Proposal

Alternative Program for County Corrections Police Officers

March 15, 2022

Hudson County Community College (HCCC): The mission of HCCC is to provide its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

In support of its mission, Hudson County Community College is pleased to partner with Hudson County, Hudson County Department of Corrections, and the Hudson County Public Safety Training Center to offer the proposed Alternative Program for County Corrections Police Officers ("Program").

I. Background and Program Synopsis:

The Program supports the objectives of P.L.2021, c.406, which aims to increase and diversify the pool of applicants seeking entry-level employment as County Corrections Police Officers. Hudson County Community College ("HCCC" or "College") and the Hudson County Department of Corrections ("HCDOC") have established a partnership to provide education to County Corrections Police Officer Candidates ("Candidates") who were hired in alignment with the provisions of P.L.2021, c.406. The Program includes assessing the skill levels of Candidates who were hired in alignment with the provisions of P.L.2021, c.406, delivering instruction aimed at improving and refining Candidates' skills, delivering instruction in issues related to mental health and addiction, and granting College credits for demonstrated academic proficiency in the study of Criminal Justice as acquired by Candidates who successfully complete the *Basic Course for Corrections Officers*. In accordance with P.L.2021, c.406, permanent entry-level employment is contingent upon the individual completing a *Basic Course for Corrections Officers* within nine months of hire. The Program Model is summarized in *Attachment I.*

II. Program Overview:

Purpose: The primary objective of the Program is to provide assessment of Hudson County Corrections Police Officer Candidates' ("Candidates") skills, instruction in relevant skill areas (e.g., reading, writing, mathematics, and computer literacy), instruction in issues related to mental health and addiction, and articulation of academic credit for the *Basic Course for Corrections Officers* (*BCCO*).

Notes:

1. Prior to completing the Accuplacer, Candidates will complete an Application to the College. Candidates will enroll initially as non-matriculated students and will matriculate

at the College following successful completion of the *BCCO*. HCCC waives the Admissions Application fee.

2. Candidates will need to complete a FERPA waiver form thereby permitting the College to share information about the Candidate's Accuplacer scores and academic progress with the HCDOC.

The Program consists of the following phases:

- Assessment of Skills
- Refinement of Skills and Workshop Participation
- Enrollment in the *Basic Course for Corrections Officers*
- Matriculation at the College and Award of 22 Academic Credits

Assessment of Skills: Candidates will complete the Accuplacer assessment through the College. The Accuplacer is a computerized, adaptive assessment and will evaluate Candidates' skills and knowledge in the areas of reading, writing, and mathematics. The Accuplacer will take approximately 2.5 hours to complete, and Candidates will complete the Accuplacer on site at the College. Based on the results of the assessment, they will be placed in relevant coursework aimed at refining their reading, writing, mathematics, and computer literacy skills. Accuplacer score ranges, including qualitative descriptors for each range, are attached as *Attachment II*.

Refinement of Skills and Workshop Participation: Prior to enrolling in the *BCCO*, Candidates will have the opportunity to earn 9 college-level credits. These credits can be applied towards an associate degree program at the College. Candidates whose scores on the skills assessment are below established thresholds will pursue additional coursework aimed at further developing their skills in reading, writing, and mathematics before being permitted to enroll in 9 college-level credits and workshop. Discretion regarding whether a Candidate is prepared to enroll in the *BCCO* lies with the HCDOC.

Based on their Accuplacer scores, Candidates will be placed in one of three groups:

Group 1: Candidates who are placed in Group 1 require the most instruction in skill development. Candidates will begin in Basic Skills I English, Reading, and Mathematics courses. Courses will be delivered in a 7-week session. Following the successful completion of Basic Skills I courses, Candidates will progress to Basic Skills II English, Reading, and Mathematics courses. Basic Skills II courses will be delivered in a second 7-week session. Following the successful completion of Basic Skills II courses, Candidates will enroll in a third 7-week session comprised of the not-for-credit workshop and 9-credits of college-level course work in English, Mathematics, and Computer Literacy.

Group 2: Candidates who are placed in Group 2 require some further skill development before enrolling in the not-for-credit workshop and the 9-credits of college-level English, Mathematics, and Computer Literacy courses. Candidates in Group 2 will enroll directly into Basic Skills II English, Reading, and Mathematics Courses during the second of the three 7-week sessions. Following the successful completion of Basic Skills II courses, Candidates will enroll in a third

7-week session comprised of the not-for-credit workshop and 9-credits of college-level coursework in English, Mathematics, and Computer Literacy.

Group 3: Candidates who are placed in Group 3 are prepared to enroll directly into the third 7-week session, which is comprised of the not-for-credit workshop and 9-credits of college-level coursework in English, Mathematics, and Computer Literacy.

The above is summarized in *Attachment III*.

In addition to coursework in English, Mathematics, and Computer Literacy, Candidates will also participate in a workshop that addresses issues relevant to their work in the field of Corrections such as mental health and addiction. This workshop is not-for-credit and will be delivered through two 2-hour sessions. The following topics will be addressed in the workshop sessions:

- Prescription Drug Use and Its Impact
- Solutions to Prescription Drug Use
- Mental Health/Substance Use Disorders/Homelessness
- Types of Drugs and Health Consequences
- Alcohol, Tobacco, and Other Drugs
- Utilizing Empathy and Best Practice to Address Addiction
- Resources Available in the Community

The *Basic Course for Corrections Officers*: The HCDOC utilizes a standard statewide curriculum known as the *Basic Course for Corrections Officers* (*BCCO*). The *BCCO* curriculum was developed, and is endorsed, by the New Jersey Police Training Commission. The curriculum is comprised of 13 Functional Areas. These Functional Areas include instruction in Professional Development; The Criminal Justice System; Human Relations; Law; Legal Requirements of Arrest, Search, Seizure, Evidence, and Use of Force; Communications; Title 10A – Chapter 31; Emergency Medical Care; Weaponry and Unarmed Defense; Correctional Security Concepts; Investigations; Physical Conditioning; and, Agency Training.

Each of the 13 Functional Areas consists of multiple units, and each unit has a specific goal regarding trainees' learning and skill development. Unit goals are supported by performance objectives. Trainees enrolled at the HCDOC receive instruction through lecture and hands-on experiences. Hands-on experiences reinforce topics covered in lecture. Successful completion of the *Basic Course for Corrections Officers* is determined by award of a Certificate from the HCDOC and the New Jersey Police Training Commission.

Matriculation at the College and Award of 22 Academic Credits: The College awards an Associate of Science (A.S.) degree in Criminal Justice.

The College will grant HCCC credits for demonstrated academic proficiency in the study of Criminal Justice acquired by persons who successfully complete the *Basic Course for Corrections Officers* (*BCCO*) and are hired as County Corrections Police Officers in accordance with the provisions set forth in P.L.2021, c.406. This articulation of academic credit is intended

to recognize the scope of training Candidates received through the *BCCO*.

Candidates who successfully complete the *Basic Course for Corrections Officers* will be awarded academic credit at the College for the following courses:

Course	**Code**	**Credits**
Introduction to Criminal Justice	CRJ-111	3
Criminal Law	CRJ-120	3
Corrections	CRJ-214	3
Criminal Justice Externship	CRJ-290	4

Candidates will be awarded 13 credits for successful completion of the *BCCO* and will be able to articulate those 13 credits along with the 9 credits earned prior to their enrollment in the *BCCO* for a total of 22 credits earned towards their associate degree.

Further, it is anticipated that the HCCC college credits awarded will encourage County Corrections Police Officers to pursue the educational and career advancement opportunities that matriculation at the College will provide as well as afford Corrections Police Officers the ability to expedite the successful completion of their degree requirements.

The award of academic credit for successful completion of the *BCCO* is subject to the following criteria and procedures:

1. In order to receive the 13 credits at the College listed above described in the preceding paragraph, Candidates must: (a) be admitted to the College, (b) be matriculated in the College's Criminal Justice program, and (c) present to the Registrar two notarized document entitled "Certificate", indicating graduation from the HCDOC's *Basic Course for Corrections Officers* and recognition of graduation from the HCDOC by the New Jersey Police Training Commission. Both documents must be presented in their original forms.

2. The 13 credits identified in paragraph 1 herein will be reflected on the College transcript as "Credit by Examination," in the same manner as credits obtained through other external standardized examinations, such as the College Level Examination Program (CLEP), and such credits will not be counted in computing a student's Grade Point Average (GPA).

3. The policies reflected in this Agreement apply only to the College's records. In the case of transfer to another institution of higher education, the acceptance of all credits awarded by this Agreement will be in accordance with the prevailing policies of the receiving institution.

4. Transfer of credits earned at other institutions of higher education, by examination, or other assessment of prior learning shall be subject to HCCC's Transfer Policy.

5. Candidates will be subject to the policies and procedures listed in the Hudson County Community College Catalog at the time of their matriculation to the College.

6. No tuition or fees will be charged to any student for the credits earned by articulation pursuant to this Agreement.

7. Appropriate members of the faculties of the College and representatives of the HCDOC will meet annually to address areas of mutual concern, including but not limited to, sharing of recommendations regarding the content and implementation of this Agreement, and curriculum and programmatic changes. The minutes of this annual meeting will be provided to the appropriate Dean, the Chief Academic Officer, and the College's Criminal Justice Advisory Committee. To the extent such minutes alter the terms of this Agreement, the parties will execute an amendment to this Agreement to incorporate the relevant terms of the minutes.

III. Cost

Given that the proposed Program leads to gainful employment as a Corrections Police Officer, the program can be listed on the Eligible Training Provider List ("ETPL"), which is a product of the New Jersey Department of Labor and Workforce Development and the State Employment and Training Commission. The cost of the Program for Corrections Police Officer Candidates will be covered by Individual Training Accounts (ITAs) available through the Hudson County and Jersey City One-Stops.

For questions or additional information, please contact Dr. Heather DeVries at 201-360-4660 or hdevries@hccc.edu.

Proposal

Alternative Program for County Corrections Police Officers for Cohort 1

March 15, 2022

Hudson County Community College (HCCC): The mission of HCCC is to provide its diverse communities with inclusive, high-quality educational programs and services that promote student success and upward social and economic mobility.

In support of its mission, Hudson County Community College is pleased to partner with Hudson County, Hudson County Department of Corrections, and the Hudson County Public Safety Training Center to offer the proposed Alternative Program for County Corrections Police Officers for Cohort 1 ("Cohort 1 Program").

I. Background and Program Synopsis:

The Cohort 1 Program supports the objectives of New Jersey State Senate Bill P.L.2021, c.406, which aims to increase and diversify the pool of applicants seeking entry-level employment as county corrections police officers. Hudson County Community College ("HCCC" or "College") and the Hudson County Department of Corrections ("HCDOC") have established a partnership to provide education to County Corrections Police Officer Candidates ("Candidates") who were hired in alignment with the provisions of P.L.2021, C.406. The Cohort 1 Program includes assessing the skill levels of Candidates who were hired in alignment with the provisions of P.L.2021, C.406, delivering instruction aimed at improving and refining Candidates' skills, delivering instruction in issues related to mental health and addiction, and granting College credits for demonstrated academic proficiency in the study of Criminal Justice as acquired by Corrections Police Officer Candidates who successfully complete the *Basic Course for Corrections Officers*. In accordance with P.L.2021, c.406, permanent entry-level employment is contingent upon the individual completing a *Basic Course for Corrections Officers* within nine months of hire.

II. Program Overview:

Purpose: The primary objective of the Program is to provide assessment of Hudson County Corrections Police Officer Candidates' ("Candidates") skills, instruction in relevant skill areas, instruction in issues related to mental health and addiction, and articulation of academic credit for the *Basic Course for Corrections Officers* (*BCCO*).

Notes:

1. Cohort 1 Candidates will not apply to the College prior to enrollment in the *BCCO*. Candidates will complete the assessment as non-applicants. Following successful completion of the *BCCO*, Candidates will apply to the College as matriculating students.

2. Cohort 1 Candidates will need to complete a FERPA waiver form thereby permitting the College to share information about the Candidate's Accuplacer scores and academic progress with the HCDOC.

The Cohort 1 Program consists of the following phases:

- Assessment of Skills
- Bridge Program and Workshop Participation
- Enrollment in the *Basic Course for Corrections Officers*
- Matriculation at the College and Award of 13 Academic Credits

Assessment of Skills: Cohort 1 Candidates will complete the Accuplacer assessment through the College. The Accuplacer is a computerized, adaptive assessment and will evaluate Candidates' skills and knowledge in the areas of reading, writing, and mathematics The Accuplacer will take approximately 2.5 hours to complete, and Candidates will complete the Accuplacer on site at the College. Candidates' Accuplacer scores will be shared with the HCDOC for informational purposes.

Candidates whose scores on the skills assessment are far below a threshold established by the HCDOC may be required to pursue additional coursework before being permitted to enroll in the *BCCO*. Discretion regarding whether Candidate is prepared to enroll in the *BCCO* lies with the HCDOC.

Following successful completion of the *Basic Course for Corrections Officers* and matriculation at the College, candidates' Accuplacer scores will also inform the placement of Candidates in appropriate academic coursework.

Bridge Program and Workshop Participation: Prior to enrolling in the *BCCO*, Candidates will participate in a not-for-credit Bridge Program at the College. Candidates will attend 10 days of instruction (4 hours per day, for 10 days, for a total of 40 hours). This instructional time will serve as a bridge between the Candidates' application to, and enrollment in, the *BCCO*. Candidates will receive instruction in reading, writing, and other topics. Curricula for this Bridge Program will be developed in response to the Candidates' Accuplacer scores and customized to address areas for improvement. Given the size of Cohort 1, there will need to be multiple sections of the Bridge Program. Approximately 20 Candidates will be enrolled per Bridge Program section.

For one of the Bridge Program's 10 days of instruction, Candidates will participate in a workshop addressing issues relevant to their work in the field of Corrections such as mental health and addiction. This workshop is not-for-credit and will be delivered in one 4-hour session for Cohort 1. The following topics will be addressed in the workshop session:

- Prescription Drug Use and Its Impact
- Solutions to Prescription Drug Use
- Mental Health/Substance Use Disorders/Homelessness
- Types of Drugs & Health Consequences

- Alcohol, Tobacco and Other Drugs
- Utilizing Empathy and Best Practice to Address Addiction
- Resources Available in the Community

The *Basic Course for Corrections Officers*: The HCDOC utilizes a standard statewide curriculum known as the *Basic Course for Corrections Officers* (*BCCO*). The *BCCO* curriculum was developed, and is endorsed, by the New Jersey Police Training Commission. The curriculum is comprised of 13 Functional Areas. These Functional Areas include instruction in Professional Development; The Criminal Justice System; Human Relations; Law; Legal Requirements of Arrest, Search, Seizure, Evidence, and Use of Force; Communications; Title 10A – Chapter 31; Emergency Medical Care; Weaponry and Unarmed Defense; Correctional Security Concepts; Investigations; Physical Conditioning; and, Agency Training.

Each of the 13 Functional Areas consists of multiple units, and each unit has a specific goal regarding trainees' learning and skill development. Unit goals are supported by performance objectives. Trainees enrolled at the HCDOC receive instruction through lecture and hands-on experiences. Hands-on experiences reinforce topics covered in lecture. Successful completion of the *Basic Course for Corrections Officers* is determined by award of a Certificate from the HCDOC and the New Jersey Police Training Commission.

Matriculation at the College and Award of 13 Academic Credits: The College awards an Associate of Science (AS) degree in Criminal Justice.

The College will grant HCCC credits for demonstrated academic proficiency in the study of Criminal Justice acquired by persons who successfully complete the *Basic Course for Corrections Officers* (*BCCO*) and are hired as entry-level county corrections officers in accordance with the provisions set forth in P.L.2021, C.406. This articulation of academic credit is intended to recognize the scope of training Corrections Police Officer Candidates received through the *BCCO*.

Candidates who successfully complete the *Basic Course for Corrections Officers* through the HCDOC will be awarded credits at the College for the following courses:

Course	Code	Credits
Introduction to Criminal Justice	CRJ-111	3
Criminal Law	CRJ-120	3
Corrections	CRJ-214	3
Criminal Justice Externship	CRJ-290	4

Candidates will be awarded 13 credits for successful completion of the *BCCO* and will be able to articulate those 13 credits towards an associate degree.

Further, it is anticipated that the HCCC college credits awarded will encourage Corrections Police Officers to pursue the educational and career advancement opportunities that matriculation at the College will provide as well as afford Corrections Police Officers the ability to expedite the successful completion of their degree requirements.

III. Cost

HCCC will invoice HCDOC. For the purposes of estimation, a range is provided below. Rates differ for instructors based on their rank and length of service at the College.

Item	Cost	Quantity	Total
Workshop Development	$850/credit	1 credit	$850.00
Accuplacer Proctoring Fee	$10/Candidate	66 Candidates (approx.)	$660.00
Bridge Program Instruction (4 hours/day for 9 days)	At minimum: $52.80/hour At maximum: $69.43/hour	36 hours (4 hrs. day for 9 days) = $1,900.80 x 3 sections 36 hours (4 hrs. day for 9 days) = $2,499.48 x 3 sections	$5,702.40 (min) $7,498.44 (max)
Workshop Instruction (4 hours for 1 day)	At minimum: $52.80/hour At maximum: $69.43/hour	4 hours (1 day) 4 hours (1 day)	$ 211.20 (min) $277.72 (max)
TOTAL			**$7,423.60 (min)** **$9,286.16 (max)**

For questions or additional information, please contact Dr. Heather DeVries at 201-360-4660 or hdevries@hccc.edu.

Attachment I

Model
Alternative Program County Corrections Police Officers

CollegeBoard ACCUPLACER®

Skills Insight™

Next-Generation Reading

Score range: 236 and below

Students scoring in this band are beginning to demonstrate the foundational skills and knowledge needed to be college and career ready.

Score range: 237–249

Students scoring in this band can typically demonstrate the following skills and knowledge in somewhat challenging to moderately challenging texts:

- Locate clearly stated information in and draw simple inferences from a text
- Locate a text's explicitly stated main purpose or identify a paragraph's subtly stated main purpose
- Integrate basic information and ideas from multiple texts on the same topic
- Determine the meaning of a common word or phrase using clear context clues

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging texts:

- Locate and interpret subtly stated information in and determine an implicit central idea, theme, or purpose of a text
- Determine a straightforward function of a part of a text in relation to the whole text
- Make somewhat challenging connections between multiple texts on the same topic
- Determine the meaning of a common high-utility academic word or phrase using context clues

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills and knowledge in moderately challenging to complex texts:

- Describe the effect that word choice has on meaning or tone when the effect is subtle
- Determine a subtly established point of view or perspective in a text
- Make moderately challenging to complex connections between multiple texts on the same topic
- Determine the meaning of a relatively uncommon high-utility academic word or phrase in context or the literal meaning of a moderately challenging figurative expression in context

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills and knowledge in complex to highly complex texts:

- Determine a complex function of a part of a text in relation to the whole text
- Determine a complex to highly complex central claim or counterclaim of a text
- Reach complex to highly complex or subtle assessments of an author's reasoning or use of evidence

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CollegeBoard ACCUPLACER®

Skills Insight™

Next-Generation Writing

Score range: 236 and below

Students scoring in this band are beginning to demonstrate the foundational skills and knowledge needed to be college and career ready.

