digital evidence acquisition, analysis, and reporting from any location while maintaining professional and legal standards. The certificate is structured for efficient entry into the digital investigation field, equipping learners with applied competencies in forensic imaging, artifact analysis, chain of custody documentation, and legal reporting procedures. Designed with workforce responsiveness in mind, the program supports both immediate employment preparation and continued academic progression through stackable credentials and pathways into advanced cybersecurity and computer science programs. By combining flexible delivery, technology accessibility, and industry-relevant training, the Computer Forensics Proficiency Certificate creates inclusive and adaptable opportunities for traditional, non-traditional, and working students alike.</p>
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	<p>Strategic Initiative 2C Prepare students for the evolving workforce by integrating Artificial Intelligence (AI) literacy across academic programs, and developing accessible, industry-aligned credentials.</p> <p>Purpose of the Strategic Initiative This strategic initiative will ensure that students are equipped with essential Artificial Intelligence (AI) literacy and skills to thrive in a rapidly changing job market. By integrating AI concepts and applications into academic programs, all students, regardless of their field of study, will be provided with a foundational understanding of AI's impact on their disciplines and future career paths. Additionally, the creation of industry-aligned credentials specialized AI areas will provide accessible, targeted pathways for individuals seeking to upskill or reskill for immediate employment opportunities.</p>	<p>The Computer Forensics Proficiency Certificate supports Strategic Initiative 2C by embedding Artificial Intelligence (AI) literacy into digital investigation and evidence analysis coursework. The program introduces students to the role of AI in modern forensic environments, including automated evidence triage, anomaly detection, digital artifact classification, and the interpretation of AI-generated or manipulated content. Students develop practical skills in examining complex digital evidence sets, evaluating algorithm-assisted investigative tools, and understanding the legal and ethical implications of AI within forensic processes. As a workforce-oriented credential aligned with current industry standards, the program equips learners with competencies needed in law enforcement, corporate security, and digital investigation roles. It provides flexible and accessible pathways for individuals seeking to enter the digital forensics field, as well as for professionals aiming to enhance their expertise in AI-informed investigative methodologies within today's data-driven and technology-intensive landscape.</p>
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Program Description:

The Computer Forensics Proficiency Certificate is a short-term, workforce-focused credential designed to prepare students for entry-level roles in digital investigation and forensic analysis, as well as to support career advancement for those already working in technology or cybersecurity fields. The program emphasizes applied, hands-on training in digital evidence acquisition, preservation, analysis, documentation, and reporting within legally and ethically sound investigative frameworks.

Students gain experience working with contemporary forensic tools and methodologies aligned with current cybercrime trends, regulatory standards, and industry best practices. The curriculum also introduces the growing influence of Artificial Intelligence in digital investigations, including automated evidence triage, anomaly detection, large-scale data analysis, and the forensic examination

of AI-generated or manipulated content. This integration ensures that graduates are prepared to operate effectively in modern, technology-driven investigative environments.

Designed as a stackable credential, the certificate enables students to apply earned credits toward an Associate of Science degree in Computer Science with a Cybersecurity option or related academic pathways. This structured progression supports continued education, professional development, and long-term career mobility in digital forensics, cybersecurity, and related technical fields.

Computer Forensics Proficiency Certificate Major Requirements	
Course	Credits
MAT-100 College Algebra or higher	3
CSC-118 Python Programming	3
CSC-232 Cyber Security	3
CSC-235 Network Security	3
CSC-240 Introduction to Local Area Networks	3
CSC-242 Computer Forensics	3
CSC-247 Computer Forensics Capstone Project	3
Total	21

NOTE: If a student has a degree and has completed math courses such as calculus, all math prerequisites may be waived.

Sufficient academic quality

Provide the program objectives, highlighting alignment with institutional mission and strategic plan, curriculum design, and resources, including human resources, that will support the program.

Evaluation and Learning Outcomes Assessment plan for the program

College Mission:

The HCCC mission is to provide its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

Program Mission:

The Computer Forensics Proficiency Certificate advances the College's mission by delivering rigorous, industry-aligned education in digital forensics and investigative methodologies. The program prepares students with applied technical competencies, analytical skills, and ethical awareness necessary for entry-level roles in digital investigations, incident response, and cybersecurity operations. The certificate is designed as part of a structured academic pathway in which earned credits apply toward Associate degree programs in Cybersecurity or Computer Science, enabling continued academic progression and long-term career mobility.

Program Goals:

1. Prepare graduates with technical and analytical competencies required for entry-level digital forensics and investigative roles.
2. Ensure curriculum alignment with current cybercrime trends, forensic technologies, regulatory requirements, and evidentiary standards.
3. Promote disciplined investigative reasoning, ethical decision-making, and adherence to legal standards governing digital evidence.
4. Provide flexible and accessible instructional modalities that support diverse learners, including working adults and justice-involved students.
5. Support academic progression through clearly defined pathways into advanced certificates and degree programs.

Program Learning Outcomes (PLOs):

Upon successful completion of the Computer Forensics Proficiency Certificate, students will be able to:

1. **Acquire** digital evidence using industry-standard forensic procedures while maintaining proper chain of custody and evidentiary integrity.

