

# HEALTH SERVICES

## Centers of Workforce Innovation for:

Patient Care

Healthcare Technology and Administration



**NJ PATHWAYS**  
TO CAREER OPPORTUNITIES

YEAR ONE

# COLLABORATIVES

## Industry Partners

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# CENTERS FOR WORKFORCE INNOVATION

## Education Partners

### COMMUNITY COLLEGES

Atlantic Cape Community College  
Bergen Community College  
Brookdale Community College  
Camden County College  
Essex County College  
Hudson County Community College  
Mercer County Community College  
Middlesex College  
County College of Morris  
Ocean County College  
Passaic County Community College  
Raritan Valley Community College  
Rowan College at Burlington County  
Rowan College of South Jersey  
Salem Community College  
Sussex County Community College  
Union College of Union County, NJ

### 8 FOUR-YEAR COLLEGES & UNIVERSITIES

Adelphi University (NY)  
Broward College (FL)  
Fairleigh Dickinson University  
New Jersey Institute of Technology (NJIT)  
Ramapo College of New Jersey  
Rutgers University  
Rowan University  
Thomas Edison State University  
William Paterson University

### 20 HIGH SCHOOLS

Applied Technical High School at Bergen Community College  
Bergen County Technical High Schools (Paramus Campus)  
Bound Brook High School  
Cape May County Technical High School  
Cumberland County Technical Education Center  
Essex County Schools of Technology  
Franklin Township High School  
Gloucester County Institute of Technology  
Hopatcong High School  
Hudson County Schools of Technology  
Jersey City Public Schools  
Kearny High School  
Manville High School  
Middlesex County Magnet Schools  
Morris County School of Technology  
Newton High School  
Somerset County Vocational Technical Schools  
Sussex County Technical School  
Thomas Edison Energysmart Charter School  
William L Dickinson High School

### 8 LABOR UNIONS

Eastern Atlantic States Regional Council of Carpenters  
International Brotherhood of Electrical Workers Local 102  
International Brotherhood of Electrical Workers Local 269  
International Union of Operating Engineers Local 825  
Ironworkers Local Union 399  
NJ Administrative District Council of Bricklayers and Allied Craftworkers  
Heat and Frost Insulators and Allied Workers Local 32  
Sheet Metal Workers International Association Local Union 25

### 4 OTHER PARTNERS

Bergen Community College - NJ EcosySTEM (NJ Nest)  
Health Information Management Systems Society  
New Jersey Coalition of Automotive Retailers (NJ CAR)  
Project Self Sufficiency  
Rowan University/Rutgers—Camden Board of Governors

# NJ Pathways To Career Opportunities

New Jersey’s Community Colleges and the New Jersey Business and Industry Association (NJBIA) have joined together to launch an unprecedented education and training pathways initiative that will strengthen the state’s workforce for residents, businesses, and the economy for years to come.

This initiative, NJ Pathways to Career Opportunities: Aligning Education to Build an Innovative Workforce, brings together employers, industry associations, labor unions, education institutions, and workforce development partners to provide students and workers with the education and career pathways they need to find new careers and opportunities to achieve a competitive wage, and to ensure that employers have access to a highly skilled workforce to meet critical labor market needs.

The Pathways Initiative is comprised of four Industry Collaboratives which are inclusive groups of industry leaders and educational partners across the state focused on the four key industries of the state’s economy: (1) Health Services, (2) Infrastructure and Energy, (3) Manufacturing and Supply Chain Management, and (4) Technology and Innovation. The Pathways Initiative is expanding economic mobility for students and adult learners and drive economic growth for the state’s employers.

## There are 10 Centers of Workforce Innovation led by Community Colleges in partnership with other education partners across the state to:

<b>DEVELOP</b> new curriculum and strengthen existing education and workforce training aligned with the needs of employers that spans the education continuum from high school, to community college (credit and non-credit), to 4-year colleges and universities, and promotes the movement of students along pathways.	<b>SHARE</b> curriculum widely with other education institutions across the state and provide professional development for faculty and instructors so they may deliver the pathways developed.	<b>CREATE</b> model agreements and partnerships to support pathways including dual enrollment programs between high schools and colleges, 1+1 partnerships between community colleges, and 2+2 and 3+1 agreements between community colleges and 4-year colleges and universities.	<b>PRODUCE</b> Prior Learning Assessment (PLA) solutions.
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# CENTERS FOR WORKFORCE INNOVATION