Score range: 237–249

Students scoring in this band can typically demonstrate the following skills and knowledge:

- Revise a somewhat to moderately challenging text to improve development and organization (e.g., delete a clearly irrelevant sentence, select a logical transitional phrase)
- Use language effectively in a somewhat to moderately challenging context (e.g., use familiar words and phrases precisely, correct basic redundancies)
- Recognize and correct a basic error in sentence structure, usage, or punctuation (e.g., an inappropriate shift in verb tense, missing punctuation between items in a list)

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

- Revise a moderately challenging to complex text to improve development and organization (e.g., add support for an explicitly stated claim, make basic decisions about the order of information in a paragraph)
- Use language effectively in a moderately challenging context to achieve a rhetorical goal (e.g., combine sentences to incorporate a modifying phrase)
- Recognize and correct an error in sentence structure, usage, or punctuation (e.g., an obviously incomplete or run-on sentence)

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

- Revise a moderately challenging to complex text to improve development and organization (e.g., effectively set up a main idea, use a transitional sentence to link ideas or topics within a text)
- Use language effectively in a complex context (e.g., revise text to eliminate subtle redundancies)
- Recognize and correct a complex error in sentence structure, usage, or punctuation (e.g., a vague pronoun, punctuation incorrectly setting off a restrictive sentence element)

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills and knowledge:

- Revise a complex to highly complex text to improve development and organization (e.g., make a nuanced decision about the best placement of a sentence)
- Use language effectively in a complex to highly complex context (e.g., use the most appropriate word or phrase to achieve a particular rhetorical effect, such as emphasis)
- Recognize and correct a complex, subtle, or uncommon error in sentence structure, usage, or punctuation (e.g., a colon to introduce an explanation)

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Skills Insight™

Next-Generation Arithmetic

Score range: 236 and below

Students scoring in this band may demonstrate the following skills and knowledge:

- Fluently add, subtract, multiply, and divide integers
- Identify decimal values that occur between integers
- Convert fractions to their decimal equivalents
- Order positive real numbers expressed as a whole number or decimal from least to greatest

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Fluently add, subtract, and multiply decimals
- Fluently add and subtract fractions, including mixed numbers
- Use addition, subtraction, multiplication, and division of whole numbers and decimals to solve one-step applied problems

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Use addition, subtraction, multiplication, and division of whole numbers and decimals to solve multistep applied problems
- Use addition, subtraction, and multiplication to solve one-step problems involving fractions
- Determine the result when taking the percent of a given number

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Fluently solve numerical expressions by applying the order of operations involving decimals and integers
- Use addition, subtraction, multiplication, and division to solve multistep applied problems involving fractions
- Solve single-step applied problems involving percent
- Solve problems involving converting a fraction to its decimal equivalent and rounding the result to a given value

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Fluently apply the order of operations to solve numerical expressions involving fractions, including mixed numbers and improper fractions
- Solve multistep applied problems involving percent
- Order numerical expressions based on their computational result

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Skills Insight™

Next-Generation Quantitative Reasoning, Algebra, and Statistics

Score range: 236 and below

Students scoring in this band may demonstrate the following skills and knowledge:

- Identify a graph that represents a set of univariate data
- Fluently add, subtract, and multiply integers
- Identify coordinate points in the xy-plane

To gain more information on skills and knowledge students in this score band can typically demonstrate, it may be advisable to administer the Next-Generation Arithmetic placement test.

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Identify a linear equation or inequality that represents a simple context
- For a linear equation in two variables, given one value, calculate or find the other value
- Evaluate a numerical rational or radical expression consisting of integers
- Solve one-step problems involving unit rate, ratio, proportion, and unit conversion

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Describe a solution to a system of equations or inequalities algebraically
- Create and use a system of linear equations to solve problems
- Apply rates, ratios, and unit conversions in multistep problems
- Make connections between tables, graphs, verbal descriptions, and algebraic equations representing a linear relationship

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Calculate or find the slope and y-intercept of a line that is parallel to a given line
- Evaluate numerical expressions with negative and fractional exponents
- Calculate conditional probability for simple problems
- Interpret the y-intercept of a graph within a context

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Calculate or find the slope and y-intercept of a line that is perpendicular to a given line
- Given a nonlinear function, calculate or find the input given the output
- Compare the means and medians of two data distributions
- Create expressions to represent complex perimeter and area problems
- Evaluate numerical expressions involving absolute value

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CollegeBoard ACCUPLACER®

Skills Insight™

Next-Generation Advanced Algebra and Functions

Score range: 236 and below

Students scoring in this band may demonstrate the following skills and knowledge:

- Given a linear function that represents a context, calculate or find the output given the input
- Apply rules of exponents to simplify expressions
- Solve quadratic equations in $x^2 + bx + c = 0$ form by factoring
- Interpret the meaning of a value in an exponential function based on the context

To gain more information on skills and knowledge students in this score band can typically demonstrate, it may be advisable to administer the Next-Generation Quantitative Reasoning, Algebra, and Statistics placement test.

Score range: 237–249

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Solve linear equation systems in $ax + by = cx + dy$ form with integer coefficients
- Make connections between tables and algebraic equations representing a nonlinear relationship
- Rewrite complex polynomial (including quadratic) expressions by factoring
- Solve simple rational and radical equations

Score range: 250–262

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Make connections between graphs and algebraic equations representing quadratic relationships
- Rewrite rational expressions
- Use properties of triangles to solve problems
- Utilize simple trigonometric ratios

Score range: 263–275

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Add and subtract rational expressions
- Solve complex rational equations
- Solve exponential equations in one variable
- Relate the solutions of a system of a linear and nonlinear equation in two variables to the graphs of the system

Score range: 276 and above

Students scoring in this band can typically demonstrate the following additional skills or knowledge:

- Make connections between graphical, tabular, and algebraic representations of relationships involving the absolute value function
- Solve quadratic equations in one variable using any method, including completing the square
- Use concepts about trigonometric functions (sine, cosine, tangent) to solve problems, including within the unit circle
- Evaluate logarithmic equations

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Attachment III

Assessment of Skill Level

	Group 1	Group 2	Group 3
7-week session	**Basic Skills I** English and Reading (6 cr.) Mathematics (3 cr.)	*N/A*	*N/A*
7-week session	**Basic Skills II** English and Reading (6 cr.) Mathematics (4 cr.)	**Basic Skills II** English and Reading (6 cr.) Mathematics (4 cr.)	*N/A*
7-week session	**College-Level Courses (9 cr.)** College Composition I (3 cr.) College Level Mathematics (3 cr.) Introduction to Computers and Computing (3 cr.)		

+ Workshop on Mental Health and Addiction

Basic Course for Corrections Officers (BCCO)

Matriculation to HCCC and Award of 22 Credits

AFFILIATION AGREEMENT
BETWEEN
HUDSON COUNTY COMMUNITY COLLEGE
AND
ACCLAIM REHABILITATION AND CARE CENTER
(Previously Alaris at Jersey City)

This Affiliation agreement, effective April 15, 2022, by and between Hudson County Community College ("College"), located at 161 Newkirk Street Jersey City, New Jersey 07306, and AcclaimRehabilitation and Care Center at Jersey City ("Acclaim") (collectively, the College and Acclaimare referred to as the "parties") at 198 Stevens Avenue, Jersey City, NJ 07305 is the Enhanced Certified Nurse Aide Program ("program"). The parties agree as follows:

1. **TERM**
This contract shall be for a period commencing April 15, 2022, and continuing until April 15, 2024.

This agreement shall be reviewed at the end of the term and may be renewed by a new written agreement of both parties.

Either party may at any time during the term of this agreement, with or without cause, terminate this agreement upon one hundred twenty (120) days written notice to the other party. Students enrolled in the program as of the date of termination shall be entitled to continue through the end of their clinical rotations for the they are attending.

Acclaim may immediately terminate a student(s) participation in the program established under this agreement, if Acclaim believes that the continued participation of the student(s) is unsafe, disruptive, detrimental to resident care, or otherwise not in conformity with the Acclaim's standards, policies, procedures, or health requirements.

2. **COLLEGE RESPONSIBILITIES**
The College as the sponsoring agency agrees:
   a. To assume full responsibility for the planning and the execution of the curriculum for its students including the administration, curriculum content, and Faculty appointments.

   b. To assure that all instructors possess a current, valid License to practice nursing in the State of New Jersey and meet the academic qualifications of their academic role.

   c. To provide a clinical assignment schedule of dates for the affiliation periods throughout the academic year.

   d. That students assigned for clinical experience will receive no compensation.

   e. To maintain a student to instructor ratio not to exceed 10 students to 1 instructor.

f. To require students to conform to the rules, regulations, and policies of Acclaim. These rules, regulations and policies will be available and reviewed with the students/Faculty by Acclaim.

g. To require student's statement of health screening to include:
   a. Physical exam
   b. Proof of negative reaction to two (2) consecutive Mantoux tests given within three (3) weeks, or if positive reaction, negative chest x-ray result or a negative result on the QuantiFERON-TB-Gold test on file
   c. Submission of a criminal background check and fingerprinting prior to certification
   d. Completion of drug screening before clinical rotation:
      Ten-panel drug test
      - Marijuana (THC)
      - Cocaine
      - Amphetamines
      - Opiates
      - Phencyclidine (PCP)
      - Barbiturates
      - Benzodiazepines
      - Methadone
      - Methaqualone (Quaaludes)
      - Propoxyphene
   e. Most recent COVID-19 test results

h. To provide medical documentation of any special physical needs of students and to provide for any special allergic needs of the students.

i. To verify correct completion of all resident care records and co-sign all student documentation during the clinical experience.

j. To complete criminal background checks on students and provide Acclaim with such evidence upon request.

3. **ACCLAIM RESPONSIBILITIES**

Acclaim agrees:

a. To participate in joint evaluation of the effectiveness of the clinical experiences through meetings and/or written evaluations of the students and Faculty.

b. To provide necessary supplies, facilities, and supervision as may be required to ensure quality education for the students without impairing quality resident care.

c. To provide an orientation of its facilities, policies, and procedures for the College's Faculty and students.

4. **MUTUAL OBLIGATIONS**

a. Acclaimshall at all times retain sole responsibility for all resident care, and the extent of participation of the student in assisting with or observing resident care. (However,

the foregoing statement is not meant to address the issue of ultimate legal liability in the event of a claim.)

b. Responsibility for planning the clinical experience with Acclaimwill be jointly shared by Acclaim's staff and the College's instructors, subject at all times to the policies, rules, and regulations of Acclaim.

c. A student of the College may be assigned to any facilities or programs within the Acclaimsystem.

d. Student curriculum, attendance, and scheduling shall be under the direction of the College as long as they do not conflict with Acclaim's policies, rules, and regulations.

e. Students are not employees of either party during the hours in which they participate in this program.

f. The student of the College will start his/her clinical experience program as determined by mutual agreement. Minor adjustments in the length of service and the period during which it shall be rendered may be made with the mutual consent of the College and Acclaim.

g. The College and Home shall at all times be independent contractors. Nothing in this agreement shall be construed, or is intended, to create an employer/employee relationship, joint venture, partnership or other relationship between the College and Home.

5. **INSURANCE**

During the term of this Agreement, the College shall at all times maintain Professional Liability Insurance including coverage for any acts of negligence of its students, Faculty, officers, or employees with respect to any liability arising out of their participating in the program in amounts of not less than $1,000,000 per occurrence and $3,000,000 aggregate per year. The College shall also provide general liability coverage in the minimum amount of $1,000,000 for personal injury, or property damage and $3,000,000 in the aggregation.

6. **CONFIDENTIALITY**

Both the College and Acclaimshall at all times comply with standards mandated by state and federal law of regulatory agencies and accrediting agencies, including those pertaining to confidentiality and documentation, including personally identifiable information and records pertaining to patients and students.

7. **INDEMNIFICATION**

The College agrees to protect, indemnify, and hold harmless Acclaim, and its respective officers, trustees, employees, Faculty, students, house staff, and attending physicians from and against any and all claims, demands, causes of action, damages and judgments (including, but not limited to, such on behalf of a resident or that resident's agent or family) which may be imposed upon, incurred, or brought against Acclaimas a result of

any negligent acts of omission or commission by the College or its officers, directors, employees, students or Faculty committed in connection with this Agreement, except that such indemnity shall not apply to the extent that a claim, demand, cause of action, damage or judgment arises out of the negligent or wrongful acts or omissions of the Acclaim, its officers, trustees, employees, Faculty, students, house staff, or attending physicians.

Acclaim agrees to protect, indemnify, and hold harmless the College and its officers, trustees, employees, Faculty, students, house staff, and attending physicians from and against any and all claims, demands, causes of action, damages, and judgments (including, but not limited to such on behalf of a resident or that resident's agent or family), which may be imposed upon, incurred, or brought against the College as a result of any negligent acts of omission or commission by Acclaim or its officers, directors, employees, or Faculty committed in connection with this agreement, except that such indemnity shall not apply to the extent that a claim, demand, cause of action, damage or judgment arises out of the negligent or wrongful acts or omissions of the College, its officers, directors, employees, students or Faculty.

8. **EMERGENCY MEDICAL CARE – How does this change in a COVID-19 Pandemic**

Acclaimagrees that College personnel assigned to Acclaimin conjunction with their participation in this agreement shall have access to emergency medical care in the event of illness or injury requiring medical attention. However, such medical care shall be at the individual's own expense.

9. **REGULATORY REQUIREMENTS**

Both parties agree to meet and fulfill all applicable standards as outlined by the State Department of Health and all applicable regulatory requirements.

10. **CHOICE OF LAW/DISPUTE RESOLUTION**

All disputes between the parties shall be governed by New Jersey law. The parties agree that the Superior Court of New Jersey venued in Hudson County shall be the exclusive jurisdiction for all matters and claims between the parties.

Hudson County Community College

Name: _____

Title: _____

Signature: _____

Date: _____

Acclaim

Name: Robert Smolin

Title: Executive Director

Signature: [signature]

Date: 3/11/22

PROGRAM ANNOUNCEMENT COVER PAGE

Date: March 16, 2022

Institution:	Hudson County Community College
New Program Title:	AS Business Administration – Cannabis Studies Option
Degree Designation:	AS Business Administration – Cannabis Studies Option
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	By state law (N.J. S. A. 18A:64A-1), all community colleges in New Jersey are authorized to offer associate degree programs.
Degree Abbreviation:	CANNABIS.AS
CIP Code and Nomenclature (*if possible): If outside the classification indicate Not Applicable.*	52.0201
Campus(es) where the program will be offered:	*Journal Square Campus* *25 Journal Square* *Jersey City, NJ 07306* *North Hudson Campus* *4800 John F. Kennedy Blvd,* *Union City NJ07087*
Date when program will begin (month and year):	July 2022
List the institutions with which articulation agreements will be arranged:	N/A

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:

Contents:

I. Objectives

II. Evaluation and Learning Outcomes Assessment plan for the program

III. Relationship of the Program to Institutional Strategic Plan

IV. Need

V. Students

VI. Program Resources

VII. Degree Requirements

VIII. Anticipated Cost for the Program

PROGRAM ANNOUNCEMENT
AS Business Administration – Cannabis Studies Option

I. PROGRAM ANNOUNCEMENT NARRATIVE:

OBJECIVE

The AS Business Administration – Cannabis Studies Option prepares individuals for opportunities in the cannabis industry through certification in cannabis business operations, involving the following areas: cultivation, manufacturing, delivery, wholesale, and retail. This 60-credit degree is suitable for individuals who have work experience, or an educational background, in a non-cannabis business field and would like to transition to a career in cannabis business. It is also suitable for individuals who are entering college and make the decision to pursue a career in cannabis business.

The proposed AS Business Administration – Cannabis Studies Option does not exceed the programmatic mission of Hudson County Community College.

Catalog Program Description:

HCCC's Associate in Science in Business Administration – Cannabis Studies prepares graduates for entry-level administrative and supervisory positions in the cannabis business field. Graduates of this AS Degree are prepared for employment in cannabis cultivation, manufacturing, delivery, wholesale, and retail. The program provides business knowledge and skills as the foundation for more specialized and/or advanced study. The curriculum includes communication skills, accounting, economics, finance, marketing, business management, and electives that prepare students for specialized and advanced courses. The AS Business Administration – Cannabis Studies Option program provides students with the skills to secure a leadership position in the cannabis business field.

II. EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLAN FOR THE PROGRAM

College Mission

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

Program Mission

The mission of the AS Business Administration – Cannabis Studies Option is to educate students in concepts, knowledge, techniques, and skills necessary for entering the cannabis business field as well as providing additional job skills for those who are already in the field.

Program Goals

1. Prepare students to meet the employment needs for entry-level positions within the industry.
2. Prepare graduates already in the field with additional cannabis business operational job skills.

PROGRAM LEARNING OUTCOMES (PLO):

AS Business Administration – Cannabis Studies Option

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

1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures.
2. Analyze the annual report of a company including performing financial statement analysis.
3. Create a computerized product tracking, point of sale, sales report, accounting, training and compliance audits for use in a company.
4. Practice safe handling procedures within a cannabis operation.

Program Learning Goals	Student Learning Outcomes	Course Where Outcomes are Assessed	Assessment Method
Goal #1: Prepare students to meet the employment needs for entry-level positions within the industry.	1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures. 4. Practice safe handling procedures within a cannabis operation.	CAN 101 CAN 121 CAN 201 CAN 221	Written Assignments Quizzes/ Exams Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up Project
Goal #2: Prepare graduates already in the field with additional cannabis business operational job skills.	2. Analyze the annual report of a company including performing financial statement analysis. 3.Create a computerized product tracking, point of sale, sales report, accounting, training and compliance audits for use in a company.	CAN 101 CAN 121 CAN 201 CAN 221	Written Assignments Quizzes/ Exams Student satisfaction survey results Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up

Assessment Method	Targeted Audience	Target	Timeline
Student satisfaction survey results	Current Students	4.0/5.0	Each Course, Each Semester
Retention Rates	Current Students	80%	Per Semester/ End of Course
Graduation Rates / Transfer Rates	Graduates	80%	Beginning with 1st Cohort
Employment Rates	Alumni	80%	End of Each Academic Year

List of Major Requirements & Electives

	CSC 100	ACC 121	MAN 121	BUS 230	ENG 101	ENG 102	ECO 201	MAT 110/ 116	ENG 211	BUS 103	CAN 101	CAN 121	CAN 201	CAN 221
Program Outcome 1	✓✓	✓✓✓	✓✓✓		✓✓	✓✓	✓		✓✓	✓✓✓		✓✓✓	✓✓✓	✓✓
Program Outcome 2	✓	✓✓✓	✓	✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓	✓✓✓	✓	✓✓✓	✓✓✓	✓✓
Program Outcome 3	✓✓✓	✓✓✓	✓		✓✓	✓✓	✓	✓	✓	✓✓✓	✓✓✓	✓✓✓	✓✓	✓
Program Outcome 4	✓✓	✓	✓	✓✓✓	✓	✓			✓✓✓	✓✓✓	✓	✓	✓✓	✓

Note: ✓ = extent to which course helps students achieve program goals:

✓ (=1, minimal) ✓✓ (=2, moderate) ✓✓✓ (=3, significant)

III. RELATIONSHIP OF THE PROGRAM TO THE INSTITUTIONAL STRATEGIC PLAN:

The AS Business Administration – Cannabis Studies Option program is in line with the mission statement of the college as it will provide diverse students (both new and experienced) with a "high quality educational program" that will enable them to find employment as well as capitalize on opportunities for "upward social and economic mobility".

