





























































**RESOLUTION:**

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the recommendations of the President, Administration, and Finance Committee as outlined above in **Item VII., Fiscal, Administrative, Lease and Capital Recommendations 1-11:**

1) Resolution Authorizing Approval to Develop Property in the Journal Square Area for Permanent Use by Hudson County Community College (Chapter 12); 2) Resolution Approving 2023 Operating Budget; 3) Resolution Authorizing Purchase of Identity Verification and Access Management Software to be Funded by the American Rescue Plan (ARP) Grant; 4) Resolution Authorizing Wi-Fi Upgrades to be Funded by the American Rescue Plan (ARP) Grant; 5) Resolution Authorizing Purchase of Interactive Projector Systems to be Funded by the American Rescue Plan (ARP) Grant; 6) Resolution Authorizing Purchase and Installation of ITV Equipment to be Funded by the American Rescue Plan (ARP) Grant; 7) Resolution Authorizing Purchase of Furniture for Training Room in the Gabert Library; 8) Resolution Authorizing Annual Commencement Formal Dinner for Graduates; 9) Resolution Authorizing Funds for Scholarships from Sale of Personal Property; 10) Resolution Authorizing Sale of Personal Property; and 11) Resolution Authorizing Naming of the Atrium at the North Hudson Campus in Honor of Congressman Albio Sires.

**INTRODUCED BY:** Bakari Lee

**SECONDED BY:** Silvia Rodriguez

**DATE:** March 15, 2022

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

**8 Aye 0 Nay**

**\*\*\*RESOLUTION ADOPTED\*\*\***

Alexa Riano  
Signature of Recorder

3/15/2022  
Date

**Attachment I****Property List – Resolution #10 – Authorizing Sale of Personal Property List****1. Computer Equipment (Product Name/Serial Number)**

1. *Apple MC769LL/A/DMPL13PLDFHW*
2. *Apple MC769LL/A/DMPK1AKJDFHW*
3. *Apple MC769LL/A/DMPK13DWDFHW*
4. *Apple MC769LL/A/DMPK1AHMDFHW*
5. *Apple MC769LL/A/DMPK186QDFHW*
6. *Apple MC769LL/A/DYVJVB7VDFHW*
7. *Apple MC769LL/A/DKVLQ11RDFHW*
8. *Apple MC769LL/A/DMPK16QUDFHW*
9. *Apple MC769LL/A/DMPK18JJDFHW*
10. *Apple MC769LL/A/DMPK13KWDFHW*
11. *Apple MC769LL/A/DMPK18Q3DFHW*
12. *Apple MC769LL/A/DMPK16R9DFHW*
13. *Apple MC769LL/A/DMPK175VDFHW*
14. *Apple MC769LL/A/DMPL1EBUDFHW*
15. *Apple MC769LL/A/DMPL1EBUDFHW*
16. *Apple MC769LL/A/DMPK1AD8DFHW*
17. *Apple MC769LL/A/DMPK16QSDFHW*
18. *Apple MC769LL/A/DMPK1AJ1DFHW*
19. *Apple MC769LL/A/DMPK1A2MDFHW*
20. *EPSON EMP-755/GWUG620330F*
21. *EPSON EMP-755/GWUG620331F*
22. *EPSON EMP-755/GWUG630039F*
23. *EPSON EMP-765/GWAG590097F*
24. *EPSON EMP-765/GWAG590066F*
25. *EPSON EMP-765/GWAG590083F*

26. EPSON EMP-822/JXUF7Z0454L
27. EPSON EMP-822/JXUF7Z0448L
28. EPSON EMP-822/JXUF7Z0458L
29. EPSON EMP-822/JXUF7Z0445L
30. EPSON EMP-822/JXUF7Z0460L
31. EPSON EMP-822/JXUF7Z0457L
32. EPSON PowerLite 1266 H845A/X4LY7Z0012L
33. EPSON PowerLite 1266 H845A/X4J97Z00063
34. EPSON PowerLite 1266 H845A/X4LY7Z0007L
35. HP Compaq 8510p/CNU833243L
36. HP Compaq 8510p/CNU8331Z4F
37. HP ProBook 6550b/CNU1164X30
38. InFocus LP530/7KN34491294
39. Latitude D630/68C4CG1
40. Latitude D630/48C4CG1

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

**March 15, 2022**

**VIII. PERSONNEL RECOMMENDATIONS**

**1. RETIREMENTS**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>
Harvey	Rubinstein	Professor of English	September 1, 2022
Gregory	Smith	Accounts Payable Officer	June 1, 2022

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

**2. RESIGNATIONS**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>
Tyiesha	Hargrove	CTE Academic Mentor	February 28, 2022
Iraida	Izaguirre	Student Success Coordinator, Reentry Students	March 3, 2022
Ashley	Shaw	Student Success Coordinator, Incarcerated Students	March 15, 2022

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

**3. APPOINTMENT OF STAFF**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>	<b>Annual Salary</b>
Cristhian C.	Altamirano	Assistant Director of Early College Programs	April 4, 2022	\$ 55,000.00
Anita	Belle	Grant Project Director (Grant-funded)	April 1, 2022	\$ 80,000.00
Marian	Betancourt	Student Success Coordinator, Reentry Students (Grant-funded)	March 16, 2022	\$ 40,000.00
Dan	Brookes	Business Developer (Grant-funded)	April 1, 2022	\$ 67,600.00
Laurice	Dukes	Healthcare Coordinator (Grant-funded)	April 1, 2022	\$ 41,600.00
Christian	Liebl	Secretary	March 16, 2022	\$ 35,000.00
Siddhi	Londhe Gupta	CTE Academic Mentor (Grant-funded)	March 16, 2022	\$ 48,000.00
Alena	Magay	Student Success Coordinator, Operating Engineers Dual Education Program (Grant-funded)	March 16, 2022	\$ 40,000.00
Cecily	McKeown	Instructional Technologist, Multimedia Specialist	March 16, 2022	\$ 65,000.00
Fabiola	Ocean	Student Success Coordinator, Incarcerated Students (AWPP) (Grant-funded)	March 16, 2022	\$ 40,000.00
Maria Lita	Sarmiento	Alumni Manager (Grant-funded)	April 1, 2022	\$ 52,000.00
Denzel	Smith	Custodial Supervisor	March 21, 2022	\$ 41,500.00
Imane	Zehaf	CTE Career Coach (Grant-funded)	March 28, 2022	\$ 45,000.00