2. **Analyze** digital artifacts from operating systems, file systems, mobile devices, and network environments to reconstruct events and identify indicators of compromise.
3. **Select** appropriate forensic tools and investigative methodologies based on case requirements, data types, and legal considerations.
4. **Produce** structured, technically accurate forensic reports that clearly communicate investigative findings to both technical and non-technical audiences.
5. **Apply** relevant legal principles, ethical standards, and regulatory frameworks to ensure professional and compliant digital investigations.

Curriculum Design

The curriculum integrates foundational theory with applied laboratory experience. Coursework emphasizes forensic imaging and data acquisition, artifact analysis, incident response procedures, evidentiary documentation, and investigative reporting. Students engage in scenario-based laboratory exercises using virtual forensic environments that simulate real-world investigative contexts. The program balances technical proficiency with legal and ethical understanding to ensure graduates are prepared for responsible professional practice.

Resources Supporting the Program

The program is supported by qualified faculty with academic credentials and professional experience in cybersecurity and digital investigations. Faculty engage in ongoing professional development to maintain currency in forensic tools and industry standards.

Technological resources include virtual forensic lab infrastructure, industry-recognized forensic software tools, and secure remote access platforms to support flexible delivery formats. Institutional support services such as academic advising, tutoring, career services, and technology access programs further ensure student success.

Evaluation and Learning Outcomes Assessment Plan

Student achievement of program learning outcomes will be assessed through performance-based laboratory evaluations, structured case studies, digital evidence analysis projects, and formal forensic report submissions. Each program learning outcome will be mapped to course-level outcomes and assessed on a rotating annual cycle. Faculty will review assessment data to evaluate student performance against established proficiency benchmarks and to identify areas for curriculum refinement.

Continuous improvement actions will be documented and implemented as needed to maintain academic rigor, industry alignment, and alignment with institutional mission and strategic priorities.

Computer Forensics Proficiency Certificate Program Learning Outcome (PLO) Curriculum Mapping Matrix							
	MAT-100 or higher	CSC-118	CSC-232	CSC-235	CSC-240	CSC-242	CSC-247
PLO #1	✓	✓✓	✓✓	✓✓	✓✓	✓✓✓	✓✓✓
PLO #2	✓	✓✓	✓✓	✓✓	✓✓	✓✓✓	✓✓✓
PLO #3	✓	✓	✓✓	✓✓	✓✓	✓✓✓	✓✓✓
PLO #4	✓	✓	✓✓	✓✓	✓	✓✓✓	✓✓✓
PLO #5	✓	✓	✓✓	✓	✓	✓✓✓	✓✓✓

Note: ✓ = extent to which course helps students achieve program goals: ✓ (introduced) ✓✓ (reinforced) ✓✓✓ (mastered)

PLO Assessment Plan		
PLO	Key Courses	Assessment Method
1. Acquire, preserve, and document digital evidence using industry-standard forensic procedures while maintaining chain of custody and evidentiary integrity.	CSC-242, CSC-247	<ul style="list-style-type: none"> • Digital forensic imaging lab • Chain-of-custody documentation assignment • Practical evidence acquisition examination • Capstone investigative project
2. Analyze and interpret digital artifacts from operating systems, file systems, mobile devices, and network environments to reconstruct events and identify indicators of compromise.	CSC-235, CSC-242, CSC-247	<ul style="list-style-type: none"> • Artifact analysis lab reports • Network log analysis exercises • Case-based reconstruction assignments • Capstone investigative analysis
3. Evaluate and select appropriate forensic tools and investigative methodologies based on case requirements, data types, and legal considerations.	CSC-232, CSC-242	<ul style="list-style-type: none"> • Tool comparison assignment • Forensic methodology evaluation report • Practical lab selecting appropriate investigative procedures
4. Produce structured, technically accurate forensic reports that clearly communicate investigative findings to both technical and non-technical audiences.	CSC-242, CSC-247	<ul style="list-style-type: none"> • Structured forensic report submission • Investigative briefing presentation • Capstone comprehensive written report evaluated by rubric
5. Apply relevant legal principles, ethical standards, and regulatory frameworks to ensure professional and compliant digital investigations.	CSC-232, CSC-242	<ul style="list-style-type: none"> • Legal and ethical case analysis paper • Scenario-based compliance evaluation • Exam questions on evidentiary admissibility and regulatory standards

Goals Assessment			
Program Goal	Key Performance Indicator (KPI)	Target	Assessment Timeline
Prepare graduates with technical and analytical competencies required for entry-level digital forensics and investigative roles.	Capstone Competency Achievement Rate. Percentage of students achieving 80% or higher on the comprehensive digital forensic investigation project, evaluated using a standardized rubric assessing evidence handling, analytical accuracy, legal compliance, and professional reporting.	80% of students scoring $\geq 80\%$	Annual
Ensure curriculum alignment with current cybercrime trends, forensic technologies, regulatory requirements, and evidentiary standards.	Industry Alignment and Curriculum Review Metric. Percentage of courses reviewed and updated annually to reflect current forensic tools, emerging cybercrime trends, regulatory updates, and evidentiary standards, supported by advisory input and documented curriculum revisions.	100% of core courses reviewed annually, with documented updates implemented as needed.	Annual
Promote disciplined investigative reasoning, ethical decision-making, and adherence to legal standards governing digital evidence.	Ethical and Legal Compliance Proficiency Rate. Percentage of students achieving 80% or higher on assessments measuring understanding of legal standards, chain-of-custody procedures, evidentiary integrity, and ethical investigative practices in digital forensics coursework and capstone projects.	80% of students achieving $\geq 80\%$ on legal/ethical assessment components embedded in CSC-232, CSC-242, and the capstone.	Annual