The AS Business Administration – Cannabis Studies Option helps HCCC to execute its strategic plan in the following ways:

Strategic Direction 1: A Culture of Student Success and Completion Grounded in Data and Best Practices
Strategic Initiative 1: Promote equitable outcomes by meeting the unique academic and non-academic needs of diverse student populations.
Outcome: The AS Business Administration – Cannabis Studies Option will offer students the opportunity to develop or further enhance their cannabis compliance skills to meet workforce needs.

Strategic Direction 3: Innovative Programming for Students Aligned with Workforce and Community Needs
Strategic Initiative 8: Assess and revise course curricula, degree and certificate programs to address workforce and community needs. Strategic Initiative 9: Develop and expand the number of articulation agreements that link and align non-credit and credit programs, and pathways to four-year colleges and universities. Strategic Initiative 11: Increase opportunities for service learning through apprenticeships, internships, externships, other high-impact experiences, and for the utilization of prior learning assessment
Outcome: The AS Business Administration – Cannabis Studies Option The college will be in dialogue with Johnson & Wales University to use this AS Business Administration-Cannabis Studies Option as a basis for a pending Associates Degree in Cannabis Studies.

Strategic Direction 5: Facilities and Technology that Serve the College and Community
Strategic initiative 16: Expand high-quality and diverse remote, online and hybrid learning modalities
Outcome: Although this curriculum is currently only theory-based, the projected future of cannabis curriculum will incorporate tangible lab experiences for the students with outside employer partners. Future initiatives will include the analysis of cannabis in science labs and the preparation of foods using cannabis and cannabis derivatives in the culinary labs.

IV. NEED

Justification

HCCC's 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.

With the rise in the acceptance and legal use of cannabis in the United States, there is an ever-growing opportunity to make HCCC a regional leader in preparing the new workforce. The state government has enacted regulations to allow for the legal and taxable sale of cannabis and cannabis-related products. This multi-billion dollar industry is only in its infancy in this region of the United States. The state of NJ is expected annual tax revenue to exceed $300 Million (nj.com, February 2021).

Because cannabis possession and use are still illegal at the federal level, the Bureau of Labor Statistics does not track the labor market. However, Forbes Magazine reports that the more than 100,000 cannabis jobs created in 2021 were a 33% increase from prior year. The year 2021 showed the fifth consecutive year that the cannabis industry had an annual job growth rate of 27% or higher. To put this in better perspective, the U.S. Bureau of Labor Statistics has projected that employment growth in business or financial jobs will grow only 8% by 2032 (Forbes, 2022).

The AS Business Administration – Cannabis Studies Option supports the College's mission by providing students with educational opportunities that will prepare them for employment in the newly emergent cannabis industry.

The AS Business Administration – Cannabis Studies Option is designed for individuals interested in securing an entry-level through supervisory positions in the cannabis business field. It will also benefit those who are interested in securing additional job skills.

In conjunction with Whitney Economics, Leafly released its annual Jobs Report 2022 on February 23. The report states that approximately 428,059 full-time jobs have been supported by the legal cannabis industry (as of January 2022) over the past year.

This program could provide an alternate program for those who already have earned a Bachelor's Degree in some other field and now wish to transition to an entry-level or supervisory career in the cannabis industry.

Graduates of this degree program can earn up to $20-25 per hour, at the entry-level. Specific examples of job titles associated with this degree are entry-level through supervisory roles including inventory, quality assurance, cultivation, manufacturing, wholesale, and retail, among several other opportunities.

We will be one of the only community colleges in the state of New Jersey with proprietary cannabis curriculum.

Comparable Certificate Programs:

NJ County Colleges and Four-Year Colleges and Universities:	**Certificates Offered:**
Atlantic Cape Community College	NJ Cannabis Certified**
Bergen County Community College	Dispensary Agent Skills and Cannabis Certificate of Achievement in Medicinal and Industrial Cannabis

Cumberland County College	Agricultural Studies
Essex County College	None
Mercer County College	NJ Cannabis Certified
Middlesex County College	NJ Cannabis Certified
Morris County College	None
Passaic County College	None - Exploring options
Raritan Valley Community College	NJ Cannabis Certified
Rowan College- South Jersey	NJ Cannabis Certified
Rutgers University	Some lecture courses
Stockton University	Online Cannabis Studies Certificate
Union County College	NJ Cannabis Certified

**NJ Cannabis Certified is a private, for-profit company that provides 100% online cannabis curriculum to community colleges. The curriculum is self-directed and contains only 15 hours of instruction at a cost of $500. The revenue received from this curriculum is divided 60/40 with each participating community college. Institutions of higher education have received strong interest from the general public for this curriculum. However, the courses remain property of NJ Cannabis Certified.

V. STUDENTS

It is expected that approximately 10 students will enroll in the AS Business Administration – Cannabis Studies Option beginning in July 2022. A consistent enrollment of twenty-five (25) students per academic year is anticipated.

The program will be marketed on the www.hccc.edu main webpage. We will also disseminate this information to approved cannabis license holders in and around Hudson County.

VI. PROGRAM RESOURCES

Most of the resources necessary for the AS Business Administration – Cannabis Studies Option are already in place at the College. Three new courses will be prepared for this proficiency certificate. The other courses are offered in the in-person, remote, and online modalities and in multiple instances throughout the academic year.

New adjunct faculty are needed for the program, who specialize in the cannabis industry. Recruitment efforts will occur in the coming months as a Cannabis Advisory Board is also created. This curriculum is 100% lecture-based and will not require anything in excess of a traditional lecture classroom and its pertinent audiovisual technology.

VII. DEGREE REQUIREMENTS

AS Business Administration – Cannabis Studies

General Education			Major Requirements	
Category	**Course**	**Credits**	**Course**	**Credits**
General Education	ENG 101 College Composition I	3	CAN 101 Cannabis Compliance	3
	CSC 100 Introduction to Computers	3	CAN 121 Justice in Cannabis	3
	ENG 112 Speech	3	CAN 201 Cannabis Health & Safety	3
	ENG 102 College Composition II	3	CAN 221 Cannasseur Level I	3
			CSS 100 College Student Success	1
			ACC 121 Principles of Accounting I	3

			BUS 103 Introduction to Business	3
			BUS 211 Business Communications	3
			BUS 230 Business Law	3
			ECO 201 Principles of Macroeconomics	3
			ENG 211 Business Communications	3
			MAN 121 Principles of Management	3
			MAT 110 Precalculus **OR** MAT 116 Precalculus for Business	4
			Restricted Program Elective	3
			Diversity Elective	3
			Humanities Elective	3
			Lab Science	4
The AS Business Administration – Cannabis Studies Option 60 credits			General Education Total Credits: 12	Major Requirements Total Credits: 48
TOTAL:				

AS Business Administration	**AS Business Administration-Cannabis Studies**
FIRST SEMESTER	**FIRST SEMESTER**
CSS 100 College Student Success 1	CSS 100 College Student Success 1
ACC 121 Principles of Accounting I 3	ACC 121 Principles of Accounting I 3
CSC 100 Introduction to Computers & Computing 3	CSC 100 Introduction to Computers & Computing 3
ENG 101 College Composition I 3	ENG 101 College Composition I 3
ENG 112 Speech 3	ENG 112 Speech 3
BUS 103 Introduction to Business 3	**CAN 101 – Cannabis Compliance 3**
TOTAL 16	**TOTAL 16**
SECOND SEMESTER	**SECOND SEMESTER**
ACC 221 Principles of Accounting II 3	BUS 103 Introduction to Business 3
MAT 114 Introduction to Statistics & Probability 3	ENG 211 Business Communications 3
ENG 102 College Composition II 3	ENG 102 College Composition II 3
••• ••• Diversity Elective 3	••• ••• Diversity Elective 3
BUS 230 Business Law 3	**CAN 121 Justice in Cannabis 3**
TOTAL 15	**TOTAL 15**
THIRD SEMESTER	**THIRD SEMESTER**
ECO 201 Principles of Macroeconomics 3	ECO 201 Principles of Macroeconomics 3
MAN 121 Principles of Management 3	MAN 121 Principles of Management 3
MAT 110 Pre-calculus **OR** MAT 116 Pre-calculus for Business 4	**CAN 201 Cannabis Health & Safety 3**
••• ••• Lab Science 4	••• ••• Restrictive Major Elective 3
	BUS 230 Business Law 3
TOTAL 14	**TOTAL 15**
FOURTH SEMESTER	**FOURTH SEMESTER**
ENG 211 Business Communications 3	
ECO 202 Principles of Microeconomics 3	**CAN 221 Cannasseur Level I 3**
MAN 221 Marketing **OR** HMT 202 Innovation, Creativity, and Marketing 3	MAT 110 Pre-calculus **OR** MAT 116 Pre-calculus for Business 4
••• ••• Restrictive Major Elective 3	••• ••• Humanities Elective 3
••• ••• Humanities Elective 3	••• ••• Lab Science 4
TOTAL 15	**TOTAL 14**

New Courses Requiring Development: 4 lecture courses

CAN 101 Cannabis Compliance - 3 credits This course provides basic knowledge of the law and regulations governing the cannabis industry. Students will be instructed on methods to track good compliance to ensure consumer health and safety and diversion prevention. This course familiarizes students with Metrc-the NJ state mandated point of sale system, which tracks authorized sales, inventory management, and recall operations. Students also develop a simulated peer-to-peer training session that demonstrates their knowledge of the compliance procedures most common in the field, combined with their ability to communicate them to regulatory agencies.

CAN 121 Justice in Cannabis - 3 credits
This course provides basic knowledge regarding the roots of cannabis prohibition and its multi-generational impact on our country and around the world. Students will demonstrate knowledge about the global re-legalization efforts surrounding cannabis use. Students will effectively demonstrate knowledge of the social equity programs in the state of New Jersey, among other states.

CAN 201 Cannabis Health & Safety - 3 credits
This course introduces the fundamentals of biosecurity, various pests that pose a threat to cannabis production, and products throughout the entire vertical supply chain. The various insects, microbes, birds and rodents that pose a threat to the production of quality cannabis are discussed. Students will be given insight on leading integrated pest management theory, workplace sanitation, reporting, and accountability. Student will also be introduced to safe-handling procedures and the basics of OSHA.

CAN 221 Cannasseur Level 1 - 3 credits
This course provides students with skills to properly profile strains of cannabis and ability to identify most, if not all the different types of products offered to consumers, including basic chemical makeup and their effects and side-effects. The course will also provide insights to the various production processes and consumption methods.

Required Courses:

CSC 100 Intro to Computers and Computing - 3 credits
This course introduces beginning students to computers and the latest application software. The course includes the history of computers, information processing, file management, discussion of hardware and software, operating systems and utility programs, and the Internet. The laboratory component includes Microsoft Office XP (Word, Excel, Access, PowerPoint). This course may not be used for credit by Computer Science or Management Information Systems majors.

ENG 101 College Composition I – 3 credits
College Composition I helps students strengthen their college level writing skills. Students deepen their critical thinking and hone their writing process and judgment as they compose for a variety of purposes and audiences. Throughout the semester, students revise and edit their writing to produce well-developed, grammatically clear, and coherent academic prose. While Composition I does not require a research paper, students begin to select, integrate, and synthesize outside sources into their compositions

ENG 102 College Composition II – 3 credits
This course is a continuation of College Composition I. It provides instruction in writing essays, with a special focus on argumentation and research. Required readings survey a range of current social and political issues. The course culminates in a research paper based on library research. Pre-requisite: ENG-101 with a minimum grade of "C"

ENG 112 Speech – 3 credits
This course teaches the oral communication skills students need in order to accomplish their college and career goals. All students address the class in talks designed to inform, persuade, and instruct. They also explore interviewing strategies; giving and using feedback; group discussion rules and roles, and the impact of culture, gender, and politics on communication. Students submit weekly logs chronicling their responses to readings and films as well as their own selected speaking/listening experience.

CSS 100 College Student Success – 1 credit
Helps students acquire the skills and perspective they need in order to simultaneously succeed in college and prepare for careers. Students explore the cultures of college and the workplace with an emphasis on the role of communication skills, credentials, and research techniques in each. Time and stress management are also considered. Students submit weekly journals on assigned topics. In addition, they participate in small group discussions and seminars, investigate the support services available in the College and community, and prepare job search portfolios.

ACC Principles of Accounting I – 3 credits
Previous accounting knowledge is not required. The course covers the entire accounting cycle from analysis of transactions, journalizing, posting, worksheets, preparation of financial statements, closing entries, post-closing trial balance and reversing entries. Also introduced are the accounting principles as applied in the United States (GAAP). Emphasis is placed on practical applications of accounting procedures as well as conceptual comprehension of accounting principles used in both service- and product-related businesses. Pre-requisite: Exit MAT-071 and MAT-073; or any MAT-100 and above

BUS 103 Introduction to Business – 3 credits
This is an introductory course in contemporary business practices. Students develop a basic understanding of key functional areas of business including management, marketing, finance, economics, accounting and technology. The course focuses on current dynamic issues facing business such as globalization, entrepreneurship, ethical reasoning and the legal/regulatory environment

ENG 211 Business Communications – 3 credits
This course offers instruction in the techniques of effective business communication. Students practice formats and rhetorical strategies required in the business environment, including common types of letters, memoranda, and reports. Organization, tone, and diction are stressed, as are grammar, punctuation, and spelling. Pre-requisite: ENG-101

BUS 230 Business Law – 3 credits
Provides a basic knowledge of business law covering the nature, structure and processes of our legal systems and the laws involving constitutional law, contracts, intellectual property, torts, and product liability. The case study approach will be used extensively, and the ethical issues in the business environment will also be addressed throughout the course.

ECO 201 Principles of Macroeconomics – 3 credits
This course introduces students to the basic structure, terminology, and scope of macroeconomics. Topics include a definition of economics; supply, demand, and the resulting macroeconomic problems; national income accounting; determination of output and employment levels; savings and investments; inflation and unemployment; money and banking; and fiscal and monetary policy. Pre-requisite: MAT-100 or above.

MAN 121 Principles of Management – 3 credits
An introduction to the basic functions underlying the sound management of a business enterprise. Topics covered are planning, organizing, staffing, influencing, and controlling.

MAT 110 Precalculus – 4 credits
This course provides the preparation necessary for students who intend to study calculus for science and engineering programs. Topics include the following: fundamentals of algebra; linear inequalities; functions and relations; polynomial, rational, exponential, and logarithmic functions; trigonometric functions; analytic trigonometry; analytic geometry; complex numbers; and discrete algebra, logic, and proof. Pre-requisite: MAT-100
OR
MAT 116 Precalculus for Business – 4 credits
A course in mathematics with special emphasis on applications to business, economics and related fields. Topics include linear, quadratic, exponential and logarithmic functions with applications involving supply, demand, revenue, cost, profit and break-even points, matrices and systems of linear equations, graphing, Leontief Input-Output model, and mathematics of finance. Classroom instructions will be presented using a TI-83+ graphing calculator. Pre-requisite: MAT-100 College Algebra or equivalent.

Restricted Program Elective – 3 credits

Diversity Elective – 3 credits

Humanities Elective – 3 credits

Lab Science – 4 credits

VIII. Anticipated Cost of the Program

Anticipated Cost for the Program

A. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$ 0
Consultation Fee	$ 0
Expected cost for course development	$ 10,000
Other	$ 0
TOTAL Initial One-time cost	$

B. On-Going Annual Operational Cost for the Program

Supplies	$0
Instruction	$0
Faculty Salaries FT	$0
Adjunct (4 courses x 3 credits per course x $792 per credit)	$9,504 per semester (CAN curriculum only)
TOTAL Instruction	$9,504

Instructional Support Personnel

Program Coordinator	$ 0
Contractual Services	$ 0
Professional Membership & Accreditation fees	$ 0
Consultants	$ 0
Travel	$ 0
Licensure agreements	$ 0
TOTAL	$ 0

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT COVER PAGE

Date: March 16, 2022

Institution:	Hudson County Community College
New Program Title:	Certificate – Cannabis Business Management
Degree Designation:	Academic Certificate
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	By state law (N.J. S. A. 18A:64A-1), all community colleges in New Jersey are authorized to offer associate degree programs. This certificate offers fewer credits than the AS Business Administration-Cannabis Studies.
Degree Abbreviation:	CANNABIS.CERT
CIP Code and Nomenclature (*if possible): If outside the classification indicate Not Applicable.*	52.0201
Campus(es) where the program will be offered:	*Journal Square Campus* *25 Journal Square* *Jersey City, NJ 07306* *North Hudson Campus* *4800 John F. Kennedy Blvd,* *Union City NJ07087*
Date when program will begin (month and year):	July 2022
List the institutions with which articulation agreements will be arranged:	N/A

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:

Contents:

I. Objectives

II. Evaluation and Learning Outcomes Assessment plan for the program

III. Relationship of the Program to Institutional Strategic Plan

IV. Need

V. Students

VI. Program Resources

VII. Degree Requirements

VIII. Anticipated Cost for the Program

PROGRAM ANNOUNCEMENT
Certificate – Cannabis Business Management

I. PROGRAM ANNOUNCEMENT NARRATIVE:

OBJECIVE

The Certificate in Cannabis Business Management prepares individuals for opportunities in the cannabis industry through certification in cannabis business operations, involving the following areas: cultivation, manufacturing, delivery, wholesale, and retail. This 33-credit certificate is suitable for individuals who have work experience, or an educational background, in a non-cannabis business field and would like to transition to a career in cannabis business. It is also suitable for individuals who are entering college and make the decision to pursue a career in cannabis business. Credits earned through the Certificate in Cannabis Business Management program will transfer seamlessly towards the A.S. Degree in Business Administration.

The proposed Certificate in Cannabis Business Management does not exceed the programmatic mission of Hudson County Community College.

Catalog Program Description:

The Certificate in Cannabis Business Management program provides students with the skills to secure a supervisory level position in the cannabis business field. It also benefits those who are in the field and are interested in securing additional job skills. This Certificate program will increase students' access to employment opportunities. Potential careers include positions in cannabis cultivation, manufacturing, retail, wholesale and delivery.

II. EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLAN FOR THE PROGRAM

College Mission

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

Program Mission

The mission of the Certificate in Cannabis Business Management is to educate students in concepts, knowledge, techniques, and skills necessary for entering the cannabis business field as well as providing additional job skills for those who are already in the field.