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

**4. APPOINTMENT OF TEMPORARY FULL-TIME STAFF**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Effective Date</b>	<b>Anticipated End Date</b>	<b>Annual Salary</b>
Natalia	Da Silva	Development Assistant	March 16, 2022	June 30, 2022	\$ 40,000.00

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

#### 5. APPROVAL OF FACULTY TENURE

*The criteria for tenure include excellence in teaching, in scholarly achievement, in service to the College and community, and in the fulfillment of professional responsibilities. Applications for tenure are reviewed by a Tenure Review Board and recommendations are forwarded through the Chief Academic Officer to the President for approval and presentation to the Board of Trustees.*

*The following faculty are recommended for tenure at the rank of Assistant Professor effective Academic Year 2022-23.*

Bernard Adamitey, Instructor of Academic Foundations Math

Mohammad Qasem, Instructor of Physics

Gilda Reyes, Instructor of Speech

**RECOMMENDATION:** *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Faculty Tenure and Promotions above as Personnel Recommendation Item No. 5.*

#### 6. AUTHORIZATION OF PART-TIME STAFF THROUGH MARCH 2023, AS NEEDED

FIRST NAME	LAST NAME	DEPARTMENT	TITLE	POSITION ID	SUPERVISOR
Samantha	Rodriguez	Business, Culinary Arts, and Hospitality Management	Receiving Clerk	RECLERK-101030	Ara Karakashian
Emely	Martinez	Business, Culinary Arts, and Hospitality Management	Receiving Clerk	RECLERK-101030	Ara Karakashian
Tayyaba	Hafeez	Nursing and Health Sciences	Part-time Office Assistant	101016-5054	Catherine Sirangelo
David	Benjamin	Continuing Education and Workforce Development	Part-time Instructor	PTINST-102010	Chastity Farrell
Kimberly	Sumpter	Continuing Education and Workforce Development	Part-time Instructor	PTINST-102010	Chastity Farrell
Dileesha	Patel	English and ESL	Office Assistant	OFFFAST-101040	Elham Kamali
Kyle	Robinson	Continuing Education and Workforce Development	Part-time Instructor	PTINST-606000	Lori Margolin
Luisa	Carranza	English and ESL	Office Assistant	OFFFAST-101035	Jedediah Palmer
Lesley	Polanco	Purchasing	Office Assistant	OFFFAST	Jeff Roberson
Suleiny	Rodriguez De La Rosa	Student Affairs	COVID Office Assistant	OFFFAST	Lisa Dougherty
Ayman	Azab	Academic Foundations Math	Office Assistant	OFFFAST-101041	Pamela Bandyopadhyay
Isaiah	Fudge	Grants	Academic Coach	601021	Pamela Bandyopadhyay
Stephen	Giordano III	Grants	Academic Coach	601021	Pamela Bandyopadhyay
Ella	Mukasa	Tutorial Services	Tutor	TUTOR-150505	Pamela Bandyopadhyay
Xavier	Pratt	Office of Student Life and Leadership	Diversity, Equity, and Inclusion Student Passport Program Student Navigator	604005	Veronica Gerosimo

**RECOMMENDATION:** *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Authorization of Part-Time Staff listed above, as needed, as Personnel Recommendation Item No. 6.*

**7. APPOINTMENT OF NEW HIRE ADJUNCT INSTRUCTORS**

<b>First Name</b>	<b>Last Name</b>	<b>Department</b>
Yun	Kim	Humanities and Social Sciences
Jane	Park	Humanities and Social Sciences
Sunhee	Song	Humanities and Social Sciences

**RECOMMENDATION:** *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve New Hire Adjunct Instructors listed above as Personnel Recommendation Item No. 7.*

**8. MODIFICATION TO STAFFING TABLE**

<b>Current Approved Title</b>	<b>New Title/ Deleted Title (if applicable)</b>	<b>Incumbent (If applicable)</b>	<b>Salary Adjustment (If applicable)</b>	<b>Effective Date</b>
N/A	Development Assistant	Natalia Da Silva (Temporary Full-time)	\$40,000	March 16, 2022

**RECOMMENDATION:** *The President, Administration, and Personnel Committee recommend that the Board of Trustees approve the Modification to Staffing Table listed above as Personnel Recommendation Item No 8.*

**RESOLUTION:**

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

1) Retirements; 2) Resignations; 3) Appointment of Staff; 4) Appointment of Temporary Full-time Staff; 5) Approval of Faculty Tenure; 6) Authorization of Part-time Staff; 7) Appointment of New Hire Adjunct Instructors; and 8) Modification to Staffing Table.