## THE HEALTH SERVICES SECTOR OF THE NJ PATHWAYS INITIATIVE FOCUSES ON TWO CAREER AREAS:

PATIENT  
CARE

HEALTHCARE  
TECHNOLOGY

## EDUCATION AND TRAINING PARTNERS

COMMUNITY  
COLLEGES

4-YR COLLEGES  
& UNIVERSITIES

VOCATIONAL TECHNICAL  
& COMPREHENSIVE  
HIGH SCHOOLS

PRIVATE CAREER  
SCHOOLS

ADULT LITERACY  
TRAINING PROVIDERS

COMMUNITY BASED  
TRAINING PROVIDERS

## INDUSTRY ACTION TEAMS

EMPLOYERS

INDUSTRY  
ASSOCIATIONS

LABOR UNIONS



# Community College Partners

## PATIENT CARE

- Atlantic Cape Community College
- Bergen Community College
- Camden County College
- Mercer County Community College
- Passaic County Community College
- Rowan College of South Jersey
- Union College of Union County, NJ

## HEALTHCARE TECHNOLOGY & ADMINISTRATION

- Brookdale Community College
- Essex County College

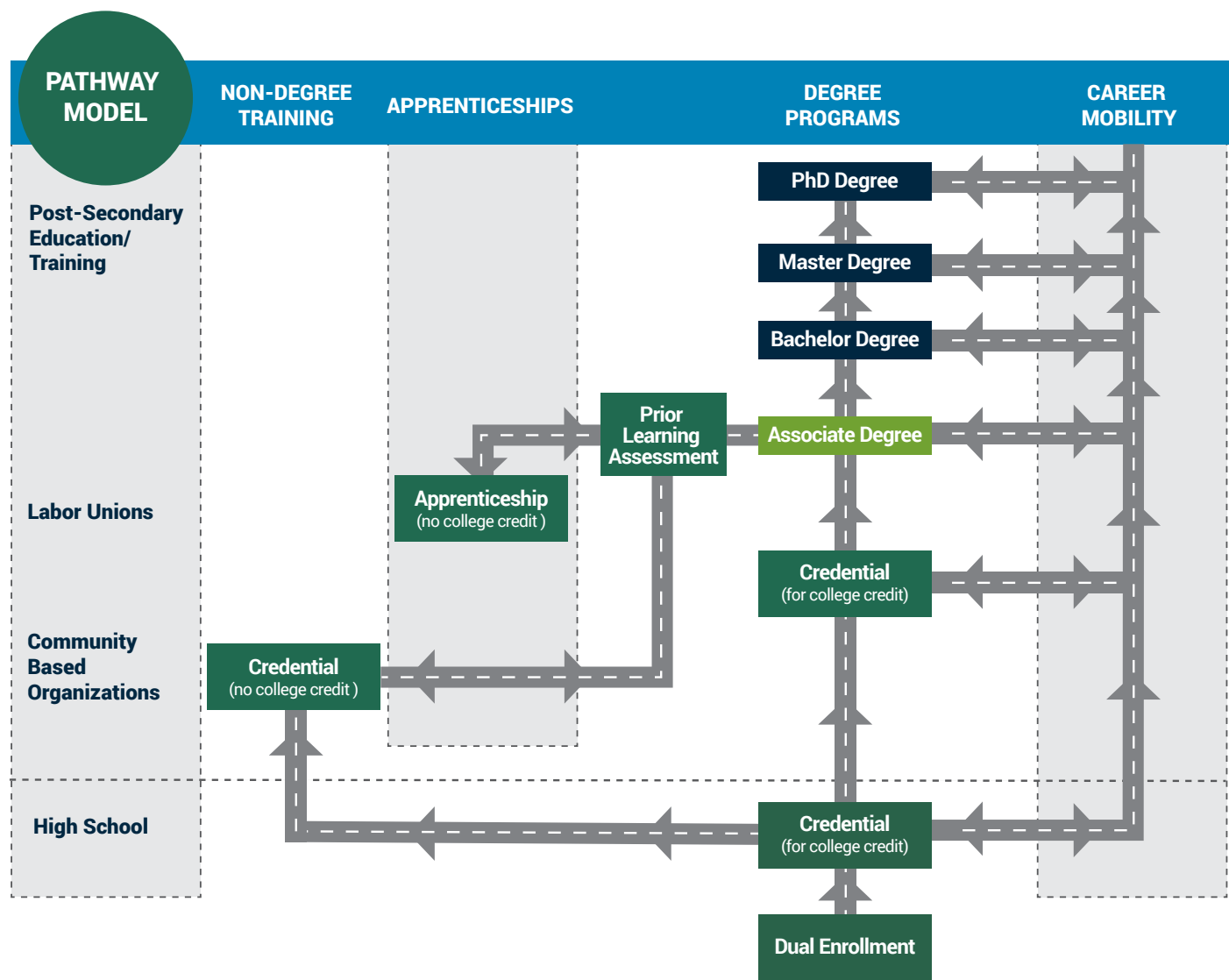


# What's in this Brochure?

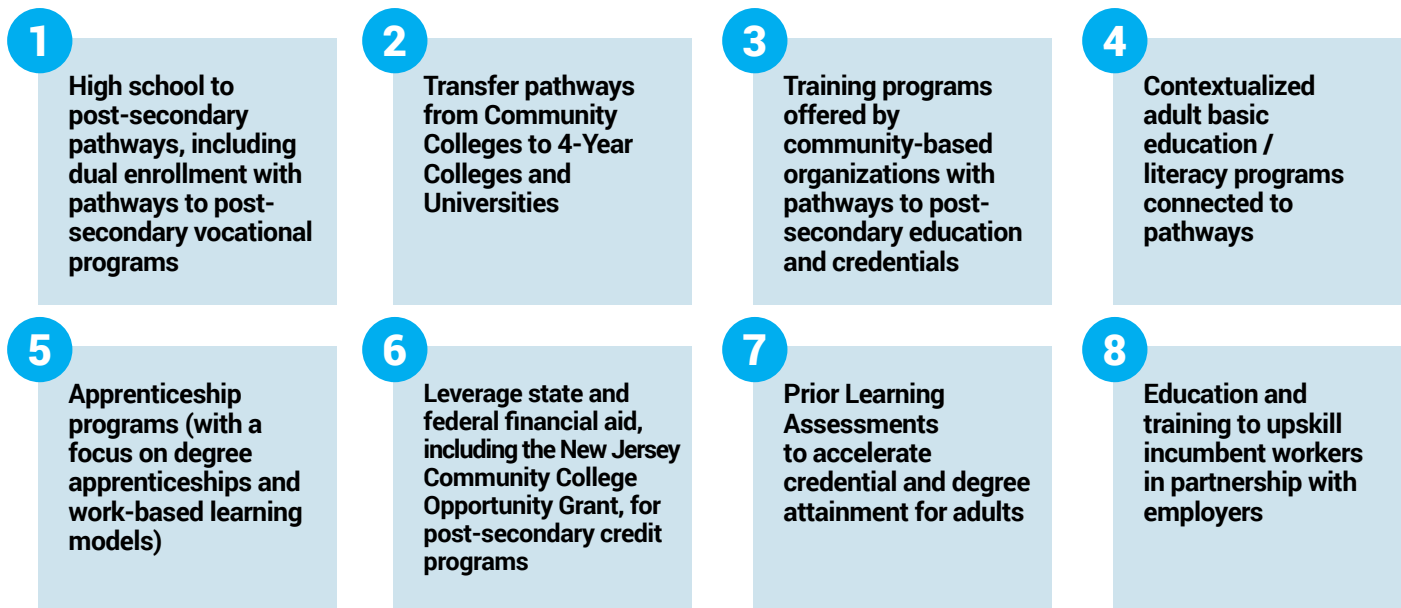
This brochure details the exhaustive work of the cross-education sector partners of the Centers of Workforce Innovation (high schools, community colleges, four-year colleges and universities, labor unions, private career schools, community-based training providers, and others). The Centers are not buildings but instead are groups of cross-education sector partners working together to create and enhance academic and workforce development training programs so that every New Jersey residents' participation in these programs (no matter the education or training institution) results in (or leads closer to) the attainment of industry credentials and/or college degrees.

Rarely are individuals' education and training pathways linear or a straight line. There are stops and starts related to one's life journey. The 1,200+ industry and education partners of the NJ Pathways to Career Opportunities initiative keep that in mind to coordinate and create on- and off- ramps that allow for the continuous movement along a pathway to industry credentials and college degrees.

