## B. SCHOOL OF STEM

# 3. Engineering, Architecture, Construction, Computer Science & Mathematics

Change to Program:

# Architectural Technology AAS

The Architectural Technology A.A.S. program prepares students to explore innovative ideas and technologies that impact the environment and society. Ticelaumris designed to provide technically trained personnel for the building construction industry and its interrelated fields of architecture and engineering at a level between the skilled artisan and the professional engineer and architect. Students enrolled in the Architectural Technology program will develop an understanding of the interwoven problems and relationships of the owner, architect, engineer, contractor and municipalities as they apply to the planning, design and erection of buildings.

Required and elective courses emphasize detailed residential and commercial construction drawings, rendering and designing of a variety of building types applying current codes, drafting media, and computenerated design. Equally emphasized is the understandi of building methods, materials, structure and mechanical systems and cost estimating procedures.

Because the course of study encompasses technology, natural and social sciences, math and the arts, there are various opportunities for graduates of the provided between the public and private areas. Graduates will be qualified for employment in architectural design and planning firms as well as for positions in architectural preservation, development corporations, construction companies, engineering firms and surveying firms.

The estimated cost of books for the student enrolled in the first full-time term as outlined would be approximately \$665.

### Change to Existing Courses:

# CIVL 102 – Architectural Fundamentals of Design I

The reason for the course title change is to better match and describe the learning materials within the course for the transferheads that our students move on to.

The reason for the increase in credit and contact hours for our architecture course is to ensure the course provides more material to match the 4 and 5 year schools for seamless transfer.

# CIVL 103 – Architectural Fundamentals of Design II

The course description changes parienarily updating the changes due to prerequisite change and what title change to be reflected in the course content.

The change in prerequisite from CIVL 100 to CIVL 102 is reflective of the **eoure**ing changedwithin the Architectural Technology program requirements.

The title change from Digital Media for Architectural Technology to Architectural

program, and better prepæteudents for the current coursework to be successful in this f20.004 To

#### 1. Education & Social Sciences

Change to Existing Course:

### SOCL 110 – Understanding Social Problems

Due to updates in the new SUNY General Education Curriculum and the new NYSED requirements for Social Studies, this course is being revised. It wilhnew the new requirements for SUNY General Education for Social Sciences; US History and Civic Engagement; Critical Thinking and Reasoning.

It will also fit into a sequence of courses that can be used in the College in the High School Program that align in the new social studies curriculum for 1/2 called Civic Readiness curriculum.

Student Behavior Objectives to accommodate new SUNY General Education with emphasis on social action, add historical element; also fit in with new divic readiness curriculum

New:

### Students will be able to

- describe the nature of some of the more serious social problems/civic issues within the United States.
- explain the connection between social problems/civic issues, their own lives and the lives of others, including key stakeholders.
- list the methods social scientists use to explore social phenomena, including problem definition, observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employine mathematical and interpretive analysis.
- analyze the sociological, social psychological and historical explanations for social problems/civic issues.
- evaluate potential solutions to problems based on the experience and research in the United States and elsewhere.
- read, think, and write critically about social conditions, social issues, and strategies for creating positive social change.
- become involved in attempts to solve social problems/civic issues and to identify ways in which they can work toward positive social change.

#### New:

<u>Understanding social problems</u>

Working toward social change

<u>Poverty</u>

Work and the economy

Racial and Ethnic Inequality

Gender Inequality

Sexual Orientation and Inequality

Crime and criminal justice

Remainingsemestetopics to be selected rom thoselisted below:

Reasonfor Change to accommodate new-K2 Civic Readiness curriculum: topics need to vary since their relevance changes; increase emphasis on social action and the development of the ne&UNY General Education Guidelines

New: A study of major American social problems/civic issues with emphasis on their nature, scope, causes, consequences, and possible solutions. Students will also learn how social change occurs and what they might do the mapositive difference concerning these problems.

Old: A study of major American social problems with emphasis on their nature, scope, causes, consequences and possible solutions. Major topics covered include: political, educational and familial problems, equality and poverty, environmental problems, crime, and mental illness.

New Course:

#### • SOCL 112 - Engaging Social Problems

This course will fit into sequence of courses that align with the new SUNY General Education Requirements and the new SED CRobadiness Curriculum. The need for the new course is to provide our students with an opportunity to have experiential learning that leads to skills, actions, knowledge and attitudes that prepare them to create positive social change. This course will also fit within the new Social Studies Curriculum for Civic Readiness. In that curricula, an experiential course is required to fulfill one of the optional requirements for the Civic Readiness Seal, an optional requirement for graduation in NY State highosols. The optional requirement within this curriculum is called the Capstone. This course fulfills that requirement and can provide high school students with college credit.

Upon a motion by Mr. Fagaseconded by Ms. Breselohe following UPDATE TO STUDENT resolution was adopted unanimously.