**INTRODUCED BY:** \_\_\_\_\_ Karen Fahrenholz

**SECONDED BY:** \_\_\_\_\_ Jeanette Peña

**DATE:** \_\_\_\_\_ March 15, 2022

Doria, Joseph	_____ Absent
Fahrenholz, Karen	_____ Aye
Galvin, Adamarys	_____ Absent
Gardner, Pamela	_____ Aye
Kenny, Roberta	_____ Aye
Lee, Bakari	_____ Aye
Peña, Jeanette	_____ Aye
Rodriguez, Silvia	_____ Aye
Stahl, Harold	_____ Aye
Netchert, William, Chair	_____ Aye

\_\_\_\_\_ 8 \_\_\_\_\_ 0 \_\_\_\_\_ Nay

**\*\*\*RESOLUTION ADOPTED\*\*\***

*Alexa Riano*  
\_\_\_\_\_  
**Signature of Recorder**

3/15/2022  
\_\_\_\_\_  
**Date**

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

**March 15, 2022**

**IX. ACADEMIC AND STUDENT AFFAIRS**

**1. Resolution Authorizing Amended Agreement Between Hudson County Community College and West New York Board of Education for the Delivery of Dual Credit Instruction**

*WHEREAS*, Hudson County Community College ("College") seeks to amend the list of course offerings and the fiscal arrangement of its Agreement ("Agreement") with the West New York Board of Education ("WNYBOE") for the delivery of Dual Credit Instruction, effective March 15, 2022; and,

*WHEREAS*, the term of the Agreement is Academic Year 2021-22; and,

*WHEREAS*, the Administration, and the Academic and Student Affairs Committee, recommend the Agreement as amended;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College approve the amended Agreement between Hudson County Community College and West New York Board of Education, effective March 15, 2022.

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

**2. Resolution Approving Option in Social Justice Advocacy to the Associate of Science in Human Services Degree Program (60 credits) [CIP Code: 30.2301]**

*WHEREAS*, Hudson County Community College ("College") aims to provide high-quality educational opportunities that promote student success and upward social and economic mobility; and,

*WHEREAS*, the College seeks to expand its offerings to meet student and market demand; and,

*WHEREAS*, the College has developed an Option in Social Justice Advocacy to the existing Associate of Science in Human Services degree program to address student and market demand; and,

*WHEREAS*, the Option in Social Justice Advocacy to the existing Associate of Science in Human Services degree provides students with the knowledge to ensure access, equity, and diversity in their future professions, within their future agencies, and in their communities, and prepares students to transfer to Bachelor of Social Work degree programs at four-year colleges and universities; and,

*WHEREAS*, the Administration, and the Academic and Student Affairs Committee, recommend the approval of the Option in Social Justice Advocacy to the existing Associate of Science in Human Services degree, effective January 2022;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees of Hudson County Community College hereby approve the Option in Social Justice Advocacy to the existing Associate of Science in Human Services degree program.

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

**RESOLUTION**

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Trustees approve the recommendations of the President, the Administration, and the Academic and Student Affairs Committee as outlined above in **Item IX., Academic and Student Affairs Recommendations 1 and 2:**

1) Resolution Authorizing Amended Agreement Between Hudson County Community College and West New York Board of Education for the Delivery of Dual Credit Instruction; and 2) Resolution Approving Option in Social Justice Advocacy to the Associate of Science in Human Services Degree Program (60 credits) [CIP Code: 30.2301].

**INTRODUCED BY:** \_\_\_\_\_

**SECONDED BY:** \_\_\_\_\_

**DATE:** March 15, 2022

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

8                      0    Nay

**\*\*\*RESOLUTION ADOPTED\*\*\***

Alexa Riano  
**Signature of Recorder**

3/15/2022  
**Date**



HUDSON  
COUNTY  
COMMUNITY  
COLLEGE

**Amendment to Agreement  
Between Hudson County Community College and West New York Board of Education for  
Delivery of Dual Credit Instruction for Academic Year 2021-2022**

This Amendment to Agreement between Hudson County Community College and West New York Board of Education for Delivery of Dual Credit Instruction Academic Year 2021-2022 is effective as of March 15, 2022.

WHEREAS, Hudson County Community College (“HCCC”) and the West New York Board of Education (“WNYBOE”) are parties to an Agreement Between Hudson County Community College and West New York Board of Education for the Delivery of Dual Credit Instruction Academic Year 2021-2022 (“Agreement”); and,

WHEREAS, HCCC and WNYBOE desire to amend the Agreement in accordance with the terms and conditions set forth below.

NOW, THEREFORE, for good and valuable consideration, the adequacy of which is hereby acknowledged, the parties agree to amend the Agreement as follows:

1. The above recitals are incorporated herein by reference.
2. The section with the heading **Courses for AY (2021-2022)**, located on page 2, is amended as follows:
  - a. Delete: Calculus – MAT-111 (4 Credits)
3. Section **Fiscal Arrangement**, is amended as follows:
  - a. Delete In subsection A and replace with the following

“A. HCCC shall directly invoice the WNYBOE students for tuition in accordance with the following charges and terms for the 2021-22 academic year:

    1. For courses taught by high school instructors during the school day as part of their regular teaching responsibilities, the WNYBOE students will be required to pay HCCC tuition of \$37.25 per credit.
    2. For courses taught by HCCC faculty during or after the school day, WNYBOE students will be required to pay HCCC tuition of \$74.50 per credit.”
  - b. Delete subsection B and replace with the following:

“B. WNYBOE students shall be required to make full payment to HCCC no later than sixty (60) days of the WNYBOE student’s receipt of the bill from HCCC.

Non-payment or late payment of all or part of an invoice may result in the student being refused enrollment for the class, being prohibited from registering for future classes, holds on grades and transcripts and the possible referral of the bill for collections. Invoices shall reflect enrollment through the posted withdrawal dates based on the Student Refund and Academic Calendar. HCCC shall not be obligated to make any adjustments in the per credit price charged to students if the discontinuation of a student’s participation in the program is not communicated to HCCC prior to the appropriate withdrawal dates.”

- c. In subsection D add “students” following each instance of WNYBOE.
- 4. All other terms and conditions of the Agreement shall remain the same.