Most students and adult learners have education and training pathways that look like this:



The pathways that are developed and enhanced in the Centers of Workforce Innovation are connected and lead to industry credentials and college degrees no matter the starts and stops along the way. Those pathways include:



The cross-education sector partners working with community colleges include 20 high schools, 9 four-year colleges and universities, 8 labor unions, and 4 community-based training providers and others engaged in this transformational work within the Centers. The Centers have connected and enhanced 22 education and training pathways in the four fastest-growing industries in the state. The pathways work will soon be available to the education institutions statewide via an online repository at [www.njpathways.org](http://www.njpathways.org). This work includes:

- » Model career awareness programs for high schools and community colleges
- » Model dual enrollment programs for high schools
- » Community college curriculum
- » Model articulation agreements between community colleges
- » Model articulation agreements with four-year colleges and universities
- » Prior learning assessment solutions for non-credit to credit (including for apprenticeships), industry credential to credit, and work experience to credit
- » Apprenticeship models
- » Model experiential learning programs
- » Contextualized adult literacy occupational programs
- » Model workforce development training programs
- » Pathway maps
- » Professional development materials for each pathway

The contents of this brochure represent the hard work of 1,200+ industry and education partners in the first full year of the pathways initiative. We have laid the groundwork, connected and enhanced education and training pathways, engaged industry to directly influence pathways, and created education ecosystems collaborating together while focused on industry needs to benefit employers, employees, adult learners and students.