Program Goals

1. Prepare students to meet the employment needs for entry-level positions within the industry.
2. Prepare graduates already in the field with additional cannabis business operational job skills.

PROGRAM LEARNING OUTCOMES (PLO):

Certificate – Cannabis Business Management

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

1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures.
2. Analyze the annual report of a company including performing financial statement analysis.
3. Create a computerized product tracking, point of sale, sales report, accounting, training and compliance audits for use in a company.
4. Practice safe handling procedures within a cannabis operation.

Program Learning Goals	Student Learning Outcomes	Course Where Outcomes are Assessed	Assessment Method
Goal #1: Prepare students to meet the employment needs for entry-level positions within the industry.	1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures. 4. Practice safe handling procedures within a cannabis operation.	CAN 101 CAN 121 CAN 201 CAN 221	Written Assignments Quizzes/ Exams Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up Project
Goal #2: Prepare graduates already in the field with additional cannabis business operational job skills.	2. Analyze the annual report of a company including performing financial statement analysis. 3.Create a computerized product tracking, point of sale, sales report, accounting, training and compliance audits for use in a company.	CAN 101 CAN 121 CAN 201 CAN 221	Written Assignments Quizzes/ Exams Student satisfaction survey results Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up

Assessment Method	Targeted Audience	Target	Timeline
Student satisfaction survey results	Current Students	4.0/5.0	Each Course, Each Semester
Retention Rates	Current Students	80%	Per Semester/ End of Course
Graduation Rates / Transfer Rates	Graduates	80%	Beginning with 1st Cohort
Employment Rates	Alumni	80%	End of Each Academic Year

List of Major Requirements & Electives

	CSC 100	ACC 121	MAN 121	BUS 230	ENG 101	ENG 211	CAI 206	CAN 101	CAN 121	CAN 201	CAN 221
Program Outcome 1	✓✓	✓✓✓	✓✓✓		✓✓	✓✓	✓✓✓		✓✓✓	✓✓✓	✓✓
Program Outcome 2	✓	✓✓✓	✓	✓	✓✓✓	✓		✓	✓✓✓	✓✓✓	✓✓
Program Outcome 3	✓✓ ✓	✓✓✓	✓		✓✓	✓	✓	✓✓✓	✓✓✓	✓✓	✓
Program Outcome 4	✓✓	✓	✓	✓✓✓	✓	✓✓✓	✓✓✓	✓	✓	✓✓	✓

Note: ✓ = extent to which course helps students achieve program goals:

✓ (=1, minimal) ✓✓ (=2, moderate) ✓✓✓ (=3, significant)

III. RELATIONSHIP OF THE PROGRAM TO THE INSTITUTIONAL STRATEGIC PLAN:

The Certificate in Cannabis Business Management program is in line with the mission statement of the college as it will provide diverse students (both new and experienced) with a "high quality educational program" that will enable them to find employment as well as capitalize on opportunities for "upward social and economic mobility".

The Certificate – Cannabis Business Management helps HCCC to execute its strategic plan in the following ways:

Strategic Direction 1: A Culture of Student Success and Completion Grounded in Data and Best Practices
Strategic Initiative 1: Promote equitable outcomes by meeting the unique academic and non-academic needs of diverse student populations.
Outcome: The Certificate in Cannabis Business Management will offer students the opportunity to develop cannabis compliance management skills or further enhance their compliance management skills to meet workforce needs.

Strategic Direction 3: Innovative Programming for Students Aligned with Workforce and Community Needs
Strategic Initiative 8: Assess and revise course curricula, degree and certificate programs to address workforce and community needs. Strategic Initiative 9: Develop and expand the number of articulation agreements that link and align non-credit and credit programs, and pathways to four-year colleges and universities. Strategic Initiative 10: Establish flexible, short-term credential programs. Strategic Initiative 11: Increase opportunities for service learning through apprenticeships, internships, externships, other high-impact experiences, and for the utilization of prior learning assessment
Outcome: The Certificate in Cannabis Business Management is a stepping stone to the AS in Business Administration degree program. Some students will be more inclined to complete a shorter term flexible program as compared to the AS in Business Administration program, which will take at least two years. It is anticipated that the credits from this program will be transferrable to the local four-year colleges that we have articulation agreements with. Enrollment in the certificate program will continue to increase as this option can benefit both employed and unemployed cannabis business professionals.

Strategic Direction 5: Facilities and Technology that Serve the College and Community
Strategic initiative 16: Expand high-quality and diverse remote, online and hybrid learning modalities
Outcome: Although this curriculum is currently theory based only, the projected future of cannabis curriculum will incorporate tangible lab experiences for the students with outside employer partners.

IV. NEED

Justification

HCCC's 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.

With the rise in the acceptance and legal use of cannabis in the United States, there is an ever-growing opportunity to make HCCC a regional leader in preparing the new workforce. The state government has enacted regulations to allow for the legal and taxable sale of cannabis and cannabis-related products. This multi-billion dollar industry is only in its infancy in this

region of the United States. The state of NJ is expected annual tax revenue to exceed $300 Million (nj.com, February 2021).

The Certificate – Cannabis Business Management supports the College's mission by providing students with educational opportunities that will prepare them for employment in the newly emergent cannabis industry.

The Certificate – Cannabis Business Management program is designed for individuals interested in securing a supervisory-level position in the cannabis business field. It will also benefit those who are interested in securing additional job skills.

In conjunction with Whitney Economics, Leafly released its annual Jobs Report 2022 on February 23. The report states that approximately 428,059 full-time jobs have been supported by the legal cannabis industry (as of January 2022) over the past year.

This program could provide an alternate program for those who already have earned a Bachelor's Degree in some other field and now wish to transition to a career in the cannabis industry. It will also be suitable for those who want to enter the field of cannabis business.

Comparable Certificate Programs:

NJ County Colleges and Four-Year Colleges and Universities:	**Certificates Offered:**
Atlantic Cape Community College	NJ Cannabis Certified
Bergen County Community College	Dispensary Agent Skills and Cannabis Certificate of Achievement in Medicinal and Industrial Cannabis
Cumberland County College	Agricultural Studies
Essex County College	None
Mercer County College	NJ Cannabis Certified

Middlesex County College	NJ Cannabis Certified
Morris County College	None
Passaic County College	None - Exploring options
Raritan Valley Community College	NJ Cannabis Certified
Rowan College- South Jersey	NJ Cannabis Certified
Rutgers University	Some lecture courses
Stockton University	Online Cannabis Studies Certificate
Union County College	NJ Cannabis Certified

**NJ Cannabis Certified is a private, for-profit company that provides 100% online cannabis curriculum to community colleges. The curriculum is self-directed and contains only 15 hours of instruction at a cost of $500. The revenue received from this curriculum is divided 60/40 with each participating community college. Institutions of higher education have received strong interest from the general public for this curriculum. However, the courses remain property of NJ Cannabis Certified.

V. STUDENTS

It is expected that approximately 10 students will enroll in the Certificate – Cannabis Business Management program beginning in July 2022. A consistent enrollment of twenty-five (25) students per academic year is anticipated.

The program will be marketed on the www.hccc.edu main webpage. We will also disseminate this information to approved cannabis license holders in and around Hudson County.

VI. PROGRAM RESOURCES

Most of the resources necessary for a Certificate in Cannabis Business Management are already in place at the College. Four new courses will be prepared for this academic certificate. The other courses are offered in the in-person, remote, and online modalities and in multiple instances throughout the academic year.

New adjunct faculty are needed for the program, who specialize in the cannabis industry. Recruitment efforts will occur in the coming months as a Cannabis Advisory Board is also created. This curriculum is 100% lecture-based and will not require anything in excess of a traditional lecture classroom and its pertinent audiovisual technology.

VII. DEGREE REQUIREMENTS

General Education			Major Requirements	
Category	**Course**	**Credits**	**Course**	**Credits**
General Education	ENG 101 College Composition I	3	CAN 101 Cannabis Compliance	3
	CSC 100 Introduction to Computers	3	CAN 121 Justice in Cannabis	3
			CAN 201 Cannabis Health & Safety	3
The Academic Certificate in Cannabis Business Management nests into the AS Business Administration Degree Program.			CAN 221 Cannabis Cannasseur Level I	3
			ACC 121 Principles of Accounting I	3
			MAN 121 Principles of Management	3
			ENG 211 Business Communications	3
			CAI 206 Introduction to Sustainability	3
			BUS 230 Business Law	3
Total		**6**		**27**

PROGRAM REQUIREMENTS

Course	Course Description	Credits
Fall Semester		
ACC 121	Principles of Accounting 1	3
ENG 101	College Composition I	3
CSC 100	Intro to Computers	3
CAN 101	Cannabis Compliance	3
CAN 121	Justice In Cannabis	3
Total Fall session		**15**
Spring Semester		
MAN 121	Principles of Management	3
ENG 211	Business Communications	3
CAI 206	Introduction to Sustainability	3
CAN 201	Cannabis Health & Safety	3
CAN 221	Cannasseur Level I	3
BUS 230	Business Law	3
Total Spring Semester		**18**
Total		**33**

New Courses Requiring Development: 4 lecture courses

CAN 101 - Cannabis Compliance - 3 credits This course provides basic knowledge of the law and regulations governing the cannabis industry. Students will be instructed on methods to track good compliance to ensure consumer health and safety and diversion prevention. This course familiarizes students with Metrc-the NJ state mandated point of sale system, which tracks authorized sales, inventory management, and recall operations. Students also develop a simulated peer-to-peer training session that demonstrates their knowledge of the compliance procedures most common in the field, combined with their ability to communicate them to regulatory agencies.

CAN 121 - Justice in Cannabis - 3 credits
This course provides basic knowledge regarding the roots of cannabis prohibition and its multi-generational impact on our country and around the world. Students will demonstrate knowledge about the global re-legalization efforts surrounding cannabis use. Students will effectively demonstrate knowledge of the social equity programs in the state of New Jersey, among other states.

CAN 201 - Cannabis Health & Safety- 3 credits
This course introduces the fundamentals of biosecurity, various pests that pose a threat to cannabis production, and products throughout the entire vertical supply chain. The various insects, microbes, birds and rodents that pose a threat to the production of quality cannabis are discussed. Students will be given insight on leading integrated pest management theory, workplace sanitation, reporting, and accountability. Student will also be introduced to safe-handling procedures and the basics of OSHA.

CAN 221 - Cannasseur Level 1- 3 credits
This course provides students with skills to properly profile strains of cannabis and ability to identify most, if not all the different types of products offered to consumers, including basic chemical makeup and their effects and side-effects. The course will also provide insights to the various production processes and consumption methods.

Required Courses:

CSC 100 Intro to Computers and Computing - 3 credits
This course introduces beginning students to computers and the latest application software. The course includes the history of computers, information processing, file management, discussion of hardware and software, operating systems and utility programs, and the Internet. The laboratory component includes Microsoft Office XP (Word, Excel, Access, PowerPoint). This course may not be used for credit by Computer Science or Management Information Systems majors.

ACC 121 – Principles of Accounting I - 3 credits
Previous accounting knowledge is not required. The course covers the entire accounting cycle from analysis of transactions, journalizing, posting, worksheets, preparation of financial statements, closing entries, post-closing trial balance and reversing entries. Also introduced are the accounting principles as applied in the United States (GAAP). Emphasis is placed on practical applications of accounting procedures as well as conceptual comprehension of accounting principles used in both service- and product-related businesses.

ENG 101 - College Composition I – 3 credits
College Composition I helps students strengthen their college level writing skills. Students deepen their critical thinking and hone their writing process and judgment as they compose for a variety of purposes and audiences. Throughout the semester, students revise and edit their writing to produce well-developed, grammatically clear, and coherent academic prose. While Composition I does not require a research paper, students begin to select, integrate, and synthesize outside sources into their compositions

ENG 211 Business Communications 3 credits
This course offers instruction in the techniques of effective business communication. Students practice formats and rhetorical strategies required in the business environment, including common types of letters, memoranda, and reports. Organization, tone, and diction are stressed, as are grammar, punctuation, and spelling. Pre-requisite: ENG-101

MAN 121 – Principles of Management 3 credits
An introduction to the basic functions underlying the sound management of a business enterprise. Topics covered are planning, organizing, staffing, influencing, and controlling.

BUS 230 Business Law – 3 credits
Provides a basic knowledge of business law covering the nature, structure and processes of our legal systems and the laws involving constitutional law, contracts, intellectual property, torts, and product liability. The case study approach will be used extensively, and the ethical issues in the business environment will also be addressed throughout the course.

CAI 206 – Introduction to Sustainability 3 credits
This course addresses the costs and ethical implications of utilizing sustainable resources within the hospitality industry. The course covers alternative energy, recycling, and preservation of our diverse world's resources. World hunger and its ethical impact are addressed. Corporate responsibility in promoting socially-positive consumer behavior will be addressed.

VIII. Anticipated Cost of the Program

Anticipated Cost for the Program

A. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$ 0
Consultation Fee	$0
Expected cost for course development	$ 10,000
Other	$ 0
TOTAL Initial One-time cost	$ 10,000

B. On-Going Annual Operational Cost for the Program

Supplies (only for CAN 201-Cannasseur Level I)	$100
Instruction	
Faculty Salaries FT	$ 0
Adjunct (11 courses x 3cr per course x $792 per credit)=	$26,136 per semester
TOTAL Instruction	$ 0
Instructional Support Personnel	
Program Coordinator	$ 0
Contractual Services	$ 0
Professional Membership & Accreditation fees	$ 0
Consultants	$ 0
Travel	$ 0
Licensure agreements	$ 0
TOTAL	$ 0

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT COVER PAGE

Date: March 16, 2022

Institution:	Hudson County Community College
New Program Title:	Certificate – Cannabis Business Agent
Degree Designation:	Proficiency Certificate
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	By state law (N.J. S. A. 18A:64A-1), all community colleges in New Jersey are authorized to offer associate degree programs. This certificate offers less credits than the AS Business Administration-Cannabis Studies.
Degree Abbreviation:	CANNABISAGENT.CERT
CIP Code and Nomenclature (*if possible): If outside the classification indicate Not Applicable.*	52.0201
Campus(es) where the program will be offered:	*Journal Square Campus* *25 Journal Square* *Jersey City, NJ 07306* *North Hudson Campus* *4800 John F. Kennedy Blvd,* *Union City NJ07087*
Date when program will begin (month and year):	July 2022
List the institutions with which articulation agreements will be arranged:	N/A

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:

Contents:

I. Objectives

II. Evaluation and Learning Outcomes Assessment plan for the program

III. Relationship of the Program to Institutional Strategic Plan

IV. Need

V. Students

VI. Program Resources

VII. Degree Requirements

VIII. Anticipated Cost for the Program

PROGRAM ANNOUNCEMENT
Certificate – Cannabis Business Agent

I. PROGRAM ANNOUNCEMENT NARRATIVE:

OBJECIVE

The Certificate in Cannabis Business Agent prepares individuals for opportunities in the cannabis industry through certification in cannabis business operations, involving the following areas: cultivation, manufacturing, retail, delivery, and wholesale. This 12-credit certificate is suitable for individuals who have work experience, or an educational background, in a non-cannabis business field and would like to transition to a career in cannabis business. It is also suitable for individuals who enter college and make the decision to pursue a career in cannabis business. Credits earned through the Certificate in Cannabis Business Agent program will transfer seamlessly towards the A.S. Degree in Business Administration – Cannabis Studies option.

The proposed Certificate in Cannabis Business Agent does not exceed the programmatic mission of Hudson County Community College.

Catalog Program Description:

The Certificate in Cannabis Business Agent program provides students with the skills to secure a entry-level position in the cannabis business field. It also benefits those who are in the field and are interested in securing additional job skills. This Certificate program will increase students' access to employment opportunities. Potential careers include positions in cannabis cultivation, manufacturing, retail, delivery, and wholesale.

II. EVALUATION AND LEARNING OUTCOMES ASSESSMENT PLAN FOR THE PROGRAM

College Mission

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

Program Mission

The mission of the Certificate in Cannabis Business Agent is to prepare students on concepts, knowledge, techniques, and skills necessary for entering the cannabis business field as well as to provide additional job skills for those who are already in the field.

Program Goals

1. Prepare students to meet the employment needs for entry-level positions within the industry.
2. Prepare graduates already in the field with additional cannabis business operational job skills.

PROGRAM LEARNING OUTCOMES (PLO):

Certificate-Cannabis Business Agent

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

1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures.
2. Utilize a computerized product tracking, point of sale, and accounting program in a cannabis company.
3. Practice safe handling procedures within a cannabis operation.

Program Learning Goals	Student Learning Outcomes	Course Where Outcomes are Assessed	Assessment Method
Goal #1: Prepare students to meet the employment needs for entry-level positions within the industry.	1. Perform all steps of the cannabis seed-to-sale tracking and reporting cycle, including assigning plant identification codes, plant tagging, batch tracking, testing and recall procedures. 3. Practice safe handling procedures within a cannabis operation.	CAN 101 CAN 121 CAN 201	Written Assignments Quizzes/ Exams Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up Project
Goal #2: Prepare graduates already in the field with additional cannabis business operational job skills.	2. Utilize a computerized product tracking, point of sale, and accounting program in a cannabis company.	CAN 101 CAN 121 CAN 201	Written Assignments Quizzes/ Exams Student satisfaction survey results Capstone Project/Plant Tracking Cycle Seed-to-sale Set-Up

Assessment Method	Targeted Audience	Target	Timeline
Student satisfaction survey results	Current Students	4.0/5.0	Each Course, Each Semester
Retention Rates	Current Students	80%	Per Semester/ End of Course
Graduation Rates / Transfer Rates	Graduates	80%	Beginning with 1st Cohort
Employment Rates	Alumni	80%	End of Each Academic Year

List of Major Requirements & Electives

	CSC 100	**OR**	ENG 101	CAN 101	CAN 121	CAN 201
Program Outcome 1	✓✓✓		✓✓✓	✓✓✓	✓	✓✓✓
Program Outcome 2	✓✓✓		✓✓✓	✓✓✓	✓✓✓	
Program Outcome 3				✓✓✓		✓✓✓

Note: ✓ = extent to which course helps students achieve program goals:

✓ (=1, minimal) ✓✓ (=2, moderate) ✓✓✓ (=3, significant)

III. RELATIONSHIP OF THE PROGRAM TO THE INSTITUTIONAL STRATEGIC PLAN:

The Certificate in Cannabis Business Agent program is in line with the mission statement of the college as it will provide diverse students (both new and experienced) with a "high quality educational program" that will enable them to find employment as well as capitalize on opportunities for "upward social and economic mobility".

The Certificate – Cannabis Business Agent helps HCCC to execute its strategic plan in the following ways:

Strategic Direction 1: A Culture of Student Success and Completion Grounded in Data and Best Practices
Strategic Initiative 1: Promote equitable outcomes by meeting the unique academic and non-academic needs of diverse student populations.
Outcome: The Certificate in Cannabis Business Agent will offer students the opportunity to develop cannabis compliance skills or further enhance their compliance skills to meet workforce needs.