SIGNED:

\_\_\_\_\_  
President or Designee  
Hudson County Community College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent or Designee  
West New York Board of Education

\_\_\_\_\_  
Date



**PROGRAM ANNOUNCEMENT COVER PAGE**

Date: February 4, 2022

Institution:	Hudson County Community College
New Program Title:	Human Services-Social Justice Advocacy Option
Degree Designation:	Associate of Science
Programmatic Mission Level For Institution	Associate
Degree Abbreviation:	HUS.SJA.AS
CIP Code and Nomenclature (if possible): If outside the classification indicate Not Applicable.	30.2301
Campus(es) where the program will be offered:	<i>Journal Square Campus      North Hudson Campus 70 Sip Avenue                      4800 Kennedy Boulevard Jersey City, NJ 07306      Union City, NJ 07087</i>
Date when program will begin (month and year):	September 2022
List the institutions with which articulation agreements will be arranged:	Rutgers University-Newark (Social Work) New Jersey City University (Social Work)

Is licensure required of program graduates to gain employment?      \_\_\_\_\_ Yes        X        No

Will the institution seek accreditation for this program?      \_\_\_\_\_ Yes        X        No

▪ If yes, list the accrediting organization:

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Program Announcement Narrative:

- Objectives      page(s): 1, 2, 3, 4, 5
- Need      page(s): 5, 6, 7
- Student enrollments      page(s): 7
- Program resources      page(s): 8



## **PROGRAM ANNOUNCEMENT**

### **Associate of Science (A.S) Human Services-Social Justice Advocacy Option**

#### **Program Announcement Narrative**

##### **I. Objectives**

Hudson County Community College proposes an Associate of Science in Human Services-Social Justice Advocacy Option. The proposed option in Social Justice Advocacy is an interdisciplinary program that allows students to gain knowledge to ensure access, equity, and diversity in their future professions, within their future agencies, and in their communities. Safer and inclusive practices can transform communities in rural, suburban, and urban areas. Each social justice-focused course challenges participants to examine their personal biases and to develop social justice outcomes at the end of each class. Furthermore, the required internship course for this program provides students with the necessary skillset in networking and building professional partnerships. Students with an A.S. in Human Services-Social Justice Advocacy Option can transfer to a 4-year degree program in Social Work, and pursue graduate studies in Social Work or Counseling. The required internship course in this degree option, coupled with classes in community health, psychology, and sociology assist graduates in expanding and deepening their critical thinking in preparation for careers in the helping profession.

##### Catalog Program Description:

The Human Services-Social Justice Advocacy Degree Option provides an interdisciplinary program that allows students to gain knowledge to ensure access, equity, and diversity in their future professions, within their future agencies, and in their communities. Safer and inclusive practices can transform communities in rural, suburban, and urban areas. Each social justice-focused course challenges participants to examine their personal biases and to develop social justice outcomes at the end of each class. Furthermore, the required internship course for this program provides students with the necessary skillset in networking and building professional partnerships. Students with an A.S. in Human Services-Social Justice Advocacy Option can transfer to 4-year degree program in Social Work, and pursue graduate studies in Social Work or Counseling. The required internship course in this degree option, coupled with classes in community health, psychology, and sociology assist graduates in expanding and deepening their critical thinking in preparation for careers in the helping profession.

The A.S. in Human Services-Social Justice Advocacy Option does not exceed the programmatic mission of Hudson County Community College.

##### **II. Evaluation and Learning Outcomes Assessment Plan for the Program**

###### **Program Goals**

The HCCC Associate of Science in Human Services-Social Justice Advocacy Option Degree will:

- A. Prepare students to be able to transfer to four-year universities in the social sciences, namely in the areas of counseling and social work.

- B. Provide students with the required knowledge and skillset to prepare for work environments that require social justice components to succeed with networks, clients, colleagues, supervisors, and communities. This required knowledge includes, but is not limited to, cultural competence, ethics, and the ability to access resources, and skills to assist with building allies for community partnerships.
- C. Meet goals of the Institutional Strategic Plan (Direction 2 and Direction 3).

### Program Learning Outcomes

Upon successful completion of this degree option, students will be able to:

1. Formulate an understanding of the history and purpose of social justice and advocacy.
2. Analyze the historical nuances of discrimination and inequities related to income, race, ethnicity, biological sex, and gender identity.
3. Demonstrate effective communication skills for networking with future colleagues, supervisors, politicians, local school boards, and neighbors.
4. Construct social justice plans to support the building of access to services for underserved citizens based on immigration status, age, sexual orientation, religious affiliation, and special needs (physical, educational, psychological).
5. Apply social justice action plans to respective communities and internship sites using acquired social justice skillsets.

Program Learning Outcomes	Student Learning Objectives	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Method or Tools
1. Formulate an understanding of the history and purpose of social justice and advocacy.	1.1 Explore the origin of social justice and the importance of community organization.	HUS 221 Community Organization	Essays  Midterm and/or Final Exams
	1.2 Identify the various populations that social justice professionals have historically assisted with equity and access to justice.	INTD 150 Introduction to Advocacy	Case Studies  Reaction Papers
	1.3 Design a blueprint of networks that includes organizations, activists, etc. working closely with advocacy to fight	HUS 221 Community Organization	“Family Tree” Design of Community Organizations  PowerPoint Presentation  Portfolio