Provide flexible and accessible instructional modalities that support diverse learners, including working adults and justice-involved students.	Flexible Delivery Completion Rate. Percentage of students enrolled in online or hybrid sections who successfully complete program requirements.	75% program completion rate for students enrolled in online or hybrid formats.	Annual
Support academic progression through clearly defined pathways into advanced certificates and degree programs.	Academic Continuation Rate within HCCC. Percentage of certificate completers who enroll in an advanced certificate or Associate degree program at Hudson County Community College within one academic year of certificate completion.	At least 20% of certificate completers from each academic year will enroll in an advanced HCCC certificate or Associate degree program within the following academic year.	Annual

Sufficient Evidence of Labor Market Demand for the Program

Describe the evidence that supports the need for the program.

Computer forensics (also known as digital forensics) is a specialized field focused on the identification, collection, preservation, analysis, and reporting of digital evidence. These skills are essential for cyber incident response, criminal and civil investigations,

regulatory compliance, and litigation support. Computer forensics professionals are employed across the private sector as well as local, state, and federal government agencies, including law enforcement and regulatory bodies.

Labor Market Demand, Roles, and Salaries

According to the U.S. Bureau of Labor Statistics (BLS), computer forensics skills align with several recognized occupational categories:

1. Information Security Analysts (SOC 15-1212)

This occupation includes professionals who conduct incident response and digital forensic investigations following cybersecurity breaches.

Median annual salary: \$120,360 (2023)

Projected growth: 32% from 2022–2032 (much faster than average)

Annual openings: ~16,800

(Source: U.S. Bureau of Labor Statistics)

2. Forensic Science Technicians (SOC 19-4092)

This category explicitly includes digital and computer forensics specialists who analyze electronic evidence for criminal, civil, and corporate investigations.

Median annual salary: \$64,940 (2023)

Projected growth: 13% from 2022–2032 (faster than average)

(Source: U.S. Bureau of Labor Statistics)

3. Detectives and Criminal Investigators (SOC 33-3021)

Digital forensics skills are increasingly required for forensic investigators working in law enforcement and government agencies, particularly in cases involving cybercrime, fraud, and electronic evidence.

Median annual salary: \$86,280 (2023)

Typical employers: Local, state, and federal government agencies

(Source: U.S. Bureau of Labor Statistics)

Computer Forensics as a Recognized Occupation

The U.S. Department of Labor's O*NET Online system explicitly identifies Computer Forensics Analyst as a specialization within Information Security Analysts. O*NET describes this role as involving:

- ◆ Recovery and examination of digital evidence
- ◆ Investigation of cyber incidents and intrusions
- ◆ Documentation and preservation of evidence for legal and organizational use

O*NET classifies Computer Forensics Analyst as a Bright Outlook occupation, indicating strong employer demand and positive employment trends.

(Source: O*NET Online, U.S. Department of Labor)

Government and Public-Sector Employment Opportunities

Computer forensics skills are directly applicable to positions within government and law enforcement agencies, including but not limited to:

- ◆ Local and state police departments (digital forensics units)
- ◆ County and state prosecutor offices
- ◆ Federal agencies such as the FBI, DHS, Secret Service, and other investigative bodies
- ◆ Regulatory and compliance agencies handling electronic evidence

These roles often require foundational forensic training, evidence-handling knowledge, and investigative skills, which can be supported by a Computer Forensics Proficiency Certificate combined with continued academic study.

Entry-Level and Career Pathway Opportunities

Graduates of a Computer Forensics Proficiency Certificate may qualify for entry-level or support roles such as:

- ◆ Computer Forensics Technician

- ◆ Digital Forensics Analyst (Entry-Level)
- ◆ Forensic Investigator (Digital Evidence Support)
- ◆ Incident Response Analyst (Forensics-Focused)
- ◆ Security Operations Center (SOC) Analyst with investigative responsibilities

Note: While the Computer Forensics Proficiency Certificate prepares students for workforce entry, students are encouraged to pursue additional academic credentials, including an Academic Certificate, Associate of Science (A.S.), or Bachelor's degree in Cybersecurity or Computer Science, to advance into senior forensic investigator and analyst roles.

Resources:

U.S. Bureau of Labor Statistics. (2024). Information security analysts.

<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

U.S. Bureau of Labor Statistics. (2024). Forensic science technicians.

<https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm>

U.S. Bureau of Labor Statistics. (2024). Detectives and criminal investigators.

<https://www.bls.gov/ooh/protective-service/detectives-and-criminal-investigators.htm>

O*NET Online. (n.d.). Computer forensics analyst.

<https://www.onetonline.org/>

Duplication with comparable programs of study in the State

What distinguishes the program from existing offerings?

The Cybersecurity program at HCCC requires 60 credits, while the Cybersecurity Academic Certificate requires 33 credits. In comparison, the **Computer Forensics Proficiency Certificate** offers a streamlined, proficiency-based pathway that enables students to develop workforce-ready digital forensics skills and enter the field more quickly. Credits earned through the proficiency certificate may be applied toward an associate or bachelor's degree in Cybersecurity or Computer Science.

