

Hudson Valley Community College

80 Vandenburg Avenue, Troy, New York 12180

MINUTES

The monthly meeting of the Board of Trustees of Hudson Valley Community College was held on Tuesday, May 25, 2021 on the college campus, 80 Vandenburg Avenue, Troy, New York; via remote meeting and live streamed for the public on the college's website at www.hvcc.edu.

PRESENT

Neil J. Kelleher, Chairman
Judith Breselor
Philip J. Danaher
William Fagan
Flora Fasoldt
Thomas P. Grant
Reese A. Harrison
William C. Jennings
Wayne Pratt
Brian Zweig

EXCUSED

none

ALSO PRESENT

Dr. Roger A. Ramsammy, President
George J. Raneri, Secretary to the Board
Suzanne Kalkbrenner, Assistant Secretary

J. Ashdown	S. Ely	L. Marion
A. Balarin	E. Hatter	K. Montesano
J. Bourdeau	P. Hill	K. Paquette
J. Braungard	J. Hoyt	R. Pinke
J. Brennan	D. Kennedy	K. Petley
D. Christian	E. Kiel	G. Ricci
L. Coplin	P. Klimkewicz	A. Roberts
A. Courter	I. LaChance	D. Shoemaker
J. DiLorenzo	R. LaGatta	A. Thomas
	K. Loucks	R. Wilson

Chairman Kelleher called the meeting to order at 5:49 p.m.

Upon a motion by Mr. Grant, seconded by Mr. Pratt, the following resolution was adopted unanimously.

MINUTES

Resolved, that the minutes of the regular meeting of the Board of Trustees, held on April 27, 2021, be and hereby are, approved.

Upon a motion by Ms. Breselor, seconded by Mr. Fagan, the following resolution was adopted unanimously.

**VP FOR
ADMINISTRATION &
CFO**

Resolved, that the request for the appointment of Donal Christian as Vice President for Administration and Chief Financial Officer, at an annual salary of \$168,000, effective May 26, 2021, be and hereby is, approved.

Upon a motion by Mr. Zweig, seconded by Mr. Fagan, the following resolution was adopted unanimously.

**HVCC 2021-2022
OPERATING BUDGET**

Resolved, that the request to approve the Hudson Valley Community College Operating Budget for the fiscal year commencing September 1, 2021 and ending August 31, 2022 of \$89,397,678, be and hereby is, approved.

Upon a motion by Dr. Jennings, seconded by Mr. Zweig, the following resolution was adopted unanimously.

**HVCC 2021-2022
TUITION & FEE
SCHEDULE**

Resolved, that the request for approval of the Hudson Valley Community College Tuition and Fee Schedule, for the fiscal year commencing September 1, 2021 and ending August 31, 2022, be and hereby is, approved, as follows:

HUDSON VALLEY COMMUNITY COLLEGE			
<u>Tuition & Fee Schedule 2021-2022</u>			
	2021-22		
	<u>Full-time (annual)</u>	<u>Part-time (per credit hour)</u>	<u>Flat Rate per student/course/occurrence</u>
Resident Tuition	\$4,800.00	\$200.00	
Non-Resident Tuition	\$9,600.00	\$400.00	
Out-of-State Tuition	\$9,600.00	\$400.00	
College in the High School*		\$66.00	
Technology Fee	\$600.00	\$25.00	
Automotive/Autobody Repair Fee			up to \$50
Capital Chargeback (out-of-state students)	\$300.00	\$10.00	
CLEP**			\$25.00
Credit by Examination		\$55.00	
Dental Hygiene Clinic			varies
Health Facility Fee	\$30.00	\$2.50	
Identification Card Replacement			\$9.00
Lab/Course Fee (including uniforms & tools)			up to \$1,000
Late Fee-Immunization			\$0.00
Late Registration Fee			\$60.00
Library Fine			\$3.00
Life Experience Evaluation		\$50.00	
Locker Fee (optional)			\$10.00
Lost or Damaged Materials (print or audiovisual)			\$70 minimum
Parking Fine			varies
Placement Fee			\$9.50
Records & Activities Fee	\$171.00	\$14.25	
Return Check Fee			\$20.00
Study Abroad Application			\$200.00
Transcript Fee			\$0.00
Tuition Deposit (non-refundable)			\$50.00
Tuition Payment Plan Fee***			\$0.00
Vehicle Registration Fee	\$86.50	\$7.25	
<p>* \$1 increase due to SUNY review, needs to be 1/3 of credit hour rate (200/3=66.67, allowed to round down)</p> <p>**CLEP College Board also charges an additional fee to the student</p> <p>***HVCC does not charge a fee; the tuition payment plan provider charges a \$50 fee per semester</p>			

Upon a motion by Mr. Danaher, seconded by Dr. Jennings, the following resolution was adopted unanimously.