	discrimination, exclusion, etc.		
2. Analyze the historical nuances of discrimination and inequities related to income, race, ethnicity, biological sex, and gender identity.	<p>2.1 Recognize crucial incidents in the history of criminal justice where citizen rights were violated by arrest, sentencing, and incarceration</p> <p>2.2. Analyze key policies that historically favored middle class and wealthy citizens at the expense of the “other”.</p> <p>2.3 Develop a plan to create social justice practices in respective community and/or future workplace.</p>	<p>INTD 150 Introduction to Advocacy</p> <p>HUS 101: Introduction to Human Services</p> <p>HUS 231 Human Services Internship I</p>	<p>Case Studies</p> <p>Midterm and Final Exams</p> <p>Essays , Research Papers, Exams</p> <p>Reaction Papers</p> <p>Evaluations from Supervisor</p>
3. Demonstrate effective communication skills and needs for networking with future colleagues, supervisors, politicians, school boards, and neighbors.	<p>3.1 Identify personal strengths and weakness related to verbal and written communication.</p> <p>3.2 Create a plan to utilize social justice concepts to network with professionals involved in assisting special populations.</p> <p>3.3 Apply social justice skillset to engage in verbal and written communication</p>	<p>HUS 231 Human Services Internship I</p> <p>INTD 150 Introduction to Advocacy</p> <p>INTD 270 Restorative and Social Justice</p>	<p>Essays</p> <p>Evaluations from Site Supervisor</p> <p>Social Justice Advocacy Plan Summary</p> <p>Journal Entries</p> <p>Interview with subject of choice e.g., local politician, criminal justice employee; job trainer, etc.</p>
4. Construct social justice plans that	4.1 Explore legal issues related to access and	INTD 275 Restorative and Soc Just Fieldwork	Meeting e.g., City Council; Community

<p>work to support access to services for underserved citizens based on immigration status, disabilities, sexual orientation, religious affiliation, and/or marital status.</p>	<p>discriminatory practices in healthcare, education, and mental health treatment based on immigration status, sexual orientation, and disabilities.</p> <p>4.2. Interpret the roadblocks to building access and inclusion for special populations in job training, drug rehabilitation, and housing.</p> <p>4.3 Construct plans to communicate with professionals who support social justice concepts for underserved populations.</p>	<p>HUS 221 Community Organization</p> <p>HUS 121 Helping Strategies and Relationships</p>	<p>Center; Islamic Center Jersey City, etc. Case Studies</p> <p>Social Justice Advocacy Plan Summary</p> <p>Interview professional of choice e.g., local community activist, attorney, LGBTQ+ advocate, job trainer, etc.</p> <p>Journal Entries</p> <p>Event Attendance e.g. local chapter PACCAL; March of Dimes; etc.</p>
<p>5. Apply social justice action plans in respective communities and future workplaces.</p>	<p>5.1 Describe avenues necessary to work with local community members to influence social justice e.g., neighbors, school board members, etc.</p> <p>5.2 Evaluate options for seeking avenues of access, equity, and inclusion in future workplace settings</p> <p>5.3 Engage key social justice figures in respective community for social justice activity e.g., community meeting, RJ Workshop, etc.</p>	<p>INTD 275 Restorative and Soc Just Fieldwork</p> <p>INTD 270 Restorative and Social Justice</p> <p>INTD 275 Restorative and Soc Just Fieldwork</p>	<p>Meeting Attendance e.g. NAACP, Hudson County Latino Foundation, CARES Act Assistance &amp; Resources, etc.</p> <p>Interview professionals of choice in social justice field e.g. community activist, juvenile justice advocate, etc.</p> <p>Social Justice Plan Summary</p> <p>Restorative Justice Workshop, Seminar, RJ Circle, Hudson Pride, United Cerebral Palsy, Center for Immigration Representation</p>

### Long Term Program Evaluation:

The College wide assessment team long with the Institutional Research Department will work together to assess the program in the following manner:

- A. 80% of students will receive an overall rating of four (4) on their internship evaluations by site supervisors.
- B. 90% of students will be satisfied with the program based upon graduation satisfaction surveys.

Assessment Tool	Target Audience	Purpose	Timetable
WEAVE	College Community	Document and collect data on goals and learning outcomes	Yearly
Program Enrollment	College Community	Monitor need for Program	Yearly
Program Completion	College Community	Monitor retention and graduation rates	Yearly
Percentage of transfer to 4-year institution	College Community	Asses percentage of students accepted to 4-year schools	Yearly

### III. Relationship of the program to institutional strategic plan and its effect on other institutional programs at the same institution.

In alignment with the College's mission statement to provide high quality educational opportunities that promote student success, this program helps students with transfer to a 4-year institution and attaining a job in the field. The program is accessible to all students. This degree option includes required general education classes, major specialization courses in human services and social justice, and restricted major elective course options to any of the following disciplines: community health, psychology, economics, interdisciplinary studies, and history.

In alignment with Strategic Direction 2, the degree option allows students the opportunity to enroll in interdisciplinary classes that will not only enhance their individual academic efforts in deepening the full understanding of social justice advocacy, but also aligns with the College's mission in expanding the principles of PACDEI (President's Advisory Council on Diversity, Equity, & Inclusion) for staff, students, and faculty. Furthermore, this degree option supports Strategic Direction 3 because the degree option allows for articulations with two area universities, and continued partnerships in the surrounding HCCC community that foster internships for students in this program.

### IV. Need

Although social justice reform is nothing new, the need to address the inequities in income, education, healthcare, and social services aligns with the urgency for students to become social justice practitioners. Furthermore, the murder of George Floyd made international news and revamped urgent demands for justice reforms in policing. An HCCC graduate under the Social Justice Advocacy Option may transfer to a university to complete a Social Work degree, enroll in medical school, and become a doctor serving low-income communities. In addition, a graduate from this Option Program may complete a degree in Social Work and consider a career as an attorney fighting for social justice. According to a study reported in Patch.com, about 10% of New Jersey's population is homeless; half of Hudson County's homeless live in

Jersey City (<https://www./new-jersey/jersey-city-/city-has-half-hudson-countys-homeless-population-study>). Moreover, 16.4% of New Jersey adult residents reported any mental illness in the past year for 2018-2019, according to Kaiser Family Foundation (<https://www.kff.org/other/state-indicator/adults-reporting-any-mental-illness-in-the-past-year/>). Data USA indicates that Jersey City had an overall poverty rate of 17.2%, with Hispanics at 26.9 %, Whites at 24.7%, Blacks at 22.7%, Asians at 11.2%, and Other at 11.4% (<https://www.datausa.io/profile/geo/jersey-city-nj#health>). A student who chooses not to continue his or her education will likely find employment in a social sciences capacity e.g. food pantries, job training services for probationers and parolees, agencies serving the homeless population, or as advocates assisting domestic violence survivors with counseling and housing services, etc.