# INDUSTRY HIGHLIGHTS

- » Projected to add 68,700 jobs through 2030
- » \$30.3 billion in total wages paid, or about 12.8% of all wages
- » Over \$45 billion to GDP in 2020, 8.3 % percent of all output
- » Added 216,400 new jobs since 1990
- » Only industry that has added jobs every year from 1990 to 2021 (this is no longer true)
- » Loss of 75,600 jobs in Spring 2020 and has recovered 60,100 through May 2022, yet still 15,500 less than pre-pandemic peak

Source: United States Bureau of Economic Analysis, GDP in Chained 2012 Dollars Quarterly Census of Employment and Wages, 2020 Annual Averages Current Employment Statistics

# SALARY REPORT

EDUCATION	EMPLOYMENT	AVERAGE SALARY
Doctoral or professional degree	30,290	\$188,000
Master degree	20,950	\$128,400
Bachelor degree	106,960	\$93,800
Associate degree	23,240	\$78,000
Postsecondary non-degree award	87,360	\$43,500
Some college, no degree	2,130	\$51,200
High school diploma or equivalent	168,730	\$39,300
No formal educational credential	22,650	\$32,900

## CENTER OF WORKFORCE INNOVATION FOR PATIENT CARE

Patient care involves many aspects of a patient's well-being, including treatments, counseling, education, and administration of medication. While these services were always in demand, the Covid-19 pandemic has significantly compromised the ability for healthcare professionals to meet the current healthcare needs of NJ residents. Certain patient care occupations are experiencing exponential growth, such as respiratory therapy, mental health and addiction counseling, community health workers, and nursing care at all levels.

### **PATHWAY 1 – CERTIFIED NURSING ASSISTANT (CNA) TO BACHELOR OF SCIENCE IN NURSING (BSN)**

#### **CONNECTION TO HIGH SCHOOL (NON-CREDIT)**

Bergen Community College created a Healthcare Explorer Program designed to expose high school students to various health career pathways including Nursing, Respiratory Care, Nursing Assistant, and Patient Care Technician. Lectures include presentations from current health care professionals.

Bergen Community College also developed the Health Professions Smart Start Program for local high school students who are interested in various health care careers. The Health Professions Smart Start Program will serve as a career readiness program for students accepted into Health Professions programs and will be offered the summer prior to beginning the health career program. This is a hybrid program with on-line and on-campus components that highlights Career Readiness Skills and foundational knowledge that contribute to retention and student success.

#### **CONNECTION TO 4-YEAR COLLEGES/UNIVERSITIES**

Camden County College partnered with Rutgers University – Camden to determine that CNA credits are eligible to be transferred into the Bachelor of Health Science degree program. Students can earn CNA credits at Camden County College as an entry point to higher education in the field of nursing.

Camden County College and Rutgers University – Camden amended their premier partnership agreement to include RN to BSN for the current LPN to RN students to be able to pursue a BS degree in nursing. A CNA to BSN pathway infographic was created.

#### **PRIOR LEARNING ASSESSMENT FOR APPRENTICESHIP RELATED TECHNOLOGY INSTRUCTION (RTI)**

Camden County College partnered with Thomas Edison State University to complete the college credit evaluation/prior learning assessment for the CNA apprenticeship related technical instruction (RTI). It is recommended that students earn 2 college credits for completion of the related technical instruction portion of the CNA apprenticeship program. It is further recommended that the “on-the-job learning” portion of the apprenticeship program require a portfolio assessment for each individual student to determine the amount of college credits earned due to the nuances that occur from employer to employer.

#### **PRIOR LEARNING ASSESSMENT OTHER**

The Center's Community Colleges partnered with Thomas Edison State University (TESU) to complete the college credit evaluation/prior learning assessment for the non-credit NJ Pre-Apprenticeship Career Education (NJPACE) Healthcare Boot Camp Program sponsored by grant funding from the NJ Department of Labor and Workforce Development. TESU is in the process of evaluating the Home Health Aid and CPR portions of the Boot Camp for college credit. This evaluation will be complete by May 30, 2023.

#### **PROFESSIONAL DEVELOPMENT**

To assist education institutions in the understanding and implementation of a CNA to BSN Pathway, an infographic was created to show the standard progression between the levels of education/certification needed for a student to advance through the pathway toward attaining a BSN.

A Curriculum Implementation Guide was created that includes links to the various agencies that need to be contacted throughout the implementation process when starting programs from CNA to the Associate level nursing degree programs. The guide is customizable so any educational institution can easily edit as needed for their purposes. Additional materials were created to assist in the process of program justification including an employer questionnaire regarding workforce needs.

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## **PATHWAY 2 – CERTIFIED CLINICAL MEDICAL ASSISTANT (CCMA)**

### **CONNECTION TO HIGH SCHOOL (NON-CREDIT)**

In partnership with Camden County College, Rowan University Rutgers-Camden Board of Governors (RURCBOG) created a Summer Bridge Program to transition students from Camden City High Schools into the accelerated Medical Assistant non-credit workforce development training program at Camden County College (CCC). This Summer Bridge program prepares students for the academic rigors of the accelerated CMA training program, but also helps students build a professional skillset that will aid them as they transition to a new career in healthcare. The content of the program focuses on time management, interpersonal/social skills, professional etiquette, financial literacy, team skills, resume writing/interview skills, introductions to medical terminology and anatomy and physiology, and numerous employer engagement sessions. Students are also paired with a mentor from the healthcare field to provide assistance as they navigate their new career.