The **Computer Forensics Proficiency Certificate** is currently offered at only a limited number of community colleges across New Jersey, positioning HCCC to address a growing workforce need while expanding access to specialized training in digital and computer forensics.

Cybersecurity Proficiency Certificates offered at a two-year institution in New Jersey:

	Institution	Link to website	Program/Certificate	Comments
1	Bergen County College	https://bergen.edu/csit/available-programs/	Cybersecurity A.A. S	No Cybersecurity Certificates
2	Brookdale Community College	https://catalog.brookdalecc.edu/programs/CYBSEC	Cybersecurity, Academic Credit Certificate of Achievement	12-18 credits, professional certificate the target audience for this certificate of achievement includes professionals already working in IT.
3	Camden County College	https://www.camdencc.edu/program/cybersecurity-certificate/	A.A.S And Cybersecurity Certificate	21 credits, The Cybersecurity Certificate prepares students for entry level employment in the field of information security. Major areas of study include networking fundamentals, operating systems, network defense, and computer forensics. The courses in this certificate program combine theory and application to develop and

				implement appropriate information security policies and procedures.
4	County College of Morris	https://www.ccm.edu/center-for-cybersecurity/	Certificate of Achievement	The fifteen-credit CERTIFICATE OF ACHIEVEMENT is awarded to students in recognition of satisfactory completion of the Information Security Certificate Program.
5	Essex County College	https://catalog.essex.edu/about-academic-divisions/math-engineering-technology-computer-science-division/cybersecurity-academic-certificate/	Cybersecurity - Certificate of Achievement	29 credits, The Cybersecurity – Certificate of Achievement at Essex County College is a short, skills-focused program that teaches the basics of computer and network security, including Linux/UNIX, networking, security principles, and a capstone project. It prepares students for entry-level IT/security roles or further study in cybersecurity.
6	Union County College	https://www.ucc.edu/academics/degrees/cybersecurity/	Cybersecurity, A.S. Cyber Forensics, A.A.S.	No Certificates in Cybersecurity

Cybersecurity Proficiency Certificates offered at a four-year institution in New Jersey:

Please Note: The certificates at the four-year colleges are different from the proficiency certificate you are proposing.

	Institution	Link to website	Program/Certificate	Comments
1	Felician University	https://live-felician-catalog.pantheonsite.io/degrees-alt	Cybersecurity, B.S Cybersecurity Certificate Technical Certificate	16 credits
2	NJCU	https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/professional-security-	Cybersecurity B.S, M.S Cyber Defense, Certificate	12 credits

		studies/certificate-programs/cyber-defense-certificate	Penetration Testing Professional Certificate	16 credits
3	NJIT	https://cs.njit.edu/certificate-foundations-cybersecurity	Cybersecurity M.S Certificate in Foundations of Cybersecurity & Privacy	12 credits
4	Rutgers University	https://cs.camden.rutgers.edu/undergraduate/cybersecurity-certificate/	Cybersecurity MS. Cybersecurity Certificate	12 credits

Requirement of significant additional State resources

If applicable, describe how the proposed program will ensure fiscal stewardship of State resources, demonstrate return on investment, and/or become self-sustaining.

Fiscal Stewardship of State Resources

Efficient Use of Resources: The program will leverage existing college facilities and faculty expertise, minimizing additional expenses. The cost to accessing hands-on labs will be covered by grants such as Perkins and NSF grants. Additional labs will be developed in-house by existing faculty and adjuncts.

External Funding: The program will seek grants and partnerships with industry stakeholders to supplement state funding, reducing reliance on state resources and demonstrating proactive financial management.

Return on Investment

High Employment Potential: Cybersecurity is a rapidly growing field with strong job demand.

Since HCCC is designated as a Center of Academic Excellence by the National Security Agency (NSA), Cybersecurity courses included for this certificate are aligned with the requirements of NSA.

The program (Certificate) curriculum will be aligned with industry needs to ensure graduates are job-ready, leading to high employment rates and attractive salaries, showcasing a clear return on investment. Curriculum alignment with the industry needs is based on feedback from HCCC Cybersecurity program advisory board.

Self-Sustainability

Revenue Generation: The program will be designed to attract sufficient enrollment to cover its costs through student tuition.

Continuous Improvement - By staying current with industry trends and updating the curriculum as needed, the program will maintain its relevance and appeal, ensuring ongoing student interest and financial stability

NEW ACADEMIC DEGREE PROGRAM SUMMARY FOR PROGRAM(PROFICINCYCERTIFICATE) ANNOUNCEMENT

Institution	Hudson County Community College
New Academic Degree Program Title	Ethical Hacking Proficiency Certificate
Degree Designation	Proficiency Certificate
Degree Abbreviation	CYSEH.PROF
CIP Code and Nomenclature	11.1003
Total Credit Hours	21 credits
Proposed Start Date	September 2026

Introduction:

Describe the institutional profile and context for the proposed program.