**CURRICULUM
CHANGES**

Resolved, that the following curriculum changes, as recommended by the Academic Senate and the President, be, and hereby are, approved:

A. SCHOOL OF HEALTH SCIENCES

1. Health, Physical Education and Exercise Studies

New Courses:

PHED-157 Tennis/Table Tennis

Creating this course will allow the students the variety of PHED electives needed to fulfill graduation requirements. The same group of PHED electives (small number) have been offered for the last 2 semesters and with COVID-19 we have been limited with capacity caps and room availability (we cannot use field-house or ice rink area). Using outdoor space for the first 8 weeks (Tennis) then indoor space in traditional areas (table tennis) will allow us to maintain social distancing and adhere to COVID protocols.

Beyond COVID-19 reasons the addition of this course will add much needed variety to the programs.

PHED-158 Soccer

Creating this course will allow the students the variety of PHED electives needed to fulfill graduation requirements. The same group of PHED electives (small number) have been offered for the last 2 semesters and with COVID-19 we have been limited with capacity caps and room availability (we cannot use field-house or ice rink area). Using outdoor space for the first 8 weeks will allow us to maintain social distancing and adhere to COVID protocols.

Beyond COVID-19 reasons the addition of this course will add much needed variety to the programs.

B. SCHOOL OF BUSINESS AND LIBERAL ARTS

1. English, Foreign Languages and English as a Second Language

New Course:

ENGL-100 Enhanced English Composition I

Historically, only one third of students who begin with our standalone fundamentals course—which is non-credit bearing--eventually complete English Composition I with a C or higher. As Comp I is required in almost all programs—and rightly so—this means that a significant number of students are either forced to retake the class or, worse, do not continue their studies.

In order to address this shortcoming, the EFL department has been working (under the auspices of the SUNY Developmental Learning Community Grant) toward a new model of developmental composition that eliminates the need for sequential remediation.

The department believes that this new course, coupled with the OER, will allow more students to complete our gateway composition course with a transferrable grade, and that in turn will increase overall persistence and retention.

2. Business, Computer Science, & Criminal Justice

New for Credit Micro-Credential:

Introduction to Accounting

The Introduction to Accounting Micro-Credential is designed for students who would like to gain a basic understanding of the accounting field. The accounting courses will provide the student with the fundamental knowledge of accounting and all courses can be transferred to the Accounting Certificate or AAS programs. Many who will take these courses are looking for advancement in their careers, the ability to learn a new skill set or even continue to earn a certificate or degree.

Objective is to provide students with basic Accounting courses to ascertain if they are interested to further their studies in this field. If so they can continue with the stackable levels and afterward pursue an Accounting Certificate or Accounting AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will only need ENGL 101 (English Comp I) and BADM 110 (Bus Law) to meet the Accounting Certificate requirements.

This is a stackable Micro-Credential with students taking the Introduction to Accounting Micro-Credential, then the Intermediate Accounting Micro-Credential, then the Advanced Accounting Micro-Credential. The Introduction Micro-Credential includes courses in Financial Accounting, Personal Finance and either Excel or a computing course. The Accounting Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Intermediate Accounting

The Intermediate Accounting Micro-Credential is designed for students who would like to gain an intermediate understanding of the accounting field. The accounting courses will provide the student with the fundamental knowledge of accounting and all courses can be transferred to the Accounting Certificate or AAS programs. Many who will take these courses are looking for advancement in their careers, the ability to learn a new skill set or even continue to earn a certificate or degree.

Objective is to provide students with intermediate Accounting courses to further their understanding of accounting. They can continue with the Advanced level and afterward pursue an Accounting Certificate or Accounting AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will only need ENGL 101 (English Comp I) and BADM 110 (Bus Law) to meet the Accounting Certificate requirements.