#### 3.0 Policy

The Hudson Valley Community College Preferred First Name Policy allows a student or an employee to officially notify the college of a preferred first name, and have this change reflected in orcampus communication systems, as long as the preferred first name is not used for purposes of misidentification, fraud or misrepresentation and three three direct name meets community standards (i.e. not profane, obscene, or derived from hate speech; and conform to technical requirements). There are limits to where preferred first names will be reflected in college communications.

This policy is consistent with current Title IX federal law protecting students against discrimination based on gender identity and expression, and is best practice for supporting transgender, gender nonforming, and norbinary (TGNCNB) members of college communities. This service is not limited to use by transgender, genderandorming, and nonbinary (TGNCNB) students and employees, however, and is available to anyone who uses a preferred first name on a daily basis other than the legal/primary first name.

. Upon a motion by Mr. Grantseconded by Mr. Fagan, the following resolution was adopteunanimously.

RECALLED TO ACTIVE DUTY STUDENT OLICY

Resolved that the request for approval of Recalled to Active Duty Student

WHEREAS, Dr. Lucille A. Marion graduated *cum laudw*ith a bachelor's degree from the State University of New York at Albany in 1976, and

WHEREAS, Dr. Lucille A. Marion, continued her education, earning a Master's degree in Education in 1978, an Educational Specialist University Certificate in Counseling and Student Personnel Services in 1978

WHEREAS, Dr. Lucille A. Marion demonstrates her pride in Hudson Valley Community College and the EOC in everything she does, and

WHEREAS, Dr. Lucille A. Marion has dedicated every day of her professional life to being a strong advocate and a voice for all students at Hudson Valley Community College and the EOC, and

WHEREAS, Dr. Lucille A. Marion now enters a new chapter of her life, enjoying time with her beloved husband, Stephen F. Cowan, her daughter, Nicole, her stepdaughters, Regan, Erirand Courtney and her precious grandchildren, while cherishing the memory of her daughter, Theresa, a proud alumna of Hudson Valley Community College,

NOW, THEREFORE, BE IT RESOLVED that, in special recognition of her unique contributions and her exemplated devoted service to Hudson Valley Community College and the Capital District Educational Opportunity Center over the pastnihiety years the Hudson Valley Community College Board of Trustees hereby appoints Dr.

	Heather Hamelin, Assistant to the Coordinator of Institutional AdvanceOC,	ncement,
	f/t appt., eff. 5/4/22 or thereafter	\$37,000/yr
	Thom Ingram, Program Coordinator, EOC Institutional Services, f/t appt., eff. 5/13/22 or thereafter	\$53,000/yr
2.	School of Business and Criminal Justice Rana Balesh, Advising Specialist, Business Advisement Center, f/t appt., eff. 5/11/22 or thereaft	\$47,000/yr
3.	School of STEM Janet Nagy, Advising Specialist, Applied Technologies, f/t appt., eff. 5/12/22 or thereafter	\$47,000/yr
	Joseph Van Ullen, Advising Specialist, Applied Technologies and Biology, Chemistry and Physics, f/t appt., eff. 6/1/22	\$47,000/yr
4.	Student Affairs Kevin Johnston, Techical Assistant, Registrar's Office, f/t appt., eff. 5/2/22 or thereafter	\$37,500/yr
	Stephanie DiPalma, Advising Specialist, Student Outreach and Retention, f/t appt., eff. 5/11/22 or thereafter	\$47,000/yr
	Caroline McPartlin, Advising Specialist, Student Outreach and Retention, f/t appt., eff. 5/11/22 or thereafter	\$47,000/yr
	Rebecca Persor Supp, Advising Specialist, Student Outreach and Retention, f/t appt., eff. 5/11/22 or thereafter	\$47,000/yr
	Lauren Wickzer, Advising Specialist, Student Outreach and Retention, f/t appt., eff. 6/1/22	\$47,000/yr
	FULL -TIME CLASSIFIED /NON-INSTRUCTIONAL S TAFF Administration and Finance Anthony Matthews, HVAC Technician, Facilities,	
	f/t prob. appt., eff. 5/11/22 or thereafter	\$29.6748/hr

## D. PART-TIME NON-TEACHING PROFESSIONALS

Educational Opportunity Center
 Tracey Nautel, ATTAIN Laboratory Technology Coordinator,
 EOC,

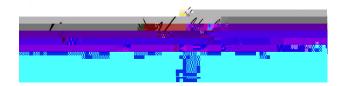
p/t appt., eff. 5/2/22 or thereafter

\$21.00/hr

## E. RESIGNATIONS

1. Chante Coppedge, Technical Assistant, English, Foreign Languages and English as a Second Language, eff. 5/13/22

2.



	DHYG 241	\$350	\$360
Nursing & Surigal Technology	No Increases		
Medical Imaging	No Increases		

Health, Physical Education & Exercise Studies, HSC