Strategic Direction	Strategic Initiative	Cybersecurity Ethical Hacking Proficiency Certificate
<p>Strategic Direction #2: Unlocking Unlimited Student Potential: A High-Quality Education Informed by Data and Best Practices to Expand Access, Flexible Learning Options, and Technology Enhanced Innovation Vision Statement: Hudson County Community College cultivates a learning environment</p>	<p>Strategic Initiative 2A Design and implement data-driven, personalized learning pathways that integrate flexible learning options, affordable resources, and comprehensive support systems to expand educational access and promote lifelong student success.</p> <p>Purpose of the Strategic Initiative This strategic initiative aims to transform the student educational experience through an innovative framework that combines flexible learning options, zero-to-low-cost materials, and enhanced financial support systems for all students, including justice-involved students. Hudson County Community College will also maintain and grow workforce credentials and stackable certificates aligned with reentry employment and labor market demand. Through the strategic integration of data analytics, evidence-based practices, and technology-enabled solutions, personalized learning pathways will be created that accommodate student circumstances while systematically</p>	<p>The Ethical Hacking Proficiency Certificate in Cybersecurity provides a flexible, affordable, and workforce-aligned pathway to develop in-demand skills for today’s cybersecurity field. Using online delivery, virtual labs, and low-cost materials, it expands access for diverse learners, including working adults and justice-involved students. As a stackable, short-term credential, it prepares students for immediate workforce entry and offers clear pathways to advanced certificates or an Associate of Science in Cybersecurity/Computer Science or Computer Science.</p>

<p>where every student's journey is valued and supported. By seamlessly blending leading-edge technology, flexible and adaptable learning modalities and approaches, low- and zero-cost educational materials, and comprehensive support services, the college creates personalized pathways to student success. Our commitment to accessibility and flexibility empowers learners to pursue their aspirations on their own terms. At HCCC, we unlock the unlimited potential within each student, fostering a community of lifelong learners who are prepared to thrive in an ever-changing world.</p>	<p>eliminating traditional barriers to academic progress. This comprehensive approach ensures that every student can access high-quality education aligned with their individual needs, fostering lifelong learning habits while maintaining academic excellence and affordability.</p>	
	<p>Strategic Initiative 2B Expand course delivery options through personalized learning, different semester timeframes, accelerated formats, and innovative modalities while ensuring comprehensive technology access to accommodate students' complex lives and learning preferences. Purpose of the Strategic Initiative This strategic initiative aims to enhance educational accessibility by implementing flexible academic schedules and innovative delivery formats that adapt to student needs. Through targeted grant funding and technology support, including device lending programs and mobile hotspots, all students will have reliable access to essential digital tools and internet connectivity. This comprehensive approach to flexible scheduling and technology access will create adaptable learning pathways that accommodate the complex lives of non-traditional and working students while supporting their individual learning preferences and circumstances.</p>	<p>The Ethical Hacking Proficiency Certificate aligns with Strategic Initiative 2B by offering flexible, personalized learning options in online, hybrid, and in-person formats, including accelerated schedules and virtual labs. The program ensures technological access and adaptable pathways for non-traditional, working, and justice-involved students, enabling them to balance complex schedules while developing in-demand cybersecurity skills.</p>
	<p>Strategic Initiative 2C Prepare students for the evolving workforce by integrating Artificial Intelligence (AI) literacy across academic programs, and developing accessible, industry-aligned credentials. Purpose of the Strategic Initiative This strategic initiative will ensure that students are equipped with essential Artificial Intelligence (AI) literacy and skills to thrive in a rapidly changing job market. By integrating AI concepts and applications into academic programs, all students, regardless of their field of study, will be provided with a foundational understanding of AI's impact on their disciplines and future career paths. Additionally, the creation of industry-aligned credentials Specialized AI areas will provide accessible, targeted pathways for individuals seeking to upskill or reskill for immediate employment opportunities.</p>	<p>The Ethical Hacking Proficiency Certificate aligns with Strategic Initiative 2C by integrating AI literacy throughout its cybersecurity curriculum, helping students understand how AI is used in both cyber defense and attacks. Students gain hands-on experience analyzing AI-driven threats, using AI-enabled security tools, and developing strategies to counter AI-assisted attacks. As an industry-aligned, workforce-focused credential, the program prepares learners for immediate entry into cybersecurity roles while offering accessible pathways for upskilling, reskilling, and continued professional growth in an AI-driven digital landscape.</p>

Program Description: The Ethical Hacking Proficiency Certificate is a short-term credential designed to prepare students for rapid entry or advancement in the cybersecurity workforce. The program develops hands-on skills in ethical hacking, network defense, and information security using industry-relevant tools aligned with current threats and emerging technologies, including the role of AI in both cyber defense and attacks. The certificate is stackable, allowing credits to apply toward an Associate of Science degree in Computer Science with a Cybersecurity option or related academic pathways, supporting continued education and career growth.

Cybersecurity Ethical Hacking Proficiency Certificate Major Requirements	
Course	Credits
Math-100 or higher	3
CSC-118 Python Programming	3
CSC-232 Cyber Security	3
CSC-235 Network Security	3
CSC-240 Introduction to Local Area Networks	3
CSC-245 Ethical Hacking	3
CAPSTONE	3
Total	21

NOTE: If a student has a degree and has completed math courses such as calculus, all math prerequisites may be waived.

Sufficient academic quality

Provide the program objectives, highlighting alignment with institutional mission and strategic plan, curriculum design, and resources, including human resources, that will support the program.