This is a stackable Micro-Credential with students taking the Introduction to Accounting Micro-Credential, followed by the Intermediate Accounting Micro-Credential, then the Advanced Accounting Micro-Credential. The Intermediate Micro-Credential includes courses in Principles of QuickBooks, Advanced Bookkeeping Applications, Accounting Computerized Systems. The Accounting Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Advanced Accounting

The Advanced Accounting Micro-Credential is designed for students who would like to gain a more advanced understanding of the accounting field. The accounting courses will provide the student with core knowledge of accounting and all courses can be transferred to the Accounting Certificate or AAS programs. Many who will take these courses are looking for advancement in their careers, the ability to learn a new skill set or even continue to earn a certificate or degree.

Objective is to provide students with advanced Accounting courses to further their understanding of accounting. They can now pursue an Accounting Certificate or Accounting AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will only need ENGL 101 (English Comp I) and BADM 110 (Bus Law) to meet the Accounting Certificate requirements. Note ACTG 111 or ACTG 210 will not apply to the certificate program unless a student has taken the Introduction Micro-Credential.

This is a stackable Micro-Credential with students taking the Introduction to Accounting Micro-Credential, followed by the Intermediate Accounting Micro-Credential, then the Advanced Accounting Micro-Credential. The Advanced Micro-Credential includes courses in Managerial Accounting or Federal Income Tax and Quantitative Business Applications. The Accounting Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Introduction to Data Analytics

Data analytics is one of the top skills needed in employment areas. In knowledge heavy areas like the Greater Capital District, and the Tech valley area, data analytics jobs go unfilled. According to Bureau of Labor, and surveys conducted, data analytics is one of the quickest and lucrative fields. This is an area which requires skills and training many students, professionals and others do not receive.

Advanced Data Analytics

Data analytics is one of the top skills needed in employment areas. In knowledge heavy areas like the Greater Capital District, and the Tech Valley area, data analytics jobs go unfilled. According to Bureau of Labor, and surveys conducted, data analytics is one of the fastest growing (>30% growth) and lucrative fields. This is an area which requires skills and training many students, professionals and others do not receive.

The Advanced Data Analytics Micro-Credential can be taken on its own or part of a stackable Micro-Credential with students taking the Introduction to Data Analytics Micro-Credential which focuses on economic and business analytic courses, followed by the Advanced Data Analytics Micro-Credential with a focus on core computer science courses and statistics. The Data Analytics Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Introduction to Entrepreneurship

The Introduction to Entrepreneurship Micro-Credential is designed to provide aspiring and existing entrepreneurs with basic entrepreneurial skills and business education skills to launch a new business. The program aims to increase the likelihood of success by reinforcing the concepts and skills necessary to create, design and launch a successful new business. This program provides the entrepreneurial skills needed by those whose dream is to run their own business or to become a driver of innovation in an established company. At the same time, those who already own a business will find that it helps them to advance their skill set.

Objective is to provide students with basic business courses with a focus on the early stages of entrepreneurship to eventually launch their own business. Key learning objectives include understanding what it takes to be an entrepreneur, the entrepreneurship process and marketing. Students can continue with the Intermediate and Advanced Micro-Credential and pursue an Entrepreneurship Certificate or Entrepreneurship AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will have met the requirements for the Entrepreneurship Certificate.

This is a stackable Micro-Credential with students taking the Introduction to Entrepreneurship Micro-Credential, followed by the Intermediate Entrepreneurship Micro-Credential, then the Advanced Entrepreneurship Micro-Credential which leads to a Certificate in Entrepreneurship. Key courses include Introduction to Entrepreneurship, Entrepreneurial Process and Principles of Marketing. The Entrepreneurship Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Intermediate Entrepreneurship

The Intermediate Entrepreneurship Micro-Credential is designed to provide aspiring and existing entrepreneurs with intermediate entrepreneurial skills and business education skills to launch a new business. The program aims to increase the likelihood of success by reinforcing the concepts and skills necessary to create, design and launch a successful new business. This program provides the entrepreneurial skills needed by those whose dream is to run their own business or to become a driver of innovation in an established company. At the same time, those who already own a business will find that it helps them to advance their skill set.