RURCBOG also partnered with the Center for Family Services (CFFS) to ensure that students continue to have access to support services throughout the training program as personal challenges arise that may otherwise impede their ability to remain focused on their studies. Students receive a laptop, living stipend, and transportation benefits while they participate in the summer bridge program.

### **CONNECTION TO COMMUNITY COLLEGE (NON-CREDIT)**

Union College of Union County, NJ reviewed and updated the non-credit workforce development training program for Certified Medical Assistant (CMA). The CMA Program is a 620-hour training program providing instruction in the fundamentals of the role of a Medical Assistant. Job development and a clinical internship are included in the program. Upon successful completion of the course work and exam eligibility requirements, the students earn 3 industry valued credentials from the National Healthcareer Association (NHA) and 1 industry credential (Basic Life Support /CPR) from the American Heart Association (AHA). The course material and online resources align with the certification test plan for the NHAs Certified Clinical Medical Assistant (CCMA) exam, Certified Phlebotomy Technician (CPT) exam, and the Certified EKG Technician (CET) exam.

The Certified Medical Assistant Program is instructor-led and delivered through classroom learning, in-person, or remote-live. Students will have access to the Union College learning management system for each course, and vendor provided portals for electronic textbooks, online exams, study guides and online practice certification exams throughout the program.

### **PRIOR LEARNING ASSESSMENT FOR APPRENTICESHIP RELATED TECHNICAL INSTRUCTION (RTI)**

Camden County College partnered with Thomas Edison State University to complete the college credit evaluation/prior learning assessment for the Certified Clinical Medical Assistant Apprenticeship related technical instruction (RTI). It is recommended that students be awarded 9 college credits upon obtaining the National Healthcareer Associate Certified Clinical Medical Assistant credential.

It is further recommended that the “on-the-job learning” portion of the apprenticeship program requires portfolio assessment of each individual student to determine the amount of college credits earned due to the nuances that occur from employer to employer.







### **CONNECTION TO COMMUNITY COLLEGE (CREDIT)**

Atlantic Cape Community College engaged in an extensive review of the non-credit workforce development training program for the Certified Clinical Medical Assistant curriculum to determine a more equitable prior learning assessment evaluation that would afford students college credits associated with courses instead of free electives toward an Associates of Health Sciences degree.

The opportunity to translate this non-credit curriculum into college credit value was undertaken using the process of “course to credit course equivalency”. During the review, it was noted that the curriculum also included the course work required for the Phlebotomy Technician Certification not included in the previous American Council of Education (ACE) evaluation. The credit course equivalents include: (1) Professional Office Procedures for the Medical Assistant (2 credits), (2) Medical Assisting Administrative and Clinical Procedures (9 credits), and (3) Fundamentals of Phlebotomy (3 credits). Additionally, students earn 3 credits for medical terminology for a total of 17 credits.

### **ADULT LITERACY**

Rowan College of South Jersey created the Clinical Medical Assistant “Integrated Education and Training” (IET) Program. An IET program is an education model that combines occupational skills training and basic academic skills instruction to increase and expedite the educational and career advancement of adult learners. IET programs combine education and job skills training necessary to transition adult learners beyond adult basic education and through a career pathway that can offer them job training and gainful employment.

The Clinical Medical Assistant IET Program combines front end and clinical medical assisting skills while also including mathematics, language arts, and workplace learning skills. By the conclusion of the IET program, adult learners have the foundational knowledge to enter a Certified Clinical Medical Assistant training program, apprenticeship program, or entry level employment.

RCSJ will pilot this program in FY24.

### **PROFESSIONAL DEVELOPMENT**

Rowan College of South Jersey worked with the Riggs Creative Group to create a marketing campaign toolkit for the Medical Assistant Apprenticeship Program. The toolkit was created to make job seekers aware of work and learn opportunities, as well as for employers to understand another opportunity to fill their talent pipeline.

The marketing toolkit informs about what an apprenticeship is, the benefits of an apprenticeship, the step-by-step process to launch an apprenticeship, and how to work with Community Colleges to deliver the related technical instruction.

The toolkit includes flyers, checklists, banner ads, brochures, and social media graphics. All of the marketing materials may be branded by any education institution or community-based organizations to use.

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## **PATHWAY 3 – MENTAL AND BEHAVIORAL HEALTH**

### **CONNECTION TO HIGH SCHOOL (DUAL ENROLLMENT)**

Camden County College in partnership with Rowan College of South Jersey created a new model dual enrollment pre-vocational addiction care training program approved by the New Jersey Mental Health and Addiction Services. This dual enrollment program is an introduction for high school students to the mental and behavioral health education and career pathway. An implementation plan was also created for utilization by other education institutions for the establishment of this program.