Evaluation and Learning Outcomes Assessment plan for the program

College Mission:

The HCCC mission is to provide its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

Program Mission

The Ethical Hacking Proficiency Certificate in Cybersecurity advances the College's mission by providing students with outstanding educational opportunities. The program equips students with practical, industry-relevant skills for immediate entry into the cybersecurity workforce while also establishing a strong foundation for pursuing advanced studies, including Associate's and bachelor's degrees in Cybersecurity.

Cybersecurity Ethical Hacking Proficiency Certificate (Goals).

1. **Prepare Students for the Workforce:** Develop high-demand ethical hacking and cybersecurity skills.
2. **Accelerate Career Entry:** Enable rapid entry into the cybersecurity field.
3. **Deliver Current, Relevant Skills:** Train students on the latest cybersecurity threats and technologies.
4. **Encourage Continued Learning:** Support pursuit of additional certifications or degrees.
5. **Increase Accessibility:** Offer remote and online options for a diverse student population.

Certificate program learning outcome (PLO), upon students completing this program will be able to:

1. **Conduct** ethical hacking and penetration testing using industry-standard tools while following legal and ethical guidelines
2. **Identify** and mitigate cybersecurity vulnerabilities in networks, systems, and applications.
3. **Apply** current cybersecurity technologies and techniques to defend against modern threats.
4. **Demonstrate** job-ready skills aligned with entry-level cybersecurity and ethical hacking roles.

Cybersecurity Ethical Hacking Proficiency Certificate							
Major Requirements							
	Math-100(or higher)	CSC-118	CSC-232	CSC-235	CSC-240	CSC-245	Capstone
PLO #1	✓	✓	✓✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓
PLO #2	✓	✓	✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓
PLO #3	✓	✓	✓✓	✓	✓✓	✓✓✓	✓✓✓
PLO #4	✓	✓✓	✓✓	✓✓✓	✓✓	✓✓✓	✓✓✓

Note: ✓ = extent to which course helps students achieve program goals: ✓ (=1, somewhat) ✓✓ (=2, yes) ✓✓✓ (=3, very much)

PLO Assessment Plan		
PLO	[Key Course]	Assessment Method
1. Conduct ethical hacking and penetration testing using industry-standard tools while following legal and ethical guidelines	CSC-232, CSC-235, CSC-245, Capstone	Hands-On Infosec Labs (please refer to infosec lab manual and assessment), exams, homework such as writing reports such as current events component, class discussions of current events
2. Identify and mitigate cybersecurity vulnerabilities in networks, systems, and applications.	CSC-235, CSC-240, CSC-245, Capstone	Hands-On Infosec Labs (please refer to infosec lab manual and assessment), exams, homework such as writing reports such as current events component, class discussions of current events
3. Apply current cybersecurity technologies and techniques to defend against modern threats.	CSC-245, Capstone	Hands-On Infosec Labs (please refer to infosec lab manual and assessment), exams, homework such as writing reports such as current events component, class discussions of current events
4. Demonstrate job-ready skills aligned with entry-level cybersecurity and ethical hacking roles.	CSC-118, CSC-232, CSC-235, CSC-245, Capstone	Hands-On Infosec Labs (please refer to infosec lab manual and assessment), exams, homework such as writing reports such as current events component, class discussions of current events

Goals Assessment			
Program Goal	Key Performance Indicator (KPI)	Target	Assessment Timeline
1. Prepare Students for the Workforce: Develop high-demand ethical hacking and cybersecurity skills. By aligning the curriculum with current industry standards and emerging threats, the program ensures that graduates are prepared for immediate entry into the cybersecurity field.	Job Placement Rate in Cybersecurity Field". This KPI measures the percentage of graduates who secure employment in cybersecurity-related roles within a specified time frame after completing the program.	TBD	Annual
2. Accelerate Career Entry: Enable rapid entry into the cybersecurity field. The Cybersecurity Ethical Hacking Proficiency Certificate can be completed faster than traditional degrees, allowing students to quickly gain the skills needed to enter the workforce or advance in their careers.	Time-to-Employment Rate. This metric tracks the average duration it takes for graduates of the Cybersecurity Ethical Hacking Proficiency Certificate to secure their first job in the cybersecurity field after completing the program.	TBD	Annual
3. Deliver Current, Relevant Skills: Train students in the latest cybersecurity threats and technologies. The program emphasizes current cybersecurity threats and technologies, ensuring students gain relevant, job-ready skills for today's rapidly evolving cybersecurity field.	High Achievement Rate in Industry-Relevant Assessments. This KPI measures the percentage of students who achieve scores of 80% or higher on industry-specific tests, including information security labs (InfoSec), interview exams, and other relevant assessments	TBD	Annual
4. Encourage Continued Learning: Support pursuit of additional certifications or degrees. The program is part of a stackable credential system, allowing students to start with a basic certificate and build toward advanced certifications or degrees.	Credential Advancement Rate. This measures the percentage of students who, after completing the initial certificate program, go on to earn additional certifications or advanced degrees in cybersecurity	TBD	Annual
5. Increase Accessibility: Offer remote and online options for a diverse student population. The program offers remote and flexible learning options, enabling students with geographic, personal, or professional constraints to access the curriculum while balancing work and other responsibilities.	Remote Enrollment and Completion Rate. This KPI tracks the percentage of students who enroll in and successfully completes the program through remote learning options.	TBD	Annual

Sufficient evidence of labor market demand for the program

Describe the evidence that supports the need for the program.