Objective is to provide students with intermediate business courses with a focus on the early stages of entrepreneurship to eventually launch their own business. Key learning objectives include legal issues, process of financial management and learning about the sales process and sales management. Students can continue with the Advanced Micro-Credential and pursue an Entrepreneurship Certificate or Entrepreneurship AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will have met the requirements for the Entrepreneurship Certificate.

This is a stackable Micro-Credential with students taking the Introduction to Entrepreneurship Micro-Credential, followed by the Intermediate Entrepreneurship Micro-Credential, then the Advanced Entrepreneurship Micro-Credential which leads to a Certificate in Entrepreneurship. Key courses for the Intermediate Micro-Credential includes Legal Issues in Entrepreneurship, Entrepreneurial Finance and Selling and Sales Management. The Entrepreneurship Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

Advanced Entrepreneurship

The Advanced Entrepreneurship Micro-Credential is designed to provide aspiring and existing entrepreneurs with advanced entrepreneurial skills and business education skills to launch a new business. The program aims to increase the likelihood of success by reinforcing the concepts and skills necessary to create, design and launch a successful new business. This program provides the entrepreneurial skills needed by those whose dream is to run their own business or to become a driver of innovation in an established company. At the same time, those who already own a business will find that it helps them to advance their skill set.

Objective is to provide students with advanced business courses with a focus on the early stages of entrepreneurship to eventually launch their own business. Key learning objectives include

strategy where a student will create a full business plan, organization and management and understanding the needs for data analysis through statistics. After completing the Advanced Micro-Credential, students will meet all requirements for the Certificate in Entrepreneurship. Students can continue with pursuing the Entrepreneurship AAS. After a student completes the Introduction, Intermediate, Advanced Micro-Credential, they will have met the requirements for the Entrepreneurship Certificate.

This is a stackable Micro-Credential with students taking the Introduction to Entrepreneurship Micro-Credential, followed by the Intermediate Entrepreneurship Micro-Credential, then the Advanced Entrepreneurship Micro-Credential which leads to a Certificate in Entrepreneurship. Key courses for the Advanced Micro-Credential includes Entrepreneurial Strategy, Organization and Management and Statistics. The Entrepreneurship Micro-Credentials can be met through either full- or part-time study and through day and online offerings.

3. Liberal Arts and General Studies

Diversity, Equity, and Inclusion: Cultural Diversity

SUNY and a number of national experts have called upon our campuses to do more on the areas of Diversity, Equity, and Inclusion (DEI). There are a number of areas in the realm of DEI which need greater support. These areas include inclusivity, equity, understanding of a multitude of systematic and experiential issues. Employers indicate that ability to work with a range of diverse individuals is one of the top 10 skills all new employees need (Forbes, 2019).

Upon a motion by Mr. Harrison, seconded by Mr. Fagan, the following resolution was adopted unanimously.

**ACADEMIC SENATE
RECOMMENDATIONS-
ACADEMIC STANDING
POLICY**

Resolved, that the request to approve changes to Academic Standing Policy, as recommended by the Academic Senate and the President, be, and hereby is, approved, as attached hereto as Exhibit A.

Upon a motion by Ms. Breselor, seconded by Mr. Pratt, the following resolution was adopted unanimously.

**ACADEMIC SENATE
RECOMMENDATIONS-
FEDERAL
SATISFACTORY
ACADEMIC PROGRESS
STANDARDS POLICY**

Resolved, that the request to approve changes to the Federal Satisfactory Academic Progress Standards Policy, as recommended by the Academic Senate and the President, be, and hereby is, approved, as attached hereto as Exhibit B.

Upon a motion by Mr. Fagan, seconded by Mr. Grant, the following resolution was adopted unanimously.

**FSA LOAN
REFINANCING**

Resolved, that the request to approve the following resolution, as recommended for approval of the following resolution, as recommended by the Faculty Student Association Board of Directors and the President, be, and hereby is, approved, as follows:

WHEREAS, the Board of Trustees (the “Board of Trustees”) of Hudson Valley Community College (the “College”) has determined that it is in the best interest of the College to amend existing agreements with the Faculty Student Association of Hudson Valley Community College, Inc. (the “Association”) in order to facilitate the Association’s refinance of an existing loan, the proceeds of which were used to construct a parking garage (the “Parking Garage”) through a term loan with Manufacturers and Traders Trust Company (the “Bank”) in a principal amount not to exceed \$5,700,000 (the “Term Loan”).