Strategic Direction 3: Innovative Programming for Students Aligned with Workforce and Community Needs
Strategic Initiative 8: Assess and revise course curricula, degree and certificate programs to address workforce and community needs. Strategic Initiative 9: Develop and expand the number of articulation agreements that link and align non-credit and credit programs, and pathways to four-year colleges and universities. Strategic Initiative 10: Establish flexible, short-term credential programs. Strategic Initiative 11: Increase opportunities for service learning through apprenticeships, internships, externships, other high-impact experiences, and for the utilization of prior learning assessment
Outcome: The Certificate in Cannabis Business Agent is a stepping stone to the AS in Business Administration – Cannabis Studies degree program. Some students will be more inclined to complete a shorter-term flexible program as compared to the AS in Business Administration program, which will take at least two years. It is anticipated that the credits from this program will be transferrable to the local four-year colleges that we have articulation agreements with. Enrollment in the certificate program will continue to increase as this option can benefit both employed and unemployed cannabis business professionals.

Strategic Direction 5: Facilities and Technology that Serve the College and Community
Strategic Initiative 16: Expand high-quality and diverse remote, online and hybrid learning modalities
Outcome: Although this curriculum is currently theory based only, the projected future of cannabis curriculum will incorporate tangible lab experiences for the students with outside employer partners. Future initiatives will include the analysis of cannabis in science labs and the preparation of foods in the culinary labs.

IV. NEED

Justification

HCCC's 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.

With the rise in the acceptance and legal use of cannabis in the United States, there is an ever-growing opportunity to make HCCC a regional leader in preparing the new workforce. The state government has enacted regulations to allow for the legal and taxable sale of cannabis and cannabis-related products. This multi-billion-dollar industry is only in its infancy in this region of the United States. The state of NJ is expected annual tax revenue to exceed $300 million (nj.com, February 2021).

Because cannabis possession and use are still illegal at the federal level, the Bureau of Labor Statistics does not track the labor market. However, Forbes Magazine reports that the more than 100,000 cannabis jobs created in 2021 were a 33% increase from prior year. The year 2021 showed the fifth consecutive year that the cannabis industry had an annual job growth rate of 27% or higher. To put this in better perspective, the U.S. Bureau of Labor Statistics has projected that employment growth in business or financial jobs will grow only 8% by 2032 (Forbes, 2022).

The Certificate – Cannabis Business Agent supports the College's mission by providing students with educational opportunities that will prepare them for employment in the newly emergent cannabis industry.

The Certificate – Cannabis Business Agent program is designed for individuals interested in securing an entry-level position in the cannabis business field. It will also benefit those who are interested in gaining additional job skills.

In conjunction with Whitney Economics, Leafly released its annual Jobs Report 2022 on February 23. The report states that approximately 428,059 full-time jobs have been supported by the legal cannabis industry (as of January 2022) over the past year.

This program could provide an alternate program for those who already have earned a Bachelor's Degree in some other field and now wish to transition to an entry-level career in the cannabis industry.

Graduates of this certificate program can earn up to $20-25 per hour, at the entry-level. Specific examples of job titles associated with this degree are inventory associate, quality assurance technician, cultivation employee, manufacturing technician, and retail associate, among several other opportunities.

We will be one of the only community colleges in the state of New Jersey with proprietary cannabis curriculum.

Comparable Certificate Programs:

NJ County Colleges and Four-Year Colleges and Universities:	**Certificates Offered:**
Atlantic Cape Community College	NJ Cannabis Certified**
Bergen County Community College	Dispensary Agent Skills and Cannabis Certificate of Achievement in Medicinal and Industrial Cannabis
Cumberland County College	Agricultural Studies
Essex County College	None
Mercer County College	NJ Cannabis Certified
Middlesex County College	NJ Cannabis Certified
Morris County College	None

Passaic County College	None - Exploring options
Raritan Valley Community College	NJ Cannabis Certified
Rowan College- South Jersey	NJ Cannabis Certified
Rutgers University	Some lecture courses
Stockton University	Online Cannabis Studies Certificate
Union County College	NJ Cannabis Certified

**NJ Cannabis Certified is a private, for-profit company that provides 100% online cannabis curriculum to community colleges. The curriculum is self-directed and contains only 15 hours of instruction at a cost of $500. The revenue received from this curriculum is divided 60/40 with each participating community college. Institutions of higher education have received strong interest from the general public for this curriculum. However, the courses remain property of NJ Cannabis Certified.

V. STUDENTS

It is expected that approximately 10 students will enroll in the Certificate – Cannabis Business Agent program beginning in July 2022. A consistent enrollment of twenty-five (25) students per academic year is anticipated.

The program will be marketed on the www.hccc.edu main webpage. We will also disseminate this information to approved cannabis license holders in and around Hudson County.

VI. PROGRAM RESOURCES

Most of the resources necessary for a Certificate in Cannabis Business Agent are already in place at the College. Three new courses will be prepared for this proficiency certificate. The other courses are offered in the in-person, remote, and online modalities and in multiple instances throughout the academic year.

New adjunct faculty are needed for the program, who specialize in the cannabis industry. Recruitment efforts will occur in the coming months as a Cannabis Advisory Board is also created. This curriculum is 100% lecture-based and will not require anything in excess of a traditional lecture classroom and its pertinent audiovisual technology.

VII. DEGREE REQUIREMENTS

Proficiency Certificate

General Education			Major Requirements	
Category	**Course**	**Credits**	**Course**	**Credits**
General Education	ENG 101 College Composition I **OR** CSC 100 Introduction to Computers	3	CAN 101 Cannabis Compliance	3
			CAN 121 Justice in Cannabis	3
			CAN 201 Cannabis Health & Safety	3
Proficiency Certificate – Cannabis Agent 12 credits			General Education Total Credits: 3	Major Requirements Total Credits: 9
		TOTAL:		**12**

PROGRAM REQUIREMENTS

Course	Course Description	Credits
ENG 101 or CSC 100	College Composition I **or** Intro to Computers	3
CAN 101	Cannabis Compliance	3
CAN 121	Justice In Cannabis	3
CAN 221	Cannabis Health & Safety	3
Total		**12**

New Courses Requiring Development: 3 lecture courses

CAN 101 - Cannabis Compliance - 3 credits
This course provides basic knowledge of the law and regulations governing the cannabis industry. Students will be instructed on methods to track good compliance to ensure consumer health and safety and diversion prevention. This course familiarizes students with Metrc-the NJ state mandated point of sale system, which tracks authorized sales, inventory management, and recall operations. Students also develop a simulated peer-to-peer training session that demonstrates their knowledge of the compliance procedures most common in the field, combined with their ability to communicate them to regulatory agencies.

CAN 121 - Justice in Cannabis - 3 credits
This course provides basic knowledge regarding the roots of cannabis prohibition and its multi-generational impact on our country and around the world. Students will demonstrate knowledge about the global re-legalization efforts surrounding cannabis use. Students will effectively demonstrate knowledge of the social equity programs in the state of New Jersey, among other states.

CAN 201 - Cannabis Health & Safety - 3 credits
This course introduces the fundamentals of biosecurity, various pests that pose a threat to cannabis production, and products throughout the entire vertical supply chain. The various insects, microbes, birds and rodents that pose a threat to the production of quality cannabis are discussed. Students will be given insight on leading integrated pest management theory, workplace sanitation, reporting, and accountability. Student will also be introduced to safe-handling procedures and the basics of OSHA.

Required Courses:

CSC 100 Intro to Computers and Computing - 3 credits
This course introduces beginning students to computers and the latest application software. The course includes the history of computers, information processing, file management, discussion of hardware and software, operating systems and utility programs, and the Internet. The laboratory component includes Microsoft Office XP (Word, Excel, Access, PowerPoint). This course may not be used for credit by Computer Science or Management Information Systems majors.

OR

ENG 101 - College Composition I – 3 credits
College Composition I helps students strengthen their college level writing skills. Students deepen their critical thinking and hone their writing process and judgment as they compose for a variety of purposes and audiences. Throughout the semester, students revise and edit their writing to produce well-developed, grammatically clear, and coherent academic prose. While Composition I does not require a research paper, students begin to select, integrate, and synthesize outside sources into their compositions

VIII. Anticipated Cost of the Program

Anticipated Cost for the Program

A. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$ 0
Consultation Fee	$0
Expected cost for course development	$ 10,000
Other	$ 0
TOTAL Initial One-time cost	$ 10,000

B. On-Going Annual Operational Cost for the Program

Supplies	$0
Instruction	$0
Faculty Salaries FT	$ 0
Adjunct (4 courses x 3 credits per course x $792 per credit)	$9,504 per semester
TOTAL Instruction	$9,504

Instructional Support Personnel

Program Coordinator	$ 0
Contractual Services	$ 0
Professional Membership & Accreditation fees	$ 0
Consultants	$ 0
Travel	$ 0
Licensure agreements	$ 0
TOTAL	$ 0

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT COVER PAGE

Date: 3-16-2022

Institution:	Hudson County Community College
New Program Title:	Construction Management (CNM)
Degree Designation:	Certificate
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	Associate
Degree Abbreviation:	CONSTMGT.CERT
CIP Code and Nomenclature (*if possible):* *If outside the classification indicate Not Applicable.*	46.0499
Campus(es) where the program will be offered:	*Journal Square Campus* *25 Journal Square* *Jersey City, NJ 07306*
Date when program will begin (month and year):	Fall 2022
List the institutions with which articulation agreements will be arranged:	NJIT, FDU

Is licensure required of program graduates to gain employment? Yes __X__ No ___

Will the institution seek accreditation for this program? Yes _____ No _X___

- If yes, list the accrediting organization:

_____

Program Announcement Narrative:

- Objectives page(s): __2____
- Need page(s): __4____
- Student enrollments page(s): __6____
- Program resources page(s): __14____

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT
Certificate in Construction Management

Program Announcement Narrative

I. Objectives

The certificate program in construction management is designed to prepare students for careers in construction industry. The program includes general education courses and courses, specific to construction management that includes technical skills as well as supervision, planning, coordination and budgeting of a construction project.

A construction manager plans, coordinates, budgets, and supervises construction projects from start to finish. They work closely with other building specialists, such as architects, civil engineers, and trade workers (e.g. stone masons, electricians, and carpenters) to make sure that projects meet design specifications, are completed on time and within budget.

Students will learn to understand and manage all phases of modern-day construction. They will be exposed to new construction methods protocols, materials, testing procedures and management principles. Special emphasis will be placed on ensuring that graduating students are able to pass the national licensing exams.

Adding this program is part of making HCCC a comprehensive community college in that it provides employment-related education in a growing field. The program is expected to attract all type of people i.e., high school graduates, people in the middle of changing their careers and veterans. The program is also expected to attract members of the building trades who are interested in advancing into management, a constituency which is currently not fully served.

The proposed program does not exceed the programmatic mission of Hudson County Community College.

Catalog Program Description:

The certificate program in construction management is designed to prepare students for careers in construction industry. The program includes general education courses and courses, specific to construction management that includes technical skills as well as supervision, planning, coordination and budgeting of a construction project.

Students will learn to understand and manage all phases of modern-day construction. They will be exposed to new construction methods protocols, materials, testing procedures and management principles. Special emphasis will be placed on ensuring that graduating students are able to pass the national licensing exams.

II. Evaluation and Learning Outcomes Assessment plan for the program

Upon successful completion of the Construction Management Program the student will be able to:

1. Effectively communicate through oral and written means, prepare reports, present projects, correspond with supervisors and clients, and deliver instructions.

2. Administer all phases of construction. Apply scientific knowledge and principles, quantitative methods, and technology tools to think critically and solve complex analytical problems at work.

3. Maintain effective project delivery. Interpret and explain contracts, construction drawings, blue prints and technical information to other professionals. Respond to work delays, emergencies, and other problems.

4. Collaborate with architects, engineers, and other construction specialists. Select, schedule, and coordinate subcontractor activities.

5. Comply with legal requirements, building and safety codes, and other regulations.

6. Prepare cost estimates, budgets, and work timetables.

See *Appendix* for Assessment Plan.

III. Relationship of the program to institutional strategic plan

Goal	Strategy	Construction Management Program
1.1	Review academic programs and develop new credit and non-credit programs and classes to meet career and workforce needs, the demands of the new economy, and changing demographics.	The construction management profession is an emerging field and suited to all those students who are in need to enter into work force after high school graduation. The construction industry in Hudson County is booming both in road/bridge repair and in new building, and the county has a large working-class population that will find this program appealing.
1.5	Identify and develop at least one signature program in each academic division, including identifying signature programming offered at the North Hudson Campus.	It is expected to be a successful program in STEM
2.4	Provide more individualized support services that are responsive to the unique and increasingly complex needs of the students we serve.	Over time most of the professions in construction need some sort of certification. The program will provide an opportunity to all such students who need additional coaching and counseling to pass certification exams.
5.4	Expand revenues through enrollment increase; private giving; grants; the development of profit centers; and county, state and federal support.	The program will attract new students and will boost enrollment and revenues for the institution.

5.9	Develop and implement an aggressive enrollment plan, reviewed and revised annually, that will optimize enrollment growth in the numbers of both in-person and online students, and that addresses how the College can best capitalize on Hudson County regions experiencing population growth, such as Journal Square, Kearny, Harrison and the Waterfront.	Discussed above in goal 1.1 and 2.4
6.2	Strengthen workforce development programs through partnerships with local businesses and the Hudson County Workforce Investment Board (WIB).	As technology is rapidly changing, companies in construction business need to continuously retrain their manpower to remain in compliance. The institution can make partnership with local companies to market its program.
6.3	Implement a comprehensive system for analyzing workforce trends to ensure college services and programs are meeting the needs of the local community	Discussed above in goal 6.2
6.4	Increase student recruitment efforts, emphasizing traditionally underserved students as well as non-traditional populations who can benefit from an HCCC education.	HCCC currently offers few opportunities for members of the building trades to advance within their profession. The program will largely serve those already in the trades.

IV. Need

Justification

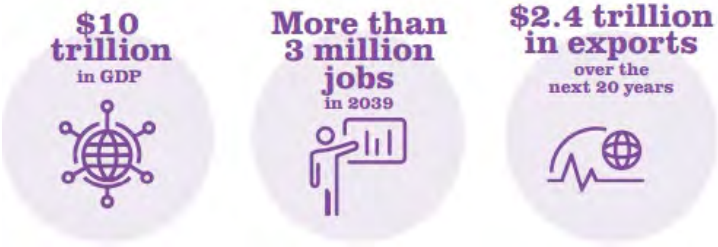
American infrastructure is old and crumbling. The nation became the leading economy of the world due to massive investment in its infrastructure during the 1950's and 1960's. However, it is degrading rapidly and needs a quick fix to remain competitive. Every fourth of the nation's 607,380 bridges is considered structurally deficient or functionally obsolete. Nearly 14,000 of the nation's 84,000 dams are considered to be high-hazard[1]. 65% of America's major roads are rated in less than good condition. 45% Americans lack access to transit[2].Our water pipes are nearing the "end of their useful life". Over half of 2.5 million miles of pipeline used for transportation of fuel and gas is over fifty years old (Groeger, 2012). All our existing airports are extremely congested and outdated by international standards. None of the American ports are capable of handling world largest shipping containers.

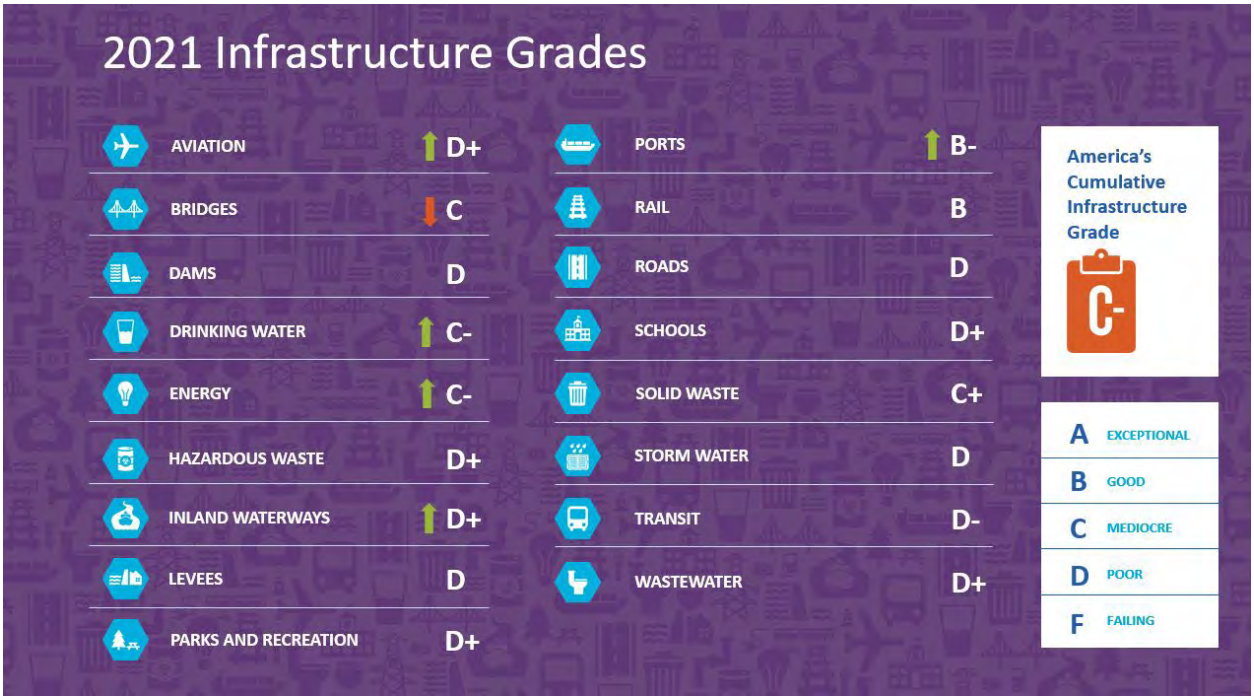
The American Society of Civil Engineers (ASCE) issues a report every four years outlining the state of U.S. infrastructure on sixteen different forms of infrastructure. Their most recent report released in 2021 gave the overall system a grade of "C-," including eleven "D's," four "C's," and only two "B." ASCE discovered in its 2021 study, *Failure to Act: Economic Impacts of Status Quo Investment Across*

[1] www.wired.com/2015/.../time-fix-americas-infrastructure-heres-sta...

[2] https://www.whitehouse.gov/sites/default/files/docs/economic_analysis_of_transportation_investments.pdf

Infrastructure Systems, failing to close this infrastructure investment gap brings serious economic consequences. By 2039, a continued underinvestment in our infrastructure at current rates will cost:





CUMULATIVE INVESTMENT NEEDS BY SYSTEM BASED ON CURRENT TRENDS, 2020 TO 2029

ALL VALUES IN BILLIONS

Infrastructure System	Total Needs	Funded	Funding Gap
Surface Transportation[1]	$2,834	$1,619	$1,215
Drinking Water / Wastewater / Stormwater[2]	$1,045	$611	$434
Electricity[2]	$637	$440	$197
Airports[2]	$237	$126	$111
Inland Waterways & Marine Ports[2]	$42	$17	$25
Dams[3]	$93.6	$12.5	$81
Hazardous & Solid Waste[4]	$21	$14.4	$7
Levees[5]	$80	$10.1	$70
Public Parks & Recreation[6]	$77.5	$9.5	$68
Schools[7]	$870	$490	$380
Totals	**$5,937**	**$3,350**	**$2,588**

In its report ASCE has recommended that American governments must tackle these problems, or we will face severe economic consequences. According to an estimate, US would have to invest $5.9 trillion to upgrade its aging infrastructure by 2029.