### **CONNECTION TO HIGH SCHOOL (DUAL ENROLLMENT)**

Camden County College (CCC) created a new model dual enrollment program for Introduction to Addictions & Behavioral Health Aide. This dual enrollment program is an introduction for high school students to the mental and behavioral health education and career pathway. Addictions and Behavioral Health occupations are high demand opportunities that high school students may benefit from early exposure. CCC also created an implementation plan to be utilized by other education institutions for the establishment of this program. This dual enrollment program started in Spring 2023 at numerous high schools in the Camden County area.

### **CONNECTION TO COMMUNITY COLLEGE (CREDIT)**

Camden County College (CCC) determined that the existing Certified Alcohol and Drug Counselor (CADC) credit courses meet the requirements of the existing Certified Alcohol and Drug Counselor Apprenticeship related technical instruction (RTI). As such, CADC apprentices who successfully complete the apprenticeship earn 24 college credits toward an Associate of Applied Science for Addiction Counseling. CCC piloted the Certified Alcohol and Drug Counselor Apprenticeship program in the Spring 2023 semester with 9 apprentices.

Mercer County Community College (MCCC) is working in conjunction with Bergen Community College to offer the CADC (Clinical Alcohol and Drug Counselor) through the Center for Continuing Studies. As such, students who successfully complete the CADC certification will earn 18 college credits toward an Associate of Applied Science in Health Sciences. The first CADC offering will begin in June 2023.

### **CONNECTION TO COMMUNITY COLLEGE (NON-CREDIT)**

Rowan College of South Jersey revised the existing non-credit workforce development training program for Mental Health Technician to reflect current needs in the mental health industry and created the Mental Health Support Technician training program. The newly revised Mental Health Support Technician program prepares students for the Psychiatric Technician credential, as well as an additional certificate in Mental Health First Aid and Wellness Recovery Action Planning. Additionally, RCSJ aligned curriculum with apprenticeship standards for the Certified Peer Recovery Specialist training program.

### **PRIOR LEARNING ASSESSMENT FOR APPRENTICESHIP RELATED TECHNICAL INSTRUCTION (RTI)**

Camden County College (CCC) partnered with Thomas Edison State University (TESU) to complete the college credit evaluation/prior learning assessment for the Community Health Worker Apprenticeship related technical instruction (RTI). Since there is no specific health industry credential awarded, TESU will evaluate the curriculum. A credit award recommendation is expected on or before May 1, 2023.

It is recommended that the “on-the-job learning” portion of the apprenticeship program requires portfolio assessment of each individual student in order to determine the amount of college credits earned due to the nuances that occur from employer to employer.

### **ADULT LITERACY**

Rowan College of South Jersey created mental and behavioral health Career Awareness Workshops to provide adult learners knowledge of the industry and career ladder opportunities. Through this awareness, adult learners will receive work readiness skills in communication, teamwork, integrity, problem-solving, work ethic and initiative. This “Integrated Education and Training” (IET) program combines education and job skills training needed to transition adult learners beyond adult basic education and through a career pathway that can offer them job training and gainful employment. Adult learners will gain the foundational knowledge to enter the Mental Health Support Technician training program, apprenticeship programs, or entry level employment. This program will be available Fall 2023.

### **PROFESSIONAL DEVELOPMENT**

Rowan College of South Jersey created the Registered Apprenticeship and Mentorship Program (RAMP) tool kit in collaboration with employer partners and experts from the NJ Mental Health Association with feedback from representatives from the USDOL Office



of Apprenticeship. This toolkit was created to ensure that employers become aware of the value of a “work and learn” model, as well as realize a key opportunity to fill their talent pipeline by upskilling current employees and on-ramping new employees by providing a pathway for career advancement.

The toolkit can be branded by any education institution and is suitable for industry customization by incorporating an industry’s career map. Mental and Behavioral career mapping is included in the toolkit for Mental and Behavior Health providers and this industry.

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## **PATHWAY 4 – RESPIRATORY CARE**

### **CONNECTION TO COMMUNITY COLLEGE (NON-CREDIT)**

Clifton Strengths is used in over 1,000 colleges and universities to deepen student and campus engagement, enhance campus culture, increase retention, improve wellbeing, develop leadership skills, guide pre-college advising, and to help students consider postgraduation possibilities.

Health Professions has been integrating Clifton Strengths assessment to students and faculty since 2018. It empowers students to identify what makes them work at their best and prepares them for job readiness. This program allows for more faculty and leadership to become involved in creating a strengths-based academic environment to engage more health profession students in the future.

Bergen Community College administered the 2-day Clifton Strengths assessment to 38 respiratory care students in Fall 2022. A discussion and overview of the assessment took place immediately following the assessment with those students. A second in-depth session will take place in the Spring 2023 semester. Overall feedback was positive and students were amazed at how closely their themes were on target. The assessment responses are evaluated by the Gallup scoring methodology and the themes are ranked ordered. The students see their top 5 strengths.