NOW, THEREFORE, IT IS HEREBY RESOLVED BY THE BOARD OF TRUSTEES OF THE COLLEGE AS FOLLOWS:

1. That the College is authorized to enter into such amendments to the existing facility lease agreement and the ground lease agreement, each among the College, the Association and the County of Rensselaer as Trustee for the College, necessary to facilitate the Term Loan.
2. That the College is authorized to take any and all actions, and to execute or approve, as applicable, and deliver such documents, agreements, certificates, notes, obligations, instruments and other undertakings, as may be reasonably necessary and appropriate for the Association to obtain the Term Loan.
3. That all actions and all of the documents, agreements, certificates, notes, obligations, instruments and other undertakings executed and delivered on behalf of the College in order to carry out the purposes and intent of this Resolution shall be and are duly approved and authorized.
4. That all actions heretofore taken, and all documents, agreements, certificates, notes, obligations, instruments and other undertakings executed and delivered, by the College in connection with carrying out the purposes and intent of this Resolution are hereby ratified and approved for all purposes.
5. That each of the following individuals (each an "Authorized Representative") is hereby authorized on behalf of the College to execute any and all documents, agreements, certificates, notes, obligations, instruments and other undertakings and take any and all action reasonably necessary and appropriate to carry out the purposes and intent of this Resolution:

President of the College
6. Notwithstanding any other provisions of this Resolution, each Authorized Representative is authorized to assent to and do such further acts and execute and deliver such other documents, agreements, certificates, notes, obligations, instruments and other undertakings as he or she may deem reasonable and appropriate to effectuate the transactions contemplated by these Resolutions.
7. That this Resolution shall take effect immediately.

Upon a motion by Mr. Harrison, seconded by Mr. Fagan, the following resolution was adopted unanimously.

**CHANGES TO
STUDENT SENATE
CONSTITUTION**

Resolved, that the request for approval of modifications to Article III, Section 2 and Article IV, paragraph 1 of the Student Senate Constitution, as recommended by the Faculty Student Association Board of Directors and the President, be, and hereby is, approved. It shall read as follows:

Article III –Governance

The executive powers granted hereinafter are with the Student Senate. It shall be the responsibility of the Student Senate to implement the provisions of this Constitution and the Student Senate By-Laws.

Section Two-Duties and Powers

The Student Senate shall make all standing rules necessary to its operation with the approval of the Faculty Student Association of Hudson Valley Community College, Inc., Board of Directors, (FSA Board of Directors), and College Board of Trustees.

The Student Senate shall provide effective communication to the students of the College in regards to every facet of the College and the broader community.

The Student Senate shall review the policies and procedures of student-recognized clubs and Student Senate committees and shall have the authority to reject all policies and procedures which it deems inconsistent with the best interests of the student body or the Constitution or By-Laws.

The Student Senate shall determine the student activity fee and the athletic fee, subject to the approval of the FSA Board of Directors and the College Board of Trustees. The Student Senate shall pay the FSA for the cost incurred for the audit of Student Senate financial records.

The Student Senate shall charter student clubs and organizations.

The Student Senate shall provide for proper and just student body elections and tabulation of results. When included in the annual budget, compensation may be made to Student Senate Executive Officers,

Senators, and The Hudsonian staff. When included in the annual budget, Student Senate Executive Officers and The Hudsonian staff may receive compensation if approved by the Director of Student Life or designee. No student shall be compensated beyond the amount they were billed for tuition.

Compensation levels shall be established and approved by the Student Senate and the Director of Student Life or designee, annually, as part of the budget process.

Article IV – Executive Officers, Senators and Class Presidents

The student body shall elect from its membership, by a majority vote of those casting votes in the election, a President, Vice-President, Treasurer and Secretary (Executive Officers). Each of the senior and freshman classes shall elect one Senator from each of the following academic divisions: School of Business and Liberal Arts, School of Science, Technology, Engineering, and Math (STEM), School of Health Sciences, and including non-matriculated students. One Class President shall be elected by its representative membership from each of the freshmen class and senior class.