Among the many Cybersecurity positions is Information Security Analyst, According to U.S. Bureau of Labor Statistics

<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

Information security analysts plan and carry out security measures to protect an organization's computer networks and systems.

Employment of information security analysts is projected to grow 32 percent from 2022 to 2032, much faster than the average for all occupations.

About 16,800 openings for information security analysts are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

This growth projection reflects an ongoing labor shortage: CyberSeek reported more than 572,000 cybersecurity openings between September 2022 and August 2023. <https://www.cyberseek.org/>

in need (a career guide website): <https://www.indeed.com/career-advice/finding-a-job/highest-paid-cyber-security-jobs>

Examples of the Highest-Paying Cybersecurity Jobs with Salaries.

1. Security engineer, National average salary: \$108,356 per year
Requirements: BS degree/ Cybersecurity
2. Information security analyst, National average salary: \$71,000 per year
Requirements: 2 years' experience, Cybersecurity Certificate, or BS in Cybersecurity
3. Penetration tester, National average salary: \$81-\$153K per year
BS degree/ Cybersecurity, minimum 1 year experience

Cybersecurity Jobs: **Entry-Level:** https://learn.org/articles/career_in_cybersecurity_with_certificate.html

Cybersecurity Job with Just a Certificate:

- Cybersecurity Analyst
- Security Administrator
- Network Security Technician
- Incident Responder

Note: Rather than settling for entry level Cybersecurity jobs, while students are pursuing Academic Certificate in Cybersecurity, they are also recommended advance their career by obtaining AS or BS degrees in cybersecurity.

Duplication with comparable programs of study in the State

Explain what distinguishes the program from existing offerings.

The Cybersecurity program at HCCC requires 60 credits, while the Cybersecurity Academic Certificate requires only 33. This streamlined, proficiency-based option enables students to enter the workforce sooner, with credits that can later be applied toward an associate or bachelor's degree.

The Cybersecurity Ethical Hacking Proficiency Certificate is offered at a select group of community colleges across New Jersey.

	Institution	Link to website	Program/Certificate	Comments
1	Bergen County College	https://bergen.edu/csit/available-programs/	Cybersecurity A.A.S	No Cybersecurity Certificates
2	Brookdale Community College	https://catalog.brookdalecc.edu/programs/CYBSEC	Cybersecurity, Academic Credit Certificate of Achievement	12-18 credits, professional certificate the target audience for this certificate of achievement includes professionals already working in IT.
3	Camden County College	https://www.camdencc.edu/program/cybersecurity-certificate/	A.A.S And Cybersecurity Certificate	21 credits, The Cybersecurity Certificate prepares students for entry level employment in the field of information security. Major areas of study include networking fundamentals, operating systems, network defense , and computer forensics. The courses in this certificate program combine theory and application to develop and implement appropriate information security policies and procedures.
4	County College of Morris	https://www.ccm.edu/center-for-cybersecurity/	Certificate of Achievement	The fifteen-credit CERTIFICATE OF ACHIEVEMENT is awarded to students in recognition of satisfactory completion of the Information Security Certificate Program.
5	Essex County College	https://catalog.essex.edu/about-academic-divisions/math-engineering-technology-computer-science-division/cybersecurity-academic-certificate/	Cybersecurity - Certificate of Achievement	29 credits, The Cybersecurity – Certificate of Achievement at Essex County College is a short, skills-focused program that teaches the basics of computer and network security, including Linux/UNIX, networking, security principles, and a capstone project. It prepares students for entry-level IT/security roles or further study in cybersecurity.
6	Union County College	https://www.ucc.edu/academics/degrees/cybersecurity/	Cybersecurity, A.S. Cyber Forensics, A.A.S.	No Certificates in Cybersecurity

Cybersecurity Academic Certification offered at a four-year institution in New Jersey examples

Please Note: The certificates at four-year colleges are different from the proficiency certificate being proposed.

	Institution	Link to website	Program/Certificate	Comments
1	Felician University	https://live-felician-catalog.pantheonsite.io/degrees-alt	Cybersecurity, B.S Cybersecurity Certificate Technical Certificate	16 credits
2	NJCU	https://www.njcu.edu/academics/schools-colleges/college-professional-studies/departments/professional-security-studies/certificate-programs/cyber-defense-certificate	Cybersecurity B.S, M.S Cyber Defense, Certificate Penetration Testing Professional Certificate	12 credits 16 credits
3	NJIT	https://cs.njit.edu/certificate-foundations-cybersecurity	Cybersecurity M.S Certificate in Foundations of Cybersecurity & Privacy	12 credits
4	Rutgers University	https://cs.camden.rutgers.edu/undergraduate/cybersecurity-certificate/	Cybersecurity MS. Cybersecurity Certificate	12 credits

Requirement of significant additional State resources

If applicable, describe how the proposed program will ensure fiscal stewardship of State resources, demonstrate return on investment, and/or become self-sustaining.

Fiscal Stewardship of State Resources:

Efficient Use of Resources: The program will leverage existing college facilities and faculty expertise, minimizing additional expenses.

The cost to accessing hands-on labs will be covered by grants such as Perkins and NSF grants.

Additional labs will be developed in-house by existing faculty and adjuncts.