### **CONNECTION TO 4-YEAR COLLEGES AND UNIVERSITIES**

Bergen Community College and Union College created model 2+2 articulation agreements, also known as a Degree Advancement Model, so that students with Associate of Science for Respiratory Care degrees may seamlessly matriculate into Rowan University’s Bachelor of Science in Respiratory Care program. These 2+2 articulation agreements are pending the Rowan University program accreditation. The Rowan University bachelor program is scheduled to begin in Fall 2023 at which time the Degree Advancement program is also scheduled to begin.

To ensure that graduates of the Associate of Applied Science in Respiratory Care are skilled and eligible for employment, an industry roundtable was conducted with the human resource departments of 3 major health systems in the state (RWJBarnabas Health, Hackensack Meridian Health, and Atlantic Health Systems).

### **PROFESSIONAL DEVELOPMENT**

Throughout the implementation of this Pathways initiative, prospective employer partners were continually engaged. As a result, several clinical affiliation agreements were established including new agreements created with Atlantic Health Systems and Care One. As part of the Employer Engagement initiative, Respiratory Assistant positions were also created to develop a direct pathway for future employment opportunities. Employer engagement will continue after the completion of this initiative to ensure that programs are established with employer needs and pathway opportunities at the forefront.

A model agreement was created to allow any institution of higher education the ability to customize for future use. Additionally, the Pathways team has developed materials that explain the benefits of industry partnership and the viability of the Respiratory Care programs in the preparation of students for employment to aid in the process of employer engagement.



# CENTER OF WORKFORCE INNOVATION FOR HEALTHCARE TECHNOLOGY AND ADMINISTRATION

Technological advances continue to reshape the healthcare industry. Telehealth, data analytics, and new medical advances are having a profound impact on the more than 108,000 people who work to support the healthcare industry in technology and administrative jobs. Certain healthcare technology occupations are experiencing exponential growth, such as clinical data managers, medical records technicians, healthcare software engineers, and medical billers and coders.

## **PATHWAY 1 – HEALTH INFORMATION MANAGEMENT / HEALTH INFORMATICS**

### **CONNECTION TO HIGH SCHOOL (DUAL ENROLLMENT)**

Essex County College (ECC) partnered with Essex County Schools of Technology and the Montclair School District. All parties signed MOUs and the respective governing boards approved same to allow their high school students to take ECC courses as part of a new dual enrollment program for General Science majors. This model dual enrollment program is the start of the Healthcare Information Management pathway for high school students and will provide opportunities for students to receive stackable credentials as well as college credit.

Specifically, ECC created a General Science dual enrollment program consisting of 3 courses for which high school students may earn college credit toward the Associate of Science in General Science degree that will soon articulate to the Bachelor of Science in Healthcare Information Management degree at Rutgers University. The 3 courses are: (1) Biology – Anatomy and Physiology 1, (2) Biology – Anatomy and Physiology 2, and (3) Math – Statistics and Probability.

ECC also partnered with the Healthcare Information Management Systems Society (the association for Healthcare Information Management professionals) to gather industry market information for career awareness of high school students about the many careers and salary levels of current and future employment opportunities in this industry.

### **CONNECTION TO COMMUNITY COLLEGE (NON-CREDIT)**

Brookdale Community College (BCC) created 3 non-credit workforce training tracks for entry into the Healthcare Information Management (HIM) and Health Informatics (HI) pathways. Those tracks are:

1. Medical Coding and Billing based on curriculum from AAPC (the world's largest training and credentialing organization for the business of healthcare, with members worldwide working in medical coding, billing, auditing, compliance, clinical documentation improvement, revenue cycle management, and practice management).
2. Healthcare Office Administration based curriculum that includes Open Educational Resources (OER) modules covering customer service, resume writing, effective communication, management, interview skills, and other basic administrative skills. Additionally, BCC is mapping its Human Resources Management credit course to create a non-credit course.
3. Health Information Technology based on Microsoft Office skills curriculum.

### **CONNECTION TO 4-YEAR COLLEGES AND UNIVERSITIES**

Essex County College (ECC) partnered with Rutgers University to create an articulation agreement from the Associate of Applied Science in Health Information Technology degree program at ExCC to the Bachelor of Science in Health Information Management degree program at Rutgers University. However, it has been determined by both ECC and Rutgers that the articulation agreement will instead be focused on the Associate of Science (General) degree program at ECC to the Bachelor of Science of Health Information Management degree program at Rutgers University for better alignment of existing curricula and the ease and expediency of creating articulation now. Such articulation agreement is currently under development.

ECC is also creating a new Associate of Science in Data Science degree program to also articulate into the Bachelor of Science in Health Information Management degree program. Approval of the degree program is expected by Spring 2024.