INFORMATION ITEMS

The following information items were noted:

INFORMATION ITEMS

A. FULL TIME NON-TEACHING PROFESSIONAL

1. EOC

Lauren Wickizer, Counselor, Instructional Services
Educational Opportunity Center,
f/t appt., eff. 7/1/21

\$45,000/yr

B. PART TIME FACULTY1. School of Business and Liberal Arts

Susan Boddie, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

Emily Cameron, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

Elizabeth Lehmann, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

Steven Mazzocone, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

Kelly McKay, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

Mia Scirocco-Rhodes, Instructor

Fine Arts, Theatre Arts and Digital Media
p/t appt., (shelf) eff. 5/12/21 or thereafter

\$1,113/sch

C. PART TIME NON-TEACHING PROFESSIONAL1. School of Business and Liberal ArtsSarah Kennedy, Part-time Advisor,
Liberal Arts and General Studies Advisement Center,
p/t appt., eff. 5/13/21 or thereafter

\$30.00/hr.

D. RESIGNATIONS

1. Tunde Balogan, Associate Bursar, Finance, eff. 5/14/2021
2. Megan Croce, Technical Assistant, Business, Computer Sciences, Criminal Justice, eff. 6/25/21
3. Marie Redick, Assistant Professor, Engineering, Architecture, Construction, and Mathematics Department, eff. 8/27/21
4. Sarah Sherlock, Advising Specialist, Liberal Arts & Individual Studies, eff. 5/14/21

E. HVCC MONTHLY FINANCIAL REPORTS

1. 2020-2021 Fiscal Year Operating Budget Summary as of 4/30/2021
2. Capital Expenditures, April 2021 and cumulative

F. FACULTY STUDENT ASSOCIATION FINANCIAL REPORTS

1. FSA Financial Statements, as of 4/30/21

G. ADVISORY BOARD APPOINTMENTS

1. Fine Arts, Theatre Arts and Digital Media
Sandra Boynton, Performer, Director, Adjunct Faculty Member
2. Heating, Air Conditioning, Refrigeration Technical Services
Brian Hart, Vice President, George J. Martin & Son, Inc.
Greg Thomsen, Service Director, Colonie Mechanical Contractors, Inc

JUNE MEETING

The next monthly meeting of the Board of Trustees will be held on Tuesday, June 22, 2021.

Upon a motion by Dr. Jennings, seconded by Mr. Fagan, the meeting was adjourned at 5:56 p.m.

ADJOURNMENT

Suzanne Kalkbrenner
Assistant Secretary to the Board

EXHIBIT A, Hudson Valley Community College Board of Trustees Minutes, May 25, 2021

Title of Proposal: Revisions to Academic Standing Policy

1. Text of New Policy:

Academic Standing Policy

All students attending Hudson Valley Community College in a fall, spring or summer semester will be reviewed for academic standing. A student must be in good academic standing for purposes of participation in intercollegiate athletics, the Student Senate, the student newspaper staff and other campus activities as may be defined.

The grade point average (GPA) criteria in the chart below is used to determine academic standing for students who have cumulatively attempted three or more college-level credits. Students who have cumulatively attempted less than three college-level credits will be considered in good academic standing. Students who attempt only remedial courses in a semester do not attain a term GPA and will remain in the academic standing assigned in the most recently attended semester.

Academic Standards Chart

Category	Good Academic Standing	Academic Support	Academic Warning	Academic Probation
Criteria	Term and cumulative GPAs are > or = 2.0.	Term or cumulative GPA < 2.0 OR after a semester of academic warning or probation, term GPA is > or = 2.0 and cumulative GPA < 2.0.	After a semester of Academic Support, term and cumulative GPAs < 2.0.	After a semester of Academic Warning, term and cumulative GPAs < 2.0.
Required Student Action	N/A	Student is encouraged to meet with an academic advisor to discuss academic supports available.	Student must meet with an academic advisor to discuss strategies for academic success prior to starting classes and is encouraged to register for a designated student success course.	Student must meet with the department chairperson or designee to review established strategies for academic success and discuss future plans. The student must also register for a designated student success course.