The Social Justice Advocacy Option Program aligns with the HCCC President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI) mandate for continual efforts to achieve a safer, healthier, and more inclusive atmosphere for the College's staff, faculty, and students.

### **Quick Facts: Social Justice and Advocacy Related Jobs 2020 Median Pay (Bureau of Labor Statistics)**

#### **Fundraiser**

<b>Median Pay</b>	\$55, 640
<b>Degree Needed</b>	Bachelor's Degree
<b>Projected Growth</b>	15%

#### **Survey Researcher**

<b>Median Pay</b>	\$54, 270
<b>Degree Needed</b>	Master's Degree
<b>Projected Growth</b>	2%

#### **Probation Officer/Correctional Treatment Specialist**

<b>Median Pay</b>	\$51, 410
<b>Degree Needed</b>	Bachelor's Degree
<b>Projected Growth</b>	6%

#### **Environment Science & Protection Technician**

<b>Median Pay</b>	\$45,490
<b>Degree Needed</b>	Associate's Degree
<b>Projected Growth</b>	12%

#### **Public Interest Attorney**

<b>Median Pay</b>	\$65,000
<b>Degree Needed</b>	Juris Doctorate
<b>Projected Growth</b>	8%

#### **Public Relations Specialist**

<b>Median Pay</b>	\$59,300
<b>Degree Needed</b>	Bachelor's Degree

**Projected Growth** 9%

### **Social Worker**

**Median Pay** \$47,980

**Degree Needed** Bachelor's or (Master's Degree for Clinical)

**Projected Growth** 16%

### **Health Educator**

**Median Pay** \$45,360

**Degree Needed** Bachelor's Degree

**Projected Growth** 16%

### **Epidemiologist**

**Median Pay** \$69,660

**Degree Needed** Master's Degree

**Projected Growth** 9%

### **Social and Community Service Manager**

**Median Pay** \$64,100

**Degree Needed** Bachelor's Degree

**Projected Growth** 18%

There are no New Jersey Community Colleges offering Social Justice Degrees or Social Justice Options to a program at this time. Camden County College in Camden, NJ sent a proposal for an AA in Diversity in Social Justice to the Academic Issues Committee in December 2021. Camden's proposal is an associated program to their existing programs in Criminal Justice, Communications, and History. There are universities in New Jersey that currently offer Social Justice programming:

Saint Peter's University: Social Justice Minor

Fairleigh Dickenson University: Social Justice Advocacy Minor

## **V. Students**

The current Human Service-Pre-Social Work AS degree has over 170 students enrolled. The Social Justice Advocacy Option should increase the overall enrollment for the HCCC Human Services academic area.

Five-year projections:

Fall 2023 5

Fall 2024 7 (two new students)

Fall 2025 10 (three new students)

Fall 2026 15 (five new students)

Fall 2027 18 (three new students)

Fall 2028 20 (two new students)

## **VI. Program Resources**

The Human Services Program presently has one full time Coordinator/Instructor. There have been two to three adjuncts teaching the courses in Pre-Social Work and the Addictions Counseling Option, including a required Licensed Certified Alcohol and Drug Counselor. Faculty members teaching for the Social Justice Advocacy Option can be adjuncts or full-time instructors from different academic areas e.g. Criminal Justice, Sociology. Faculty members should be individuals who have an interest in social justice advocacy, or solid evidence of expertise e.g. past teaching or research publications in the area of social justice advocacy.

An active advisory board is in place consisting of alumni, community partners, and four-year university faculty. The present advisory board consists of members of the community active in the substance abuse field. The board will continue to advise the Human Services Program as the Social Justice Advocacy Option grows.

Learning resources and library holdings are adequate and appropriate.

## VII. Degree Requirements

### Degree Program: AS Human Services Social Justice/Advocacy Option

#### College Requirement:

Course Title	Credits
CSS 100 College Student Success	1

Total: 1

#### General Education Requirement:

##### Course Title

ENG 101 College Composition I	3
ENG 102 College Composition II	3
ENG 112 Speech	3
CSC 100 Introduction to Computers	3
MAT 100 College Algebra	3

##### **OR**

MAT 114 Introduction to Probability & Statistics

BIO 107 Human Biology 4

##### **OR**

BIO 111 Anatomy and Physiology

HIS 105 US History I 3

HUM 101 Cultures & Values 3

PSY 101 Introduction to Psychology 3

SOC 101 Introduction to Sociology 3

Total: 31

#### Major (Specialized Requirement):

##### Course Title

HUS 101 Introduction to Human Services	3
HUS 121 Helping Strategies and Relationships	3
HUS 221 Community Organization	3
HUS 231 Human Services Internship I	3
INTD 150 Introduction to Advocacy	3
INTD 270 Restorative and Social Justice	3
INTD 275 Restorative and Soc Just Fieldwork	1
SOC 260 Race & Ethnic Relations	3
PSC 102 American Government	3

#### Major Restricted Electives: (Choose One Course)

##### Course Title

HLT 110 Culture, Diversity, & Healthcare	3
ECO 201 Principles of Macroeconomics	3
INTD 235 Exploring Multicultural Studies	3
PSY 211 Developmental Psychology I	3
PSY 260 Lifespan Development	3
PSY 280 Abnormal Psychology I	3
HIS 106 US History II	3