## ADULT LEARNERS

Essex County College (ECC) and Brookdale Community College (BCC) are offering 2 new non-credit courses aligned to the Health Information Management Systems Society (HIMSS) industry credential for Certified Associate of Health Information Management Systems (CAHIMS). The two courses are: (1) Health IT Foundations and (2) Introduction to Healthcare Data Analytics. The non-credit courses will be offered in Fall 2023.

To encourage enrollment in these new courses, BCC is hosting information sessions to inform students about the new CAHIMS non-credit credential courses it is offering and ECC is promoting the CAHIMS non-credit courses in its Spring 2023 course catalog under New Upcoming Courses.

## EXPERIENTIAL LEARNING

The Healthcare Information and Management Systems Society (HIMSS) created a 16-week virtual pre-apprenticeship program that will connect a cohort of students to New Jersey's healthcare system through business meetings, courseware, mentorships, and industry capstone projects that prepare students to earn the Certified Associate of Health Information Management Systems (CAHIMS) industry credential. The program is scheduled to be delivered in Summer 2023 or Fall 2023. Eligible participants are: high school graduates, dual enrollment high school students, community college students, and adult learners with a high school equivalency.

The program consists of: (1) Online Learning Modules complimented with competency strengthening from Industry leaders, (2) weekly business meetings for real-world application of competencies with New Jersey Healthcare IT Leadership, (3) Workplace Ethics & DEI Training: Instructor-led sessions to prepare students for the real-world work environments, (4) Career Coaching: 1:1 session to design a personalized career pathway that prepares students for what's next, (5) Social Emotional Learning: Counseling available to students as they navigate the course and need guidance and support, (6) Excel & Math Tutor for skill building strengthening. (7) Capstone Projects: Apply learnings and build teamwork with three industry projects, and (8) Elevator Pitch Session.

## PROFESSIONAL DEVELOPMENT

The Healthcare Information and Management Systems Society (HIMSS) created a New Jersey Community College-specific Learning Management System platform for Health Information professionals called Accelerate. [www.youraccelerate.com](http://www.youraccelerate.com).

Some features are as follows: (1) HIMSS social media/Member LMS platform, (2) NJ Pathways Group has been initiated and we are beginning to connect members and post content, and (3) the platform is free to join.

## ADULT LEARNERS/PILOT


Brookdale Community College (BCC) partnered with the Monmouth County Workforce Development Board / Office (MCWD) to pilot the non-credit workforce training courses it created to establish 3 tracks for entry into the Healthcare Information Management (HIM) and Health Informatics (HI) pathways. Those tracks are: (1) Medical Coding and Billing, (2) Healthcare Office Administration, and Health Information Technology.

BCC and MCWD braided and blended resources to design the pilot. Collectively they: (1) determined which track to select for the Pilot program, (2) developed marketing, recruitment, intake, and selection strategy, (3) secured instructors for scheduled start date of program, (4) purchased licenses for AAPC curriculum and other necessary student supplies, (5) finalized curriculum for outstanding soft skills and Human Resources Certificate courses, and (6) engaged employer partners for post-program employment.

The pilot program for adult learners is scheduled for Summer 2023.







**At Hackensack Meridian Health, we see great value in being part of the NJ Pathways Program. It will help us prepare our employees and future hires for the ever changing complexities and needs of our healthcare industry.**

**Matthew DiBartolomeo**  
Manager, Academic & Community Relations  
Hackensack Meridian Health



We hope our brochure on the New Jersey Pathways to Career Opportunities' Centers of Workforce Innovation gave you insights and appreciation for the game-changing work we are doing to align education with industry in the Garden State! It is exactly what is necessary to propel New Jersey's economy post-pandemic and beyond.

New Jersey Pathways embraces high-quality and timely labor market information about the changing needs of employers and builds an ecosystem of education and training partners to encourage collaboration and information sharing. We are confident this coordination and expansion of partnerships between critical stakeholders - in such a comprehensive fashion - will make unprecedented strides in advancing careers and filling critical employment needs.

This dynamic, cutting-edge initiative would not be possible without the vast industry and educational connections that have been built over several decades by New Jersey's Community Colleges and the New Jersey Business & Industry Association (NJBIA).

Community Colleges are one of New Jersey's greatest success stories. Created in the 1960s, New Jersey's 18 Community Colleges now enroll more than 300,000 people each year in credit, non-credit, and workforce development courses at more than 70 campuses throughout the state.

NJBIA has been focused on the advancement of competitive excellence for more than 110 years. NJBIA is the voice of thousands of businesses bound together for support, advocacy, and networking.

Together, New Jersey Community Colleges and NJBIA are a catalyst for progress and change sharpening our state's workforce. The synergy we have established with thousands of partners around the state is nothing shy of transformational.

We look forward to embracing you into this partnership.

**AARON R. FICHTNER, PH.D.**

*President*

New Jersey Council of County Colleges



**MICHELE SIEKERKA**

*President and CEO*

New Jersey Business & Industry Association







# GET INVOLVED



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[njpathways.org](http://njpathways.org)

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