Historically, investment in the infrastructure had always been a tool to get out of recession. Every $1 billion invested in roads and bridges generates approximately 34,700 jobs. Every dollar taxpayers invest in public transportation generates up to $6 in economic returns, which translates into higher revenues for cities and states

As part of this effort, on July 6, 2012, President Obama signed into law P.L. 112-141, the *Moving Ahead for Progress in the 21st Century Act (MAP-21)*. The law called on federal agencies to find new ways to increase investment in ports, roads, bridges, broadband networks, drinking water and sewer systems and other projects by facilitating partnerships between federal, state and local governments and private sector investors.

On Nov. 15 President Biden signing the bipartisan $1.2 trillion infrastructure bill. The bill will direct federal funding to all 50 states, so they can do badly needed repairs on roads and bridges. It will also put millions of workers back to work and help further reduce unemployment.

Construction of the new Tappan Zee Bridge and LaGuardia Airport New York, Cleveland Rapid-Transit-Station, Boston South Station, Pensacola Bay Bridge Florida, Light-Rail projects of Seattle and in our immediate neighborhood the construction of new Bayonne Bridge, up gradation of Pulaski Skyway bridge and plans to replace existing Port Authority Bus Terminal in NY are all steps in this regard with many more to come.

Investigation of major failure in aging infrastructure reveals defective materials, poor workmanship and basic technical flaws. The construction of 21st century infrastructure will be highly regulated. Every aspect

of a project will be closely monitored and will be documented. This will further generate higher demand for construction managers.

The proposed Construction Management Certification Program will meet the future demands of construction firms. The certificate program is also designed to provide smooth transfer to A.A.S. degree programs at colleges and universities.

Relationship to Institutional Mission

The program will cater the need of a large segment of the population of Hudson county and businesses, fulfilling the following mission statements of college.

- To provide associate degree programs that will prepare students for immediate employment or provide for career enhancement.
- Providing courses and associate degree programs for transfer into four year institutions.
- To provide educational and support services to businesses and industries to meet workforce needs and to promote the economy of the county.
- The expansion of academic collaborations with external partners.
- To provide programs and services appropriate to the linguistic diversity of the community.
- Creating signature STEM program in alignment with the strategic goal: Positioning STEM as HCCC signature programs.

Similar Programs

Statewide, comparable programs which are similar in content may be found at:

Camden County College --- Certificate (Uniform Construction Code – Building Inspector)
Rowan College of South Jersey --- Civil Engineering Certificate of Achievement
Engineering Technologies Construction Supervision Certificate of Achievement
Mercer County Community College --- Certificate (Building Construction Technology)
Middlesex County College --- Certificate (Civil Engineering Technology)

Brookdale Community College --- A.A.S. (Civil Engineering)
Burlington County College --- A.S. (Construction Management)
Cumberland County College ---A. A.S./Certificate (Construction Supervision)
Mercer County Community College --- A.A.S (Civil Engineering Technology)
Middlesex County College --- A.A.S. (Civil Engineering Technology)
Sussex County Community College --- A.A.S. (Building Construction)
Union County College --- A.A.S. (Construction Engineering Technology)
Thomas Edison State University --- A.A.S. (Construction and Facilities Support)

Stevens Institute of Technology --- MS (Construction Management)
Fairleigh Dickinson University --- (B.S.) – Construction Engineering Tech.
The College of New Jersey --- BS (Engineering Management)
Thomas Edison State College --- BS(Construction Technology)
Rutgers --- MBS (Construction Management/Engineering Management)

V. Student Enrollments

It is expected that the program will attract substantial number of applicants. The targeted student population is;

- Recent high school graduates.
- Workers already in the construction field but aiming to advance their careers.
- Military veterans and people changing their professions.

The proposal estimates that there will be:

Year One	Year Two	Year Three
1st Semester 20	1st Semester 25	1st Semester 25
2nd Semester 20	2nd Semester 25	2nd Semester 25
Year Total 40	**Year Total 50**	**Year Total 50**

VI. Program Resources

The proposed Construction Management Program draw coursework from already existing courses at the college in addition to new courses that are developed by HCCC faculty. No additional full-time faculty is needed for the program. However, adjunct faculty members will be needed to teach construction-related courses.

The program will require Chemistry, Computer and General Construction laboratories. The existing facilities in the college are quite adequate.

Most of the course material will be available in the text books and online. Additional material will be provided in the form of handouts. The process of upgrading the library has already been initiated.

VII. Degree Requirements

Curriculum Design

Degree Program Construction Management – Certificate

CSS 100 – College Student Success 1 (College Requirement/HCCC students)

General Education Requirement*

	Course Code	Course Title	Credits
Communication	ENG 101	English Composition I	3
Technology and Competency	CSC 100	Introduction to Computers and Computing	3

Major (Specialized) Requirement

Course Number	Course Title	Credit
CNM 120	Introduction to Engineering Science and Calculation	4
CNM 201	Introduction to Basic Structures	3
CNM 202	Construction Procedures, Material and Testing	4
CNM 205	Surveying and Site Planning	3
CNM 220	Construction Codes	3
CNM 222	Construction Project Management	4
CNM 225	Cost Estimation	3
CNM 230	Construction Project Planning and Control	3
	Total Credits (General Education & Major Specialized	**34**

Suggested Sequence - Certificate in Construction Management

First Semester	Credits
CSS 100 – College Student Success	1
ENG 101 – English Composition 1	3
CSC 100 – Introduction to Computers and Computing	3
	7

Second Semester	
CNM 120 – Introduction to Engineering Sciences and Calculations	4
CNM 202 - Construction Procedures, Material and Testing	4
CNM 201 - Introduction to Basic Structures	3
CNM 205 - Surveying and Site Planning	3
	14

Third Semester	
CNM 220 - Construction Codes	3
CNM 222 -Construction Project Management	4
CNM 225 -Cost Estimation	3
CNM 230 -Project Planning and Control	3
	13

TOTAL — 34

Comparison of Construction Management Certificate Programs Among Sister Community Colleges In NJ - (General Education)

Green Color: HCCC existing or proposed Courses
Black Color: Other Colleges

	HCCC Proposed Program (Const. Mgmt. Certificate)	Rowan College (Const. Supervisor Certificate)	Rowan College (Civil Eng. Certificate)	Essex County College (Building Code Certificate)	Mercer CCC (Building Construction Tech. Certificate)	Middlesex College (Civil Eng. Tech. Certificate)
ENG 101 English Composition I	✔			✔	✔	✔
CSC 100 Introduction to Computers & Computing	✔					
SPE 101 Oral Communication			✔			
ENG 105 Technical Writing				✔		

Comparison of Construction Management Certificate Programs Among Sister Community Colleges In NJ – (Program Courses)

	HCCC Proposed Program (Const. Mgmt. Certificate)	Rowan College (Const. Supervisor Certificate)	Rowan College (Civil Eng. Certificate)	Essex County College (Building Code Certificate)	Mercer CCC (Building Construction Tech. Certificate)	Middlesex College (Civil Eng. Tech. Certificate)
Introduction to Engineering Sciences and Calculations	✔					
Engineering Graphics	✔	✔	✔		✔	✔
Construction Codes	✔	✔		✔	✔	
Construction Procedures, Material and Testing	✔	✔	✔	✔	✔	
Introduction to Basic Structures	✔				✔	
Surveying and Site Planning	✔		✔		✔	✔
Contract Documentation and Record Keeping	✔					
Construction Project Management	✔					
Cost Estimation	✔	✔			✔	✔
Project Planning and Control	✔					
Business Law		✔				
Computer Aided Design – 3D Modeling		✔				
Linear Algebra			✔			
Engineering Statics			✔			
Mechanics of Materials			✔		✔	
Dynamics			✔			
Geographic Information System			✔			
Applied Mechanics					✔	
Strengths of Materials						✔

Comparison of Construction Management AAS Programs Among Sister Community Colleges In NJ – (Program Courses)

	HCCC Proposed Program (A.A.S.)	Burlington CC (A.S.)	Cuberland CC (A.A.S.)	Mercer CCC (A.A.S.)	Union CC (A.A.S.)
Introduction to Engineering Sciences and Calculations	✔				
Engineering Graphics	✔	✔ (elective)**	✔ (elective)	✔	✔
Construction Codes	✔		✔	✔	
Construction Procedures, Material and Testing	✔	✔	✔	✔	✔
Introduction to Basic Structures	✔	✔			✔
Surveying and Site Planning	✔	✔		✔ (Just Survey)	✔ (Just Survey)
Contract Documentation and Record Keeping	✔	✔ (elective)*	✔	✔ (just Contract)	
Construction Project Management	✔		✔ (field opp.)	✔	
Cost Estimation	✔	✔ (elective)**	✔	✔	
Project Planning and Control	✔		✔		
Principals of Financial Accounting I---(BCC)		✔			
Principals of Financial Accounting II---(BCC)		✔			
Business Law --- (BCC)		✔			
Statics and Strengths of Material --- (BCC)		✔		✔	✔
Computer Programming & Problem Solving --- (BCC)		✔			✔
CM 131 Construction Safety --- (CCC)			✔		
CM 204 Construction Specifications --- (CCC)			✔		
BU 115 Introduction to Business --- (CCC)			✔ (elective)		
CM 112 Material and Supply Management --- (CCC)			✔ (elective)		
IT 211 CAD II --- (CCC)			✔ (elective)		
Microeconomics --- (MCCC)	(elective-Gen.Ed)			✔	✔
Principles of DC Circuits --- (UCC)					✔
General Physics I, II --- (UCC)					✔
Soil Mechanics --- (UCC)					✔
Fluid Mechanics --- (UCC)					✔

One out of the two electives required** * One out of the two electives required**

Construction Management 4 year Programs at NJ Colleges & Universities (Possible Transfer)

HCCC	FAIRLEIGH DICKINSON UNIVERSITY (B.S.) – Construction Engineering Tech.	STEVENS INSTITUTE OF TECHNOLOGY (M.S) – Construction Management	THOMAS EDISON STATE COLLEGE (B.S.) – Construction	RUTGERS (B.S.) – Engineering Management
ENG 101 English Composition I	✔	✔	✔	✔
ENG 103 Technical Report Writing	✔	✔	✔	✔
ENG 112 Speech	✔	✔	✔	✔
CSC 100 Introduction to Computers & Computing				
MAT 100 College Algebra	✔	✔	✔	✔
MAT 103 - Business Mathematics				
CHP 100 Introduction to Chemistry	✔*	✔*	✔*	✔*
Social Science (ECO 201 Principles of Macroeconomics)	✔	✔	✔	✔
Humanity (elective)	✔			
Diversity (elective)	✔	✔	✔	✔
Introduction to Engineering Sciences and Calculations				
Engineering Graphics	✔	✔	✔	✔
Construction Codes	✔		✔	
Construction Procedures, Material and Testing	✔	✔	✔	✔
Introduction to Basic Structures	✔	✔	✔	✔
Surveying and Site Planning	✔	✔	✔	✔
Construction Project Management	✔	✔	✔	✔
Cost Estimation	✔	✔	✔	✔
Project Planning and Control	✔	✔	✔	✔

✔* Need advance course of chemistry i.e. Chemistry 1 for the undergraduate program

Program Related Courses

1. **Course Title: Introduction to Engineering Sciences & Calculation—CNM 120** Credits:4
This is a preparatory class for the students who intend to pursue a career in Construction Management or in the field of Civil Engineering. The course develops an understanding of the science and mathematics involved in engineering. Students learn to perform mathematical calculations used in construction and project management. Students analyze physical laws and how to apply that analysis in engineering fields. ***Co-requisite CSC 100***

2. **Course Title: Introduction to Basic Structures —CNM 201** Credits:3
This course provides students with a basic knowledge of structural analysis and design for buildings, bridges and other structures. Students investigate the behavior of structural systems and elements through design exercises, case studies, and load testing of models. Students design structures using timber, masonry, steel, and concrete and gain an appreciation of structural design, with an emphasis on environmental impact associated with large scale construction.

3. **Course Title: Construction Procedures, Material and Testing — CNM 202** Credits:4
Construction Procedures, Materials and Testing is a course in which construction systems are discussed along with material stresses and other engineering concepts. The course provides an introduction to materials used in construction as well as techniques used in blueprint reading for building construction. Students learn about construction methods through demonstrations and lab experiments. The main emphasis is on structural steel, masonry, wood, reinforced concrete, and combined structural systems. Students develop understanding of the construction process with different materials. They understand the relevant engineering and mathematical relationships.
Plant Operations (asphalt plant, concrete plant) – *rate of production vs rate of installation/construction.*

4. **Course Title: Surveying and Site Planning — CNM 205** Credits:3
Students learn site development, site selection, site analysis, site plans, designs, and approval processes. Students are introduced to the principles of construction surveying, project layout, and operation of surveying equipment. Topics include: interaction of surveying with other disciplines, measurements, concepts, accuracy, precision, and levelling; methods for measuring distance, elevation angles, bearings and azimuths using level instrument and transits; traverses and computations; basic topography and mapping. Laboratory and fieldwork experiences include a field trip to a nearby construction project to review equipment site planning and surveying procedures; and a team project to review steps involved in site planning through completion of two types of construction sites: a traverse and an as-built survey.

5. **Course Title: Construction Codes — CNM 220** Credits:3
This course provides students with a theoretical understanding of how to examine new and old structures to ensure they are built properly and follow applicable building codes and safety regulations. This course provides an introduction to the basics of working in the building inspection field with the knowledge of construction codes, required documentation protocol, and standard practices.

6. **Course Title: Construction Project Management — CNM 222** Credits:4
Students learn the processes, techniques and procedures involved in a construction project from conception to completion. The course provides an opportunity to learn about common construction methods and materials involved. Students also learn technical skills involving in the areas of cost

control, scheduling, risk analysis, delay analysis, administrative procedures, safety regulations, labor relations, and record keeping.

7. **Course Title: Cost Estimation — CNM 225** Credits:3
Students acquire a basic understanding of managing a project's cost. The course introduces the types of cost estimation from the conceptual design phase through the more detailed design phase of a construction project. In addition, the course highlights the importance of controlling costs and how to monitor project cash flow. Students develop a break-even analysis of construction tasks in a project. ***Co-requisite CSC 100***

8. **Course Title: Project Planning and Control — CNM 230** Credits:3
Students develop a basic understanding of project planning by comparing alternative designs and construction plans, methods of contracting, design management, and forms of information flow. Activities include writing contract proposal, identifying core problems in a proposal and their mitigation, preparing master plan schedules, tendering procedures, contractor cost calculations, and bid preparation. Students learn to budget, to plan and schedule construction, to manage production, and to employ project controls. Students acquire a basic level of proficiency in appropriate software. Capstone project: Concepts introduced during lecture will be reinforced during lab sessions.
Co-requisite CSC 100

VIII. Anticipated Cost for the Program
(Please attached to the New Degree/Certificate Proposal)

Anticipated Cost for the Program

I. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$ N/A
Consultation Fee[1]	$ 2500
Expected cost for preparation for Licensure Exam[2]	$ 500
Other	$
TOTAL Initial One-time cost	$ 3000

[1] *Include environment/economic scanning, initial advisory committee compensation, etc.*
[2] *Should consider factoring the cost into the program admission and/or graduation fees*

II. On- Going Annual Operational Cost for the Program *(As curriculum is a part of already ongoing A.A.S program in Construction Management, hence no additional cost is needed in most of the categories.*

- Instruction

Faculty salaries	
FT	$ N/A
Adjunct	$ N/A
TOTAL Instruction	$ N/A

- Instructional Support Personnel

Program Coordinator	$ 12000
Tutoring – *Program specific*	$ N/A
Lab assistance	$ N/A
Program Advisement	$ N/A
Clerical	$ N/A
TOTAL Inst. Support Personnel	$ N/A

- Additional library materials $ N/A

- Contractual Services

Accreditation fees	$ N/A
Consultants	$ N/A
Travel	$ N/A
Licensure agreements	$ N/A
TOTAL Contractual Services	$ N/A

Appendix

Program Goals	Student Learning Goals	Student Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 1. Provide a curriculum that prepares students with the knowledge and skills of construction technology for entry level positions.	**Student Learning Goal 1.1.** Student will learn basic engineering principles and calculations involved in construction.	**Student Learning Outcome 1.1.1.** Student will demonstrate an operational knowledge of the techniques associated with the design, construction and maintenance of residential and commercial structures. **Student Learning Outcome 1.1.2.** Perform calculation to solve construction problems	**CNM-120** Introduction to Engineering Sciences and Calculations	Exam content Case studies Mini projects
		Student Learning Outcome 1.2.1. Read construction drawings, plans and specifications and apply knowledge when executing, estimating and managing Projects.	**EGS-101** Engineering Graphics	
	Student Learning Goal 1.2. Define and examine various construction operations and their specific utilization as well as to learn and explore immerging technologies in the construction industry.	**Student Learning Outcome 1.2.2.** Understand and analyze the construction processes, structures, materials, system assemblies, equipment and requirements.	**CNM-202** Construction Procedures, Material and Testing **CNM-201** Introduction to Basic Structures	
		Student Learning Outcome 1.2.3. Understand and interpret structural, mechanical, electrical, and plumbing systems and related codes.	**CNM-220** Construction Codes	

		Student Learning Outcome 1.2.4. Apply basic surveying techniques for construction layout and control. **Student Learning Outcome 1.2.5.** Integrate and apply the concept of sustainability to built-environment through design and construction practices.	**CNM-205** Surveying and Site Planning	

Program Goals	**Student Learning Goals**	**Student Learning Outcomes**	**Courses or Other Points in the Curriculum Where Outcomes are Assessed**	**Assessment Methods or Tools**
Program Goal 2. Provide courses that develop planning, budgeting, problem solving skills and communication for effective management of construction projects	**Student Learning Goal 2.1.** Graduates will learn preparation of cost estimates and scheduling of various construction projects both manually and with the use of computer software. **Student Learning Goal 2.2.** Apply proper judgment to solve different construction problems and situations through the application of the concept of law, risk management, safety and regulation governing the construction industry;	**Student Learning Outcome 2.1.1.** Each graduating student will demonstrate the ability to use computer software for estimating (electronic spreadsheet) and scheduling (Primavera program) in the senior project. **Student Learning Outcome 2.2.1.** Identify legal business matters related to contracts and apply ethical standards to all business practices. **Student Learning Outcome 2.2.4.** Evaluate and interpret construction laws and regulations. **Student Learning Outcome 2.2.2.** Understand and analyze the need for safety awareness in the construction industry and apply safety regulations on the jobsite.	**CNM-225** Cost Estimation **Software** Excel Spreadsheet WinEst Primavera **CNM-222** Construction Project Management **CNM-230** Project Planning and Control	A detailed quantity survey (takeoff) based on assigned plans and drawings of a construction project is developed and submitted by each student individually. A detailed construction schedule (Critical Path Method) based on assigned plans and drawings of a construction project is developed and submitted by each student individually

	Student Learning Goal 2.3. Communicate professionally, both verbally and in writing.	**Student Learning Outcome 2.2.3.** Exercise independent judgment in expediting and scheduling work without jeopardizing its effectiveness, safety or cost. **Student Learning Outcome 2.2.5.** Understand and apply material procurement and management. **Student Learning Outcome 2.2.5.** Graduates will demonstrate an ability to communicate their ideas effectively through written and oral reports.	**ENG-101** College Composition 1 **ENG-103** Technical Report Writing **ENG-112** Speech	Each student will prepare a comprehensive project report explaining concepts, processes, techniques, methods and information and present verbally at the conclusion of the program

Program Goals	Student Learning Goals	Student Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 3. Partner with industry to enhance curriculum and career opportunities.	**Student Learning Goal 3.1.** Students are required to obtain a minimum of 80 hours of relevant work experiences in the construction industry prior to graduation	**Student Learning Outcome 3.1.1.** Internships should expose students to various levels of responsibility and problem solving activities and reinforce the need for collaboration and cooperation among project team members.	• Encourage students to attend and participate in local and national seminars and symposium to enhance and supplement their skills and knowledge gained inside the classroom. • Encourage students to showcase their gained knowledge in local and national competition to broaden their knowledge and understanding to construction industry.	Students are required to develop organizational charts and roles and responsibility matrices for both the project and company levels of construction operations. Assignments also include determining the proper project management team for various complexity levels of projects.