Academic Support

A student will be placed on Academic Support if the student fails to earn a semester or cumulative GPA of 2.00 or higher. The student is encouraged to meet with an academic advisor to discuss academic supports and strategies. A student can regain good academic standing by attaining both term and cumulative GPAs greater than or equal to 2.0. A student who attains a term GPA greater than or equal 2.0 and a cumulative GPA less than 2.0 OR a cumulative GPA greater than or equal 2.0 and a term GPA less than 2.0 will remain on academic support.

Academic Warning

In the semester following Academic Support, if a student's term and cumulative GPAs are less than 2.00, the student will be placed on Academic Warning and limited to registration in 14 credits. The student is required to meet with an academic advisor to discuss strategies for academic success prior to starting classes. The strategies will include specific steps the student will take to improve

academic performance and must be completed prior to attending classes in the subsequent semester. The student is also encouraged to register for a designated student success course aimed at improving academic performance.

A student can regain good academic standing by attaining both term and cumulative GPAs greater than or equal 2.0. A student who attains a term GPA greater than or equal 2.0 and a cumulative GPA less than 2.0 will be placed on academic support.

Academic Probation

In the semester following Academic Warning, if a student’s term and cumulative GPAs are less than 2.00, the student will be placed on Academic Probation and limited to registration in 8 credits. The student is required to meet with the department chairperson or designee to review established strategies for academic success and discuss future plans. The student is also required to register for a designated student success course aimed at improving academic performance. A student on academic probation is encouraged to consider and discuss all options including, but not limited to:

- pursue a different academic program;
- repeat courses to improve GPA;
- consider pursuing a Fresh Start.

A student can regain good academic standing by attaining both term and cumulative GPAs greater than or equal 2.0. A student who attains a term GPA greater than or equal 2.0 and a cumulative GPA less than 2.0 will be placed on academic support. A student will remain on academic probation, even after a period of non-enrollment, until attaining a term and/or cumulative GPA to qualify for good academic standing or academic support.

Transition to Current Policy

The above policy is effective in the Fall 2021 semester. Students returning to the College in Fall 2021 or thereafter with a status of academic probation, suspension or dismissal following his/her most recently attended semester will be considered in an academic support status, which will determine continued academic standing following the Fall 2021 semester.

Academic Standing Appeals

A student's academic standing is meant to provide support, and as such, cannot be appealed. However, a student may request a review for an increase of a registration credit limit by contacting the student's department chair or an academic advisor.

2. Text of Current Policy:

Good Academic Standing

All students attending Hudson Valley Community College will be reviewed for good academic standing. To be in good academic standing, a student must meet or exceed the requirements specified in the retention table depicted below. In addition, a student must be in good academic standing for purposes of veteran’s benefits, federal and state financial aid, participation in intercollegiate athletics, the Student Senate, the student newspaper staff, the college theatrical group, Yearbook staff, Peer Information Center and other campus activities as may be defined.

Retention Table

Total credit hours Attempted	Academic Dismissal	Academic Suspension	Good Academic Standing	
			Academic Probation	No Probation
3-18.99	_____	less than .5	.5 to 1.29	1.30
19-36.99	less than 1.0	1.0 to 1.29	1.3 to 1.69	1.70
37-48.99	less than 1.3	1.3 to 1.69	1.70 to 1.99	2.00
49+	less than 1.7	1.7 to 1.89	1.90 to 1.99	2.0

Probation

A student will be placed on academic probation at the end of a term in which the student’s cumulative grade point average falls below that which is required according to the Retention Table. A student placed on academic probation must meet with his/her department chairperson or faculty advisor to develop an Academic Intervention Plan prior to attending the following term. As part of the plan, previous coursework, academic strategies, available resources and course selection will be discussed. The plan

represents an agreement signed by both the student and advisor. In addition, a student on academic probation may not enroll for more than 14 credits, unless the student is enrolling in his/her last term to meet graduation requirements.

A student who raises his/her cumulative grade point average to the required level, as designated on the Retention Table, will be removed from academic probationary status.

Suspension

A student will be placed on academic suspension at the end of a term in which the student's cumulative grade point average falls below that which is required according to the Retention Table. A student who is subject to suspension is removed from matriculated status but may return as a non-matriculated student.