Total: 28

## Total Number of Credits Required for Degree

### Curriculum Design

Associate of Science

General Education			Major Requirements	
Category	Course	Credits	Course	Credits
	CSS 100* College Student Success	1	HUS 101	3
<b>Communication (6 Credits)</b>	ENG 101	3	HUS 121	3
	ENG 102	3	HUS 221	3
<b>Mathematics—Science— Technology (10 Credits)</b>	BIO 107 <b>OR</b> BIO 111	4	HUS 231	3
	MAT 100 <b>OR</b> MAT 114	3	INTD 150	3
	CSC 100	3	INTD 270	3
<b>Social Sciences (3 Credits)</b>	SOC 101	3	INTD 275	1
<b>Humanities (3 Credits)</b>	HIS 105	3	SOC 260	3
<b>Humanities or Social Science (3 Credits)</b>	PSY 101	3	PSC 102	3
<b>Unassigned General Education (6 Credits)</b>	ENG 112 HUM 101	6	Electives: INTD 235 OR ECO 201 OR HTL 110 OR	3
			PSY 211 OR PSY 260 OR PSY 280 OR HIS 106	
<b>Total</b>		<b>32</b>		<b>28</b>

Table 1 Curriculum Comparison of Base Program A.S with Proposed Degree Option

<b>Base Program: AS Human Services Pre-Social Work</b>	<b>Proposed Option in Social Justice Advocacy</b>	<b>Differs from Base Program</b>
<b>General Education (Min. 32)</b>	<b>General Education (Min. 32)</b>	
CSS 100 College Student Success 3	CSS 100 College Student Success 1	
ENG 101 English Composition I 3	ENG 101 English Composition I 3	
ENG 102 English Composition II 3	ENG 102 English Composition II 3	
ENG 112 Speech 3	ENG 112 Speech 3	
CSC 100 Intro. to Computers 3	CSC 100 Intro. to Computers 3	
BIO 107 Human Biology 3 OR BIO 111 Anatomy & Physiology I	BIO 107 Human Biology 4 OR BIO 111 Anatomy & Physiology I	
MAT*** Mathematics Elective 3	MAT*** Mathematics Elective 3	
HIS 105 US History I 3	HIS 105 US History I 3	
PSY 101 Intro. Psychology 3	PSY 101 Intro. to Psychology 3	
SOC 101 Intro. Sociology 3	SOC 101 Intro. to Sociology 3	
HUM 101 Cultures & Values 3	HUM 101 Cultures & Values 3	
<b>Major Requirements (Min. 28)</b>	<b>Major Requirements (Min. 25)</b>	
HUS 101 Intro. Human Services 3	HUS 101 Intro. Human Services 3	
HUS 121 Helping Strategies & Relationships 3	HUS 121 Helping Strategies & Relationships 3	
HUS 200 Group Work in Human Services 3	HUS 221 Community Organization 3	X
HUS 230 Interviewing Techniques 3	HUS 231 Human Services Internship I 3	
HUS 231 Human Services Internship I 3	INTD 150 Introduction to Advocacy 3	X
HUS 241 Human Services Internship II 4	INTD 270 Restorative and Social Justice 3	X
	INTD 275 Restorative and Soc Just Fieldwork 1	X
	SOC 260 Race & Ethnic Relations 3	X
	PSC 102 American Government 3	
PSC 102 American Government 3	<b>Restricted Electives (Min. 3)</b>	
SOC 201 Sociology of the Family OR	HLT 110 Culture, Diversity, & Healthcare 3	

<p>SOC 280 Social Research Methods</p> <p>PSY 211 Developmental Psychology I                      3</p> <p>OR</p> <p>PSY 212 Developmental Psychology II</p> <p>OR</p> <p>PSY 280 Abnormal Psychology I</p> <p>OR</p> <p>PSY 260 Lifespan Development</p>	<p>ECO 201 Principles of Macroeconomics</p> <p>INTD 235 Exploring Multicultural Studies</p> <p>HIST 106 US History II</p> <p>PSY 211 Developmental Psychology I</p> <p>PSY 260 Lifespan Development</p> <p>PSY 280 Abnormal Psychology I</p>	
<hr/> <p>Total                                      60</p>	<hr/> <p>Total                                      60</p>	<hr/> <p><b>Total number of credit difference between base program and proposed option=13 credits</b></p>

## Suggested Course Sequence by Semester

Course #	Course Title	Credits
FIRST SEMESTER		
CSS 100	College Student Success	1
CSC 100	Introduction to Computers	3
ENG 101	College Composition I	3
PSY 101	Introduction to Psychology	3
HUS 101	Introduction to Human Services	3
INTD 150	Introduction to Advocacy*	3 differs from base program
		TOTAL 16
SECOND SEMESTER		
HUS 121	Helping Strategies & Relationships	3
ENG 102	College Composition II	3
PSC 102	American Government	3
SOC 101	Introduction to Sociology	3
HIS 105	US History I	3
		TOTAL 15
THIRD SEMESTER		
MAT 100	College Algebra OR	
MAT 114	Introduction to Probability & Statistics	3
ENG 112	Speech	3
SOC 260	Race & Ethnic Relations*	3 differs from base program
HUS 231	Human Services Internship I	3
ECO 201	Principles of Macroeconomics* OR	differs from base program
HLT 110	Culture, Diversity, and Healthcare* OR	differs from base program
INTD 235	Exploring Multicultural Studies* OR	differs from base program
HIS 106	US History II*	3 differs from base program
		TOTAL 15
FOURTH SEMESTER		
BIO 107	Human Biology OR	
BIO 111	Anatomy & Physiology I	4
HUS 221	Community Organization*	3 differs from base program
INTD 270	Restorative and Social Justice*	3 differs from base program
INTD 275	Restorative and Soc Just Fieldwork	1 differs from base program
PSY 211	Developmental Psychology OR	
PSY 260	Lifespan Development OR	
PSY 280	Abnormal Psychology	3
		TOTAL 14

## Course Descriptions

## Major Required Courses

### **HUS 101 Introduction to Human Services 3 CR**

This introductory course offers an overview of the human services profession. It emphasizes human needs and social problems; provides a historical perspective of the development of the profession; and introduces students to professional values, ethical behavior, knowledge, and methods necessary for helping others.