Program Goals	Student Learning Goals	Student Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 4. Prepare students for professional growth and leadership through honesty, integrity, and ethical	**Student Learning Goal 4.1.** Identify legal business matters related to contracts and apply	**Student Learning Outcome 4.1.1.** Graduates will be seen as professionals within the industry by their	Ethics and professionalism are discussed in each course. Often times the use of real-world cases studies are	Measured by the rating of employer appraisal of students. Internship feedback surveys

practices.	ethical standards to all business practices.	high levels of ethics and responsibility. This is based upon the perceptions of their supervisors, executives and industry peers.	utilized as a basis for the discussion. Instructors also use actual student experience from internships to discuss ethical / unethical and professional / unprofessional practices that they were exposed to. Class lectures involve "ethics across the curriculum". Based on the American Council for Construction Education (ACCE) accreditation requirements.	

Assessment Tool	Targeted Audience	Purpose	Timetable
Enrollment / Retention rates	Students / Program	To analyze students trend and commitment.	Every semester
Student participation in conferences	Students	To assess students motivation and passion.	Every semester
Job placement data	Students / Program	To evaluate students readiness for the job market	Annually
Internship proficiency survey	Student Intern	To examine students' performance in the field and program performance.	Annually
Employer survey	Supervisor	To examine students' performance in the field and program performance.	Annually
Graduation satisfaction survey	Student	To asses students satisfaction about the program	Every semester
Admission to undergraduate programs	Student	To promote life-long learning	Every semester

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT COVER PAGE

Date: 3/16/2022

Institution:	Hudson County Community College
New Program Title:	Community Healthcare Navigator
Degree Designation:	Proficiency Certificate
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	Associate Degree
Degree Abbreviation:	COMMHEALTHNAV.PROF
CIP Code and Nomenclature (*if possible):* *If outside the classification indicate Not Applicable.*	51.2208 – Health Professions & Related Programs - Public Health
Campus(es) where the program will be offered:	*Journal Square Campus* *25 Journal Square* *Jersey City, NJ 07306*
Date when program will begin (month and year):	Fall 2022
List the institutions with which articulation agreements will be arranged:	

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:

_____

Program Announcement Narrative:

- Objectives page(s): ___2___
- Need page(s): ___5___
- Student enrollments page(s): ___5___
- Program resources page(s): ___5___

PROGRAM ANNOUNCEMENT
Community Healthcare Navigator Proficiency Certificate

Program Announcement Narrative

I. Objectives

The Community Healthcare Navigator Proficiency Certificate prepares students for entry-level healthcare navigation employment opportunities in physician practices, clinics, and community health centers. The work of a navigator varies based on the organization and specialty areas of employer. Navigators assist clients with the complicated process of accessing and using medical systems. This is a "stackable" certificate; all courses nest directly into the AS Public Health Option to Health Services degree program. This proficiency certificate can act as an "off-ramp" for a pre-RN majors, allowing students to an "on-ramp" upon completion as a better prepared pre-RN major. The certificate also allows AS Public Health declared majors to jump start the degree and gain practical experience early in their education.

This program does not exceed the programmatic mission of Hudson County Community College.

Catalog Program Description**:**
The Community Healthcare Navigator Proficiency Certificate prepares students for entry-level healthcare navigation employment opportunities in physician practices, clinics, and community health centers. The work of a navigator varies based on the organization and specialty areas of employer. Navigators assist clients with the complicated process of accessing and using medical systems. This is a "stackable" certificate; all courses nest directly into the AS Public Health Option to Health Services degree program. This proficiency certificate can act as an "off-ramp" for a pre-RN majors, allowing students to an "on-ramp" upon completion as a better prepared pre-RN major. The certificate also allows AS Public Health declared majors to jump start the degree and gain practical experience early in their education.

II. Evaluation and Learning Outcomes Assessment

Program Learning Outcomes:

Graduates of the program will be able to:

1. Understand the common areas of healthcare navigation: disease management in primary care, substance abuse, and mental health.
2. Explain ethical patient care in healthcare delivery settings.
3. Identify the socio-economic and socio-cultural factors that impact health and contribute to healthcare disparities.
4. Assist patients with resource coordination in navigating healthcare systems and community resources to comply with patient plans of care.
5. Maintain clear and accurate records needed by offices and practices for possible legal needs of the client.
6. Facilitate communication among clients, family members, and healthcare agencies to ensure patient satisfaction and quality care.

Program Learning Goals	Program Learning Outcomes	Course or Points in the Curriculum Outcomes Assessed	Assessment Methods or Tools
Goal #1: Provide students with basic principles of human health and disease and public health	1. Understand the common areas of healthcare navigation: disease management in primary care, substance abuse, and mental health.	BIO 107 or BIO 211 HLT 216 Healthcare Navigation HLT 215 Service Learning	Quizzes Midterm/Final Quizzes Midterm/Final Interviews/Observations w/response paper Create: Navigation process map Academic Service-Learning Debriefing journal and discussion
Goal #2: Engage students in ethical public health scientific inquiry, problem solving, and basic epidemiology.	2. Explain ethical patient care in healthcare delivery settings.	HLT 210 Medical Law and Ethics HLT 216 Healthcare Navigation	Quizzes Midterm/Final Case Study Discussion Papers focus: ~medical interpretation ~CLAS standards ~Public insurance
Goal #3: Teach students and apply intersectionality of environmental, social, cultural, and political factors impacting health promotion and disease prevention.	3. Identify the socio-economic and socio-cultural factors that impact health and contribute to healthcare disparities.	HLT 110 Culture, Diversity, and Healthcare HLT 216 Healthcare Navigation	Quizzes Midterm/Final Case Study Discussion Papers focus: ~medical interpretation ~CLAS standards ~Public insurance ~NGO's municipal & state
Goal #4: Promote an understanding of social justice and cross-cultural understanding as it impacts health promotion and disease prevention in the community.	4. Assist patients with resource coordination in navigating healthcare systems and community resources to comply with patient plans of care.	HLT 216 Healthcare Navigation HLT 215 Service Learning	Quizzes Midterm/Final Interviews, observations discussion with navigators, clients at clinics, substance abuse programs, reentry programs. Capstone Paper

			highlights the intersectionality of socio-cultural and justice factors in accessing & receiving healthcare in community
	5. Maintain clear and accurate records needed by offices and practices for possible legal needs of the client.	HLT 210 Medical Law and Ethics HLT 215 Service Learning	Applied focus during observation hours and working with staff at sites.
	6. Facilitate communication among clients, family members, and healthcare agencies to ensure patient satisfaction and quality care.	HLT 216 Healthcare Navigation HLT 110 Culture, Diversity & Healthcare HLT 215 Service Learning	Applied focus during observation hours and working with staff at sites.

The following table represents the assessment monitoring areas. The Program Coordinator together with the Associate Dean will monitor these variables.

Assessment Tool	**Targeted Audience**	**Purpose**	**Timetable**
Retention Rate	Enrolled students	Monitor of GPA	Each semester
Completion Rate	Graduation rate	Number who complete the requirements for the degree.	Yearly
Transfer Rate	Transfer students	Number of students accepted into upper division colleges & universities.	Yearly

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

Strategic Direction 3: Innovative Programming for Students Aligned with Workforce and Community Need.

Healthcare professionals, at all levels, are in dire need in Hudson County, the NJ/NYC metro area and, State of NJ. Leverage with current agency relationships such as the North Hudson Community Action Corporation, Englewood Health Physicians' Practice Network, New Jersey Reentry Corporation, and others, as sites for service learning. This proficiency certificate is created within the spirit of the Vision Statement below:

> HCCC assesses the needs of the local and statewide labor markets to develop academic programs and workforce credentials that prepare and empower students for educational transfer and gainful employment. With on-ramps and off-ramps between academic programs and workforce credentials, the College provides customized learning experiences to promote skill and knowledge development. Students are supported with innovative and modern facilities and resources.

IV. Need

The Division of Nursing and Health Sciences has large numbers of students completing general education credits in hopes of admission into one of the competitive programs. A significant portion of these students may not gain admission. This program allows students to apply earned credits to a certificate gaining potential marketable skills. Completion of this certificate will benefit students preparing for the AS Public Health or other degree program at HCCC.

Similar Programs

Passaic County Community College – for credit Community Healthcare Navigator Certificate program advertised on website but never launched.

V. Students

This proficiency certificate provides a temporary off-ramp for pre-nursing and other health science area majors struggling to complete prerequisite requirements. The potential in-house candidate pool is approximately 200 students. We anticipate the first cohort to consist of 10 to 15 students. Marketing strategies will include flyers, the use of electronic media in the student center, and in-person recruitment by the Director of Health Related Programs. Outreach to external constituencies such as local hospitals, clinics, and reentry programs will also be conducted.

VI. Program Resources

All courses currently offered within the Public Health Option; no additional resources needed other than instructors. Instructors should, at minimum, provide evidence of experience in one of the following areas: public health, population health, community clinics, outreach programs, primary care, cancer care, substance abuse recovery programs, or reentry programs.

VII. Degree Requirements

Curriculum Design

Degree Program: Community Healthcare Navigator Proficiency Certificate

Major (Specialized) Requirement

Course Title		Credits
BIO 107 Or BIO 211	Human Biology Or Anatomy & Physiology	4
HLT 110	Culture, Diversity and Healthcare	3
HLT 210	Medical Law and Ethics	3
HLT 216	Healthcare Navigation	3
HLT 215	Service Learning	2
	Total	15

The Community Healthcare Navigator Proficiency Certificate nests into the A.S. Health Services Option in Public Health degree program.

Suggested Course Schedule

7 WK – A SESSION
BIO 107 – Human Biology (4 credits) or BIO 211 Anatomy & Physiology II
HLT 110 – Culture Diversity and Healthcare (3 credits)
HLT 216 – Healthcare Navigation (3 credits)
TOTAL: 10 credits

7WK – B SESSION

HLT 210 – Medical Law and Ethics (3 credits)
HLT 215 – Service Learning - section specific to the certificate (2 credits)
TOTAL: 5 credits

New Course Descriptions

No new courses need to be developed for this proficiency certificate.

VIII. Anticipated Cost for the Program

Anticipated Cost for the Program

I. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$	0
Consultation Fee[1]	$	0
Expected cost for preparation for Licensure Exam[2]	$	0
Other	$	0
TOTAL Initial One-time cost	$	0

[1] *Include environment/economic scanning, initial advisory committee compensation, etc.*
[2] *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	$	0	
Adjunct	$	15,000.	
TOTAL Instruction	$	15,000.	
← Instructional Support Personnel			
Program Coordinator	$	0	(If Needed)
Tutoring – *Program specific*	$	0	
Lab assistance	$	0	
Program Advisement	$	0	
Clerical	$	2000.	
TOTAL Inst. Support Personnel	$	2000.	
← Additional library materials	$	250.	
← Contractual Services			
Accreditation fees	$	0	
Consultants	$	0	
Travel	$	0	
Licensure agreements	$	0	
TOTAL Contractual Services	$	0	

PROGRAM ANNOUNCEMENT COVER PAGE

Date: March 10th, 2022

Institution:	Hudson County Community College
New Program Title:	Proficiency Certificate –Personal Fitness Trainer
Degree Designation:	Certificate
Programmatic Mission Level For Institution (see Appendix C in AIC Manual)	Associate
Degree Abbreviation:	PFT.PROF
CIP Code and Nomenclature (*if possible):* *If outside the classification indicate Not Applicable.*	31.0501
Campus(es) where the program will be offered:	Journal Square Campus 25 Journal Square Jersey City, NJ 07306
Date when program will begin (month and year):	September 2022
List the institutions with which articulation agreements will be arranged:	None needed.

Is licensure required of program graduates to gain employment? _____ Yes X No
Currently, there is no requirement for certification in New Jersey, although a bill has been proposed in the State for this to occur in the future. But employment in many commercial, health care facilities and schools do require at least the Personal Training Certification and a current First Aid and CPR certification.

Will the institution seek accreditation for this program? _____ Yes X No
By virtue of taking a certification exam, students are complying with specific accreditation through the sponsoring agencies/ professional organization.

National Academy of Sports Medicine NASM

Program Announcement Narrative:

- Objectives page(s): __3 _
- Need page(s): __4 & 5_
- Student enrollments page(s): __5_____
- Program resources page(s): __5 – 7__

HUDSON COUNTY COMMUNITY COLLEGE

PROGRAM ANNOUNCEMENT
Personal Fitness Trainer

Program Announcement Narrative

I. Objectives

The proficiency certificate in Personal Fitness Training prepares students for the entry-level workforce in the fitness industry, including commercial and clinical settings such as health clubs, corporate fitness centers, personal training, health promotion, program management and personal coaching.

The program provides a knowledge base in scientific principles and requires the development of basic skills in exercise assessment. Prescription and programing in healthy populations, performance enhancement, nutritional principles applied to exercise and sports, patient/client interpersonal relations and professional ethics and behavior within a safe practice format, prepares graduates to sit for a national certification in Personal Training from the NASM-National Academy of Sports Medicine, Additional certificates in First Aid and CPR are available through their coursework.

The PFT certificate is seamlessly transferred into the HCCC Associate Degree in Science (AS) in Exercise Science.

Upon successful completion of the program, graduates will be able to:

1. Demonstrate knowledge of applied exercise physiology, kinesiology, anatomy, nutrition, exercise programming, emergency procedures and safety.

2. Design and implement safe, individualized fitness programs/prescriptions for clients, based on client personalities, abilities, goals, motivations and nutritional recommendations.

3. Demonstrate healthy lifestyle choices for clients, employees, and general public.

II. Evaluation and Learning Outcomes Assessment plan for the program

All required evaluation and learning outcomes assessment plans for Personal Fitness Training are in Appendix C.

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

In line with strategic direction #1, the proficiency certificate allows for faster completion time which improves retention and matriculation through the program.

In line with strategic direction #1, this certificate allows for a stackable credential with the A.S. in Exercise Science.

In line with strategic direction #2, this certificate incorporates the diverse needs of our student population and the clients they will serve.

In line with strategic direction #3, this proficiency certificate aligns with market trends for cost and completion time to obtain a certificate in Personal Fitness Training.

IV. Need

Provide justification of the need for this program.

The Personal Fitness Trainer program is a career-oriented proficiency certificate that provides students with the necessary theories and practical skills needed to sit for the National Academy of Sports Medicine (NASM) national certificate exam.

According to the current Occupational Outlook Handbook Fitness Trainers and Instructors job outlook is for growth at 31% beyond the normal employment rate. The 2020 employment level was at 309,800 positions and is projected to be at 431,500 positions by 2030. The average national salary for 2020 at this entry level position is $40,510 annually or $19.48 an hour. In May, 2020, the annual mean wage for the New York City, Newark, Jersey City, NY/NJ metropolitan area was $58, 680. Salaries will increase based on the experience, education, and quality of training that the personal trainer delivers.

As businesses, government and insurance companies continue to recognize the benefits of health and fitness for their employees, incentives to join gyms and other types of health clubs are expected to increase the need for credentialed fitness trainers and instructors at both the entry level and beyond.

Students completing the Personal Fitness Trainer Certificate will have opportunities to enter the profession on entry –level status. The salary is often dictated by the number and variety of fitness credentials, along with experience a personal trainer has. We will offer students a basic personal training certification which is the building block for all other training specialties.
Graduates of the Personal Fitness Trainer Proficiency Certificate program will be able to seamlessly transfer into the AS Exercise Science major. Upon completion of the associate degree, students may transfer to four years colleges for bachelor degrees in Exercise Science, Kinesiology, Biomechanics or Physical Education, including St. Peter's University, New Jersey City University, Kean University, William Paterson University, Montclair State University or Rutgers.

c) Describe the relationship of the program to institutional master plans and priorities.

This certificate provides an option within the Health Related Programs area that is not related to direct care of patients. This option provides another component of a well-rounded Health division. The program focus is from the prospective of staying healthy and continuing an active lifestyle that will help prevent disease and injuries that may cause major health related problems now and in the future. This is preventative care. This program meets the objectives of the strategic plan in Goal One and Goal Two specifically.

d) List similar programs within the state and in neighboring states and compare this program with those currently being offered.

New Jersey:

The following community colleges in New Jersey have various certificates (Academic or Proficiency) with titles in Exercise Science, Personal Training or Fitness Specialist that all fall under the same CIP Code 31.0501:

Bergen County Community College	Exercise Science (Academic)
Camden County Community College	Personal Trainer (Achievement)
County College of Morris	Personal Trainer (Achievement)
Ocean County College	Exercise Science (Proficiency)
Passaic County Community College	Fitness Specialist (Achievement)
Raritan Valley Community College	Fitness Specialist (Academic)

The proposed program at HCCC is for a **Proficiency Certificate** that enables students to further their education in an associate degree in Exercise Science at Hudson County Community College and have the option to transfer to a four year college.

William Paterson University, Montclair State University and Kean University offer opportunities for their students to obtain certification but have no stand-alone certificates.

New York:

Hunter College	Continuing Education Certificate
Queensborough Community College	Continuing Education Certificate
Hudson Valley Community College	Continuing Education Certificate
Onondaga Community College	Continuing Education Certificate
Monroe County Community College	On-line Academic Certificate

V. Students

Estimate anticipated enrollments from the program's inception until a steady state or optimum enrollment is reached.