External Funding: The program will seek grants and partnerships with industry stakeholders to supplement state funding, reducing reliance on state resources and demonstrating proactive financial management.

Return on Investment:

High Employment Potential: Cybersecurity is a rapidly growing field with strong job demand.

Since HCCC is designated as a Center of Academic Excellence by the National Security Agency (NSA), Cybersecurity courses included for this certificate are aligned with the requirements of NSA,

The program (Certificate) curriculum will be aligned with industry needs to ensure graduates are job-ready, leading to high employment rates and attractive salaries, showcasing a clear return on investment.

Curriculum alignment with the industry needs is based on feedback from HCCC Cybersecurity program advisory board.

Self-Sustainability:

Revenue Generation: The program will be designed to attract sufficient enrollment to cover its costs through student tuition.

Continuous Improvement: By staying current with industry trends and updating the curriculum as needed, the program will maintain its relevance and appeal, ensuring ongoing student interest and financial stability

Winter Session

Jan. 4 – Jan. 19 **Winter Intersession** Last day to add: 1/4 Last day to drop: 1/5 Last day to W: 1/14 Grades due: 1/24
 Mon. Jan 17 *Martin Luther King, Jr. Day – College Closed*

Semester Start-Up Events

Wed. Jan. 19 College Service Day
 Thurs. 20 All College Adjunct Faculty Orientation

15-Week Terms: Regular and Online Regular/Hybrid: January 21 – May 16

Fri.	Jan.	21	Classes begin for Regular and ONR/Hybrid	*Registration should occur at least one day prior to first class meeting.
Thurs.	Jan.	27	Last day to add* for Regular and ONR/Hybrid	
Thurs.	Feb.	3	Last day to drop** 15-Week Regular and ONR/Hybrid	
Fri.	Feb.	18	Classes in session - Administrative Offices Closed	**For a complete list of refund dates, please consult the Winter/Spring 2028 Student Refund Calendar.
Mon.	Feb.	21	<i>Presidents' Day – No classes - College Closed</i>	
Sun.	Feb.	27	Eid al-Fitr – No classes – College Closed	
Mon.	Feb.	28	Eid al-Fitr (Observed) – No classes – College Closed	
Fri.	Mar.	10	Midterm Exams/Advisement Period	
Thurs.		16		
Tues.	Mar.	21	Last day to submit Midterm Advisory Grades	
Mon.	Mar.	27	Spring Break – No classes	
Sun.	Apr.	2		
Thurs.	Apr.	13	Last day to complete official withdrawal (W) for 15-Week Regular and ONR/Hybrid	
Fri.	Apr.	14	Easter Break – No classes	
Sun.		16		
Tues.	May	9	Last classes and/or final exams for 15-Week Regular and ONR/Hybrid classes	
Tues.		16	Note: On May 16, Monday classes meet.	
Mon.	May	22	Last day to submit final grades	

5-Week Culinary Cycles:

Jan 21 – Feb 29	Culinary Cycle I	Last day to add*: 1/25 Last day to drop**: 2/4 Last day to W: 2/14 Grades due: 3/3
Mar 1 – Apr 11	Culinary Cycle II	Last day to add*: 3/7 Last day to drop**: 3/13 Last day to W: 3/20 Grades due: 4/14
Apr 12 – May 16	Culinary Cycle III	Last day to add*: 4/19 Last day to drop**: 4/24 Last day to W: 5/1 Grades due: 5/22

7-Week Sessions: Online and On-Ground/Remote

Jan 21 - Mar 12	Online Session A	Last day to add*: 1/24 Last day to drop**: 1/27 Last day to W: 3/1 Grades due: 3/15
Jan 21 – Mar 15	On-Ground/Remote 1 <small>(Last T/R session is 3/9. Last M/W session is 3/15)</small>	Last day to add*: 1/26 Last day to drop**: 1/28 Last day to W: 3/1 Grades due: 3/20
Jan 21 – Mar 20	Culinary On-Ground 1	Last day to add*: 1/26 Last day to drop**: 1/28 Last day to W: 3/1 Grades due: 3/23
Jan 21 – Mar 13	Culinary Hybrid 1	Last day to add*/drop**: 1/27 Last day to W: 3/1. Grades due: 3/16
Mar 21 - May 16	Culinary On-Ground 2	Last day to add*:3/23 Last day to drop**:4/4 Last day to W:5/8 Grades due: 5/22
Mar 18 – May 16	Culinary Hybrid 2	Last day to add*/drop**:3/24 Last day to W:5/5 Grades due: 5/22
Mar 20 – May 16	Online Session B	Last day to add*: 3/21 Last day to drop**: 4/3 Last day to W: 5/8 Grades due: 5/22
Mar 21 – May 15	On-Ground/Remote 2	Last day to add*: 3/23 Last day to drop**: 4/4 Last day to W: 5/8 Grades due: 5/18

Early College Dual Enrollment – Contact the Early College Program for dates specific to each high school partner.

Feb. 11 - June 26 **Half Year** Last day to add*: 2/18 Last day to drop**: 2/28 Last day to W: 5/30 Grades due: 6/30

12-Week Session (Quick Term)

Feb. 11 – May 16 **“Q” Sections (12-wk)** Last day to add*/drop**: 2/17 Last day to W: 4/13 Grades due: 5/22
(On 5/16,
Monday classes meet.)