### **HUS 121 Helping Strategies and Relationships 3 CR**

Students deepen their understanding of professional values, strategies of intervention, and behavior necessary for helping others. Student learn problem-solving skills and participate in activities to increase self-understanding. Prerequisite: HUS 101

### **HUS 221 Community Organization 3 CR**

Students learn how human services professionals produce change in the communities in which they live, work and participate in order to improve the quality of life and relationships among the members of those communities. Prerequisite: HUS 121

### **HUS 231 Human Services Internship I 3 CR**

Students are placed in a social service agency to perform tasks and engage in learning activities associated with acquiring professional standards, behaviors, and conduct. Under the supervision of a faculty member and field supervisor, students are expected to fulfill these requirements eight hours per week for 15 consecutive weeks. In addition, students attend weekly seminar to discuss their experiences and observations. Co-requisite: HUS 121

### **INTD 150 Introduction to Advocacy 3 CR**

This introductory class integrates the issues of economics e.g., class privilege, in addition to race, ethnicity, and social justice concepts. Students analyze the issues of exclusion, inequity, and discrimination as connections to deeper exploration to address the continual unfair practices. Students apply social justice concepts to examine necessary reform efforts. Prerequisite: None

### **INTD 270 Restorative and Social Justice 3 CR**

This is a special topics course and is provides a deep and critical exploration from either the psychological, the educational or the sociological perspectives. This course allows students to analyze the principles of Restorative Justice (RJ) under the “umbrella” of Social Justice for special populations e.g., immigrants, LGBTQ+, etc. Students apply social justice and RJ principles to the special topic chosen by the professors. **Special Note:** This class requires a capstone project. Students must also attend a separate fieldwork component of this class to discuss their experiences from the required on and off campus community events. Prerequisites: ENG 101, SOC 101.

### **INTD 275 Restorative and Soc Just Fieldwork 1 CR**

This class is a discussion lab where students are required to report their experiences in interviewing social justice or restorative justice professionals, in addition to analyzing the required community events that students must attend throughout the semester. Students synthesize information from the real world events that they experience in order to expand upon the class lectures. Students receive mentorship in this component in preparation to present the capstone project. Prerequisite (s): ENG 101, SOC 101. Co-requisite: INTD 270

### **SOC 260 Race & Ethnic Relations 3 CR**

This course examines the structure, functions, and conflicts associated with race and ethnic relations, and the interaction between minority and majority groups. Emphasis is placed on race, ethnicity, gender, class,

and religion and its impact on racial /ethnic identities. Historical and contemporary experiences of various racial/ethnic groups will be explored and various sociological perspectives will be applied. Race and ethnic relations will be explored from both the national (U.S.) and the global perspectives. Prerequisite: ENG 101

**PSC 102 American Government 3 CR**

Examines the structure and operations of the American political system, the philosophical principles and theories upon which it rests, and the social forces and pressures operating on it.

(Please attach to the New Degree/Certificate Proposal)

## **Anticipated Cost for the Program**

### **I. Initial One-time Cost for Starting the Program**

Facilities & Equipment Setup	\$ 0
Consultation Fee <sup>1</sup>	\$ 750
Expected cost for preparation for Licensure Exam <sup>2</sup>	\$
Other	\$
<b>TOTAL Initial One-time cost</b>	<b>\$ 750</b>

<sup>1</sup> Include environment/economic scanning, initial advisory committee compensation, etc.

<sup>2</sup> Should consider factoring the cost into the program admission and/or graduation fees

### **II. On- Going Annual Operational Cost for the Program**

▶ Instruction		
Faculty salaries		
FT	\$ 52000	
Adjunct	\$ 4200	
<b>TOTAL Instruction</b>	<b>\$ 56200</b>	
▶ Instructional Support Personnel		
Program Coordinator	\$	(If Needed)
Tutoring – <i>Program specific</i>	\$	
Lab assistance	\$	
Program Advisement	\$	
Clerical	\$	
<b>TOTAL Inst. Support Personnel</b>	<b>\$</b>	
▶ Additional library materials	\$	
▶ Contractual Services		
Accreditation fees	\$	
Consultants	\$	
Travel	\$	
Licensure agreements	\$	
<b>TOTAL Contractual Services</b>	<b>\$</b>	

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

*March 15, 2022*

**X. NEW BUSINESS**

***No New Business***

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

**March 15, 2022**

**XI. ADJOURNMENT**

**RESOLUTION:**

**NOW, THEREFORE, BE IT RESOLVED THAT** the March 15, 2022 meeting of the Hudson County Community College Board of Trustees be adjourned at 5:36 P.M.

**INTRODUCED BY:** \_\_\_\_\_ Bakari Lee \_\_\_\_\_

**SECONDED BY:** \_\_\_\_\_ Karen Fahrenholz \_\_\_\_\_

**DATE:** \_\_\_\_\_ March 15, 2022 \_\_\_\_\_

Doria, Joseph	_____ <u>Absent</u> _____
Fahrenholz, Karen	_____ <u>Aye</u> _____
Galvin, Adamarys	_____ <u>Absent</u> _____
Gardner, Pamela	_____ <u>Aye</u> _____
Kenny, Roberta	_____ <u>Aye</u> _____
Lee, Bakari	_____ <u>Aye</u> _____
Peña, Jeanette	_____ <u>Aye</u> _____
Rodriguez, Silvia	_____ <u>Aye</u> _____
Stahl, Harold	_____ <u>Aye</u> _____
Netchert, William, Chair	_____ <u>Aye</u> _____

\_\_\_\_\_ 8 \_\_\_\_\_ 0 \_\_\_\_\_ Nay

**\*\*\*RESOLUTION ADOPTED\*\*\***

Alexa Riano  
**Signature of Recorder**

3/15/2022  
**Date**