Projected Enrollment in Personal Fitness Trainer Certificate Program

Year One	Year Two	Year Three
1st semester 5	1st semester 15	1st semester 25
2nd semester 10	2nd semester 20	2nd semester 25
Year total 15	Year total 35	Year total 50

Students must have Medical Clearance before beginning program.

VI. Program Resources

Faculty

Faculty teaching PFT & EXS course content must possess a Master's Degree and are encouraged to hold a recognized credential from any of the following:

ACSM-American College of Sports Medicine
NASM-National Academy of Sports Medicine
ACE- American Council on Exercise
NSCA-National Strength Training and Conditioning Association
NATA-National Athletic Trainers Association

The exercise science lab will be used to provide specific training in areas of Fitness Training Methods, , Advanced Personal Fitness, and Program Design and Implementation. The equipment recommendations are listed in Appendix D. This lab will be shared with the Exercise Science A.S. Degree. The Exercise Science Degree will use the lab for courses in Kinesiology, Exercise Physiology and Exercise Measurement and Prescription. The lab is for instructional purposes only.

The need to have greater facilities for this program and future programs will be fulfilled by the new Academic Tower, set for completion in Summer 2025. Additional space with Hudson County Schools of Technology, located at 525 Montgomery St. Jersey City, New Jersey, has already been agreed to in contract.

Computers and Software

Students will have full access to computer labs**.** Students' textbooks will have access codes included for on line workbooks and laboratory procedures.

Applied physiology iWorx software and equipment has been installed in the Exercise Science Lab. This software will be used for Advanced Personal Fitness and Program Design and Implementation. The software is also used for courses in the Exercise Science major.

Additional proposed programs in Allied Health for Pre-Professionals in Athletic Training, Physical Therapy, Occupational Therapy and Physician Assistant will also benefit from these programs.

Internship sites

Students will be assigned internship sites to complete the 75 required hours.

References

Textbooks, dictionaries, and handbooks will be located in the Exercise Science Lab.

Library Services

Students will have full access to library services through HCCC. This is the currently available listing of Books, Streaming Videos and Databases.

Books

American Council on Exercise. (2014). *Personal Trainer Manual 5th edition*. San Diego, CA.

Al-Masri, L., & Bartlett, S. (2011). *100 questions & answers about sports nutrition and exercise*. Sudbury, MA: Jones and Bartlett.

Burgan, M. (2016). *Health careers in sports*. Broomall, PA: Mason Crest.

Clark, M.A, Sutton, B., & Lucett, S.C. (2014). *NASM Essentials of Personal Fitness Training, 4th edition.* Burlington, MA: Jones & Bartlett Learning

Howley, E.T. & Thompson, D. L. (2017). Fitness Professional's Handbook 7th edition. Champaign, IL: Human Kinetics.

Kennedy, E., & Markula, P. (2011). *Women and Exercise: The Body, Health and Consumerism*. Routledge.

Liebman, H. L. (2013). *Anatomy of core stability*. Buffalo, NY: Firefly Books.
McKenzie, S. (2013). *Getting physical: The rise of fitness culture in America*. Lawrence, KS: University Press of Kansas.

Reynolds, G. (2012). *The first 20 minutes: Surprising science reveals how we can exercise better, train smarter, live longer*. New York: Hudson Street Press.

Sanders, S. (2015). *Encouraging physical activity in toddlers*. Lewisville, NC: Gryphon House.

Silver, J. K., & Morin, C. (2008). *Understanding fitness: How exercise fuels health and fights disease*. Westport, Conn.: Praeger.

Streaming Video

Breitenmoser, K. (Producer). (n.d.). *The body in motion: fitness, skill and training* [Motion picture]. Video Education Australasia
.
Dean, C. (Director). (n.d.). *Nutrition for sports and exercise* [Motion picture]. Meridien Education Corporation.

Databases

Anatomy.tv
Academic Search Complete
CINAHL Plus with Full Text
Gale Virtual Reference Center
Health Reference Center
Science Direct

VII Degree Requirements

Curriculum Design

Degree Program _____Personal Fitness Trainer Proficiency Certificate_____

General Education Requirement*

Course Title	Credits
None	

Major (Specialized) Requirement

Course Title		Credits
EXS 110	Fitness Training Methods	3
EXS 115	Sports Nutrition	3
PFT 202	Program Design and Implementation	4
PFT 220	Advanced Personal Fitness	3
PFT 240	Personal Training Internship	3

Semester Scheduling

First Semester	Credits
EXS 115 Sports Nutrition	3
EXS 110 Fitness Training Methods	3
PFT 202 Program Design & Implementation	4
PFT 220 Personal Fitness	3
PFT 240 Personal Training Internship	3
Credits	16
Total credits	16

***Students must exit out of Basic English and Math and receive medical clearance as prerequisites.**

New Course Descriptions

EXS 110 Fitness Training Methods: This course introduces students to the five health-related fitness components. Students learn a variety of formats, modalities, and equipment used for each fitness component. Laboratory activities apply lecture material and focus on performing various exercises safely and properly. Self-assessment of fitness in each of the categories allows students to create realistic fitness goals. Students learn the principles of fitness training and how to design a safe and effective personalized training program.

PFT240 Personal Training Internship: The internship is a professional fieldwork placement that provides an individualized experience in a health/fitness center environment. The student is assigned to an approved site for actual hands-on participation in the industry. Students attend a once a week seminar for test preparation and material review for certification exam.

Anticipated Cost for the Program

I. Initial One-time Cost for Starting the Program

Facilities & Equipment Setup	$ 0
Consultation Fee[1]	$ 0
Expected cost for preparation	$ 0
for Licensure Exam[2]	$ 0
Other	$ 0
TOTAL Initial One-time cost	$ 0

[1] *Include environment/economic scanning, initial advisory committee compensation, etc.*

[2] *Included in lab fee for PFT 240 – Personal Training Internship*

II. On- Going Annual Operational Cost for the Program

← Instruction		
Faculty salaries		
FT	$ 27,000	
Adjunct	$ 14,000	
TOTAL Instruction	$ 41,000	
← Instructional Support Personnel		
Program Coordinator	$ 3,000	(If Needed)
Tutoring – *Program specific*	$	
Lab assistance	$ 4,000	
Program Advisement	$ 2,000	
Clerical	$ 2,000	
TOTAL Inst. Support Personnel	$ 11,000	
← Additional library materials	$ 1000	
← Contractual Services		
Accreditation fees	$	
Consultants	$	
Travel	$	
Licensure agreements	$ 1000	
TOTAL Contractual Services	$ 1000	

Guidelines for the Evaluation and Learning Outcomes Assessment Plan in New Degree Program Proposals

The purpose of this section is to show that there is a concrete plan in place for evaluating the effectiveness of the program in terms of curricular design, student achievement, program effectiveness, and stakeholder satisfaction. The instructions in the *Academic Issues Committee Manual* regarding this section are as follows:

> *Evidence should be provided that appropriate evaluation and learning outcomes assessment plans are in place to measure the effectiveness of the program. Criteria may include:*
>
> - *Clearly articulated program level goals*
> - *The incorporation of Institutional Level Learning Goals into the Program Level Learning Goals*
> - *Examples of how the achievement of program goals are assessed, including direct and indirect measures*
> - *The sustainability of the assessment process*

Below is a more detailed outline of the information that should be provided to clearly present the assessment plan:

- Program goals or objectives (broad statements of the purpose of the program: what will it prepare students to do?)

  Note: Your institution may have explicit "Institutional Level Learning Goals" that are shared across all programs and included in the "Program Level Learning Goals" of all programs. More commonly, Institutional Level Learning Goals are implicit or reflected in the Program Level Learning Goals. Your discussion elsewhere in the program proposal of **Relationship of the Program to the Institutional Strategic Plan and Impact on Other Institutional Offerings** *explains the educational objectives of your institution and how the new program aligns with those.*

- Student learning goals (more specific statements of how the program is designed to deliver the program goals: what will students learn?)

- Student learning outcomes (specific statements of how students will demonstrate their achievement of the student learning goals: what will students do to show what they have learned?)

- Courses or other points in the curriculum where outcomes are assessed

- Student learning outcomes assessment methods or tools (student work products such as exams, term papers, projects, practicums, etc. that will serve as direct measures of student learning)

- Program evaluation methods or tools (surveys, focus groups, job placement data, etc. that will serve as indirect measures of student and employer satisfaction)

- Sustainability of assessment and evaluation process (oversight and cycles for reporting, including department or college processes, institutional reporting, and accreditation if applicable)

Program Goals	Student Learning Goals	Student Learning Outcomes	Courses or Other Points in the Curriculum Where Outcomes are Assessed	Assessment Methods or Tools
Program Goal 1. Demonstrate knowledge of applied exercise physiology, kinesiology, anatomy, nutrition, exercise programming, emergency procedures and safety.	**Student Learning Goal 1.1** Students will learn basic anatomy, physiology, kinesiology, and nutrition concepts in relation to physical activity. **Student Learning Goal 1.2** Students will develop safety skills and values that comply with facility, state and national standards. **Student Learning Goal 1.3** Students will develop a comprehensive fitness program for themselves.	**Student Learning Outcome 1.1.1.** . Students will understand the importance of the cardiovascular, respiratory, metabolic, endocrine, and musculoskeletal system to support physical activity. **Student Learning Outcome 1.2.1** Students will demonstrate a comprehensive safety plans for a specific facility in compliance with local, state and federal requirements, including personal safety of clients and employees. **Student Learning Outcome 1.3.1** Students will produce an individualized assessment and prescription plan for themselves based on goals and abilities.	Fitness Training Methods Advanced Personal Fitness Sports Nutrition Internship in Personal Training	Content exam Facilities site visit and evaluation Students will pass CPR/AED skills tests based on National standards. Using standard assessment forms, students will produce an accurate assessment of themselves and set specific goals and create a safe and effective training program. Faculty will assess based on standard metrics and rubrics. Lab reports
Program Goal 2. Design and implement safe, individualized fitness programs/prescriptions For the clients, based on client personalities, abilities, goals, motivations and nutritional recommendations.	**Student Learning Goal 2.1** Students will develop a sense of understanding of the critical components of an individualized assessment and to learn to ask critical questions. **Goal 2.2** Students will develop a relationship of trust with the client through communication skills and observations **Goal 2.3** Students will develop a specific exercise program for a healthy individual**.**	**Student Learning Outcome 2.1.1.** Students will be able to explain how the information gathered is used in prescription planning based on the individual's abilities, goals and motivation. **Student Learning Outcome 2.1.2** Student will learn communication techniques to appropriately ask sensitive questions regarding abilities, health restrictions, past exercise experiences, nutrition, culture,	Advanced Personal Fitness Program Design And Development Sports Nutrition Internship/Test Preparation	Exam content Internship Evaluations Client feedback Role Playing Case Studies Lab reports Training programs designed for case studies and individual clients

		goals, and motivation. **Student Learning Outcome 2.1.3** Students will produce an individualized assessment and prescription plan for a specific individual based on input from client		
Program Goal 3 Demonstrate healthy lifestyle choices for clients, employees, and the general population.	**Student Learning Goal 3.1** Students will learn to embrace a healthy lifestyle for themselves using the criteria set by the industry and healthcare providers**.**	**Student Learning Outcomes 3.1.1** Students will demonstrate their knowledge of appropriate fitness/exercise routines/behaviors. **Student Learning Outcomes 3.1.2** Student will learn to make appropriate food choices on a daily basis and for life. **Student Learning Outcome 3.1.3** Students will represent the profession and understand the role they play as a model for all whether at work or not.	Sports Nutrition Advanced Personal Fitness Internship/Test Prep Fitness Training Methods	Exam content Role Playing Case Studies Site Supervisor Feedback Lab Reports

Program Outcome Assessment:

The program will perform on an annual basis an evaluation on the effectiveness in achieving the instructional goals and competencies. Program outcome metrics will include:

a. Eighty percent (80 %) of the graduates will pass a national certification examination.
b. Ninety percent (90%) of the graduates will be satisfied with the program based on graduate satisfaction surveys.
c. Eighty percent (80 %) of the students who complete the Professional Practice Experience (External) will have satisfactory evaluations completed by the clinical preceptor of the clinical site.

Assessment Tool	Targeted Audience	Purpose	Timetable

Internship proficiency survey	Internship placement supervisor and student intern	To ensure students have opportunity to practice all skills appropriately	Due by week 14 of internship
Internship site placement survey	Students	To provide the best possibly settings for students	Due by week 7 and 14 of semester
National Personal Trainer Exam	Students	To obtain credential needed for employment in most facilities.	Week 15 of last semester.
Employer Survey	Employers/ Internship supervisors	To obtain information regarding qualification and training of HCCC personal fitness training students/ program and job placement information	Six months after student is employed.
Enrollment / Retention	Students/ program	To analyze trends in the program in order to improve it.	End of first cohort and then every spring.
Graduation Satisfaction Survey	Students	To analyze feedback from graduates to change/improve current program.	January and June
Memberships	Students	To enable students maintain their certificates and obtain CEU's through professional programs	Annually
Admission to Associate Degree Program/Bachelor Degree Program in Exercise Science	Students, Program Director	To promote life-long learning in a rapidly growing field.	Annually

The program director is ultimately responsible for oversight of the Personal Fitness Training Certificate Program. Input from faculty teaching in the program and students will be a vital component of the overall evaluation. The results of course evaluations, student feedback/site supervisor feedback, credentialing exams rates, retention and admission will be maintained and annually evaluated, analyzed and used to make changes/ improvements to the program. All data will be held in the Director's office in a secure manner. The Assessment Coordinator will also maintain data.

Appendix D

This list is inclusive of all courses that will need to use the Exercise Lab:

Fitness Training Methods
Program Design and Implementation
Advanced Personal Fitness
Exercise Physiology
Biomechanics
Exercise Assessment and Prescription

F 301 (Exercise Science Lab) Room Preparation completed

Hudson County Community College
Fall Enrollment by Academic Program

	Term			
Program Name	2017FA	2018FA	2019FA	2020FA
Personal Fitness Training Certificate	3	16	13	9
Grand Total	3	16	13	9

Enrollment as of the 10th day of classes in the fall semester.

Hudson County Community College
Degrees and Certificates Awarded

	Academic Year		
Program Name	2018-19	2019-20	2020-21
Personal Fitness Training Certificate	4	2	2
Grand Total	4	2	2

MEMORANDUM OF UNDERSTANDING
Between

Hudson County Community College
And
ZT Systems

January 3, 2022 - June 30, 2023

Description

Hudson County Community College (HCCC), through the Division of Continuing Education and Workforce Development (CEWD) and have established a partnership whereby HCCC CEWD will deliver workforce development training, "Test Technician Bootcamp Program," onsite at the ZT Systems Manufacturing Facility ("Facility) located at 333 Meadowlands Pkwy, 2nd Floor, Secaucus, NJ 07094.

Roles and Responsibilities

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

ZT Systems

a) ZT Systems will consult with HCCC to determine the training course offerings and scheduling.
b) ZT Systems agrees to provide a classroom/area for training onsite at the Facility for use by HCCC CEWD to train ZT Systems identified staff.
c) ZT Systems agrees to recruitment and notification of members to assure that members are in attendance at the assigned times.
d) ZT Systems shall defend, indemnify and hold HCCC, its employees, administrators, trustees, presenters, agents, and representatives ("HCCC Indemnified Parties") harmless for claims of bodily injury or property damage, including reasonable attorney fees, provided that the Indemnified Parties suffered bodily injury or property damage as a result of the sole negligence, or, wrongful actions or omissions of ZT Systems or its employees, agents or representatives while the Indemnified Parties were onsite at the Facility performing the services required under this Agreement. HCCC will provide prompt notice to ZT Systems upon receipt of such claims.

Hudson County Community College, Continuing Education and Workforce Development (HCCC CEWD)

a) HCCC CEWD agrees to consult with ZT Systems regarding training course offerings customized for ZT Systems.
b) HCCC CEWD ensures ZT Systems that all proprietary information will remain confidential.
c) HCCC CEWD will provide classroom-based instruction in subject areas requested by ZT Systems.
d) HCCC CEWD will hold the training classes at the Manufacturing Facility- 333 Meadowlands Pkwy, 2nd Floor, Secaucus, NJ 07094.
e) HCCC CEWD will develop and/or provide a curriculum for each training class requested.
f) HCCC CEWD will conduct a pre-assessment of mechanical aptitude.
g) HCCC CEWD will conduct a post-assessment of learning objective outcomes.
h) HCCC CEWD will record and maintain student attendance.
i) HCCC CEWD will provide final evaluations and a digital certificate of completion for those who successfully complete.
j) HCCC CEWD will comply with all ZT onsite safety and security protocols, including COVID- 19 processes, screens, and disclosures in place for visitors.
k) HCCC shall defend, indemnify and hold ZT Systems, its employees, administrators, trustees, presenters, agents, and representatives ("ZT Indemnified Parties) harmless for claims of bodily injury or property damage, including reasonable attorney fees, brought by or against Indemnified Parties, solely caused by the negligence, or, wrongful actions or omissions of HCCC, its employees, or, the presenters/trainers/contractors conducting the program on behalf of HCCC onsite at the Facility. ZT will provide prompt notice to HOCC upon receipt of such claims.

Invoicing

a. Prices for each Test Technician Bootcamp section will be determined by HCCC and presented to ZT Systems for approval. The total cost for the Test Technician Bootcamp Program is $22,500 for the first section only to include customized curriculum development. This cost also includes books.
    i. Additional Test Technician Bootcamp sections will be billed at a total cost of $18,000 per section for a maximum of 15 students per class. This cost also includes books.

b. HCCC CEWD will invoice ZT Systems upon completion of each training course section.
c. ZT SYSTEMS will pay invoices within 45 days of receipt. Payments not received timely shall be subject to a late payment fee of one percent (1%) per month.

Dispute Resolution

Any and all claims, disputes, or other matters in question between the College and the Vendor arising out of or relating to this Agreement or alleged breach thereof, exclusively shall be subject to and determined by the Superior Court of New Jersey venue in Hudson County, New Jersey.

Governing Law

This Agreement shall be governed by and in accordance with the laws of the State of New Jersey, without references to any choice of law or conflicts of law provisions therein.

Assignment

The rights of the College or the Vendor 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

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 the ZT Systems:

333 Meadowlands Pkwy. 2nd Floor
Secaucus, NJ 07094
Attention: Glenda Lee

As to the College:

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

Independent Contractors

The Vendor is and shall perform its services under this Agreement as an independent Vendor and not as the College's agent, partner, or joint venture. The Vendor is employed to render the services only, as specified herein, and any payments made by the College are compensation solely for such services rendered.

Provisions and Amendments

This Memorandum of Understanding contains all provisions agreed upon by the parties. Any amendments 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: January 3, 2022 – June 30, 2023, and shall not automatically renew. Any continuation, renewal, or extension is subject to a new agreement.

ZT Systems	Hudson County Community College
By: _____	By: _____ Dr. Christopher Reber, President
Date:_____	Date: _____