A student placed on academic suspension must meet with his/her department chairperson or academic advisor to discuss future academic goals. Such a student may be restricted by the department chairperson as to the number of credits for which the student will be allowed to register.

The student placed on academic suspension also may use the services of the college's Center for Careers and Transfer for additional career counseling.

After correcting his/her cumulative grade point average deficiencies or after not registering for two consecutive terms (fall, spring, summer), the suspended student may seek readmission.

Dismissal

A student will be placed on academic dismissal at the end of a term in which the student's cumulative grade point average falls below that which is required according to the Retention Table. A student subject to dismissal is removed from matriculated status and cannot register for any credit or credit equivalent courses at the college.

After one full term the dismissed student may return on a non-matriculated basis. After correcting his/her cumulative grade point average deficiencies or after not registering for two consecutive terms (fall, spring, summer), the dismissed student may seek readmission.

Waiver of Good Academic Standing Requirements

Understanding there may be extenuating circumstances which have caused a student to lose good academic standing, the college provides the opportunity for a student to request a waiver of these standards. Such a waiver will be granted only if the student's situation is viewed as an exceptional or extraordinary case, meaning, the circumstances preventing the student from meeting the requirements were highly unusual and most probably out of the student's control. The student must be an otherwise serious and successful student.

If the student feels his/her situation warrants use of the one-time only waiver of good academic standing requirements, the application process is begun in the Wellness Center/Counseling Services, located in the Siek Campus Center, Suite 270.

Satisfactory Academic Progress Standards Revisions:

Standards of Satisfactory Academic Progress for Determining Continuing Eligibility for Federal Title IV Student Aid			
Minimum Academic Progress Requirements			
Associate's Degree / Certificate Programs			
Satisfactory Academic Progress			
	Qualitative		Quantitative
Overall Attempted Credit Hours	Minimum Cumulative Grade Point Average (GPA)	AND	Percentage of Overall Credits Hours Completed
3 – 18.99	1.0		50%
19 – 35.99	1.3		60%
36 - 47.99	1.7		67%
48+	2.0		67%

- Remedial classes are not included in SAP calculations.
- All attempts of any course will be included in the calculation of 150% maximum timeframe and Percentage of Credit Hours Completed.
- All incomplete grades must be submitted within 30 days of the start of the next enrollment term.
- The number of overall attempted credit hours is the sum of all attempted credit hours at Hudson Valley Community College including College in the High School coursework and all transfer credit hours accepted by the college.
- The Percentage of overall credits earned will be rounded to the nearest percentage (i.e. .745 will be rounded up to .75 but .744 will be rounded down to .74)

Eligibility for Federal Student Aid

All students must meet specified criteria in order to be eligible for Title IV Federal Student Assistance, which includes Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Student Loans, the Federal Work-Study Program, and the Federal Parent Loan for Undergraduate Students. The criteria that students must meet to be eligible for Title IV student aid are the same criteria all HVCC students must adhere to in terms of institutional academic policies and, specifically, academic progress requirements.

The evaluation criteria are the following:

1. Appropriate minimum cumulative grade point average
2. Successful accumulation of credits toward a degree.
3. Receipt of a degree within the prescribed time limit for the student's program.

1. Cumulative Grade Point Average

In order to remain eligible for Title IV Federal Student Aid, a student must meet the minimum cumulative grade point average requirements of the above chart that coincide with their overall attempted credit hours.

2. Pace of Progression

Federal student aid (Title IV) eligibility is also related to the ratio of credit hours completed versus credit hours attempted. This component of eligibility is referred to as Pace of Progression or Pursuit of Program. Pursuit of Program is defined as: the cumulative number of credit hours completed divided by the cumulative number of credit hours attempted. This equation is tied back into the overall credits needed to be earned to graduate for any degrees/certificate programs. Percentages are rounded up for this calculation. For example, a student completing courses at a rate of 66.5 to 66.9 percent will be considered to be completing courses at a 67 percent rate. Students receiving federal student aid from Title IV programs must be making progress towards their degree at the cumulative rates of completion as follows:

- 50% cumulative rate of completion for undergraduate first-year students.
(3-18.99 credits attempted).
- 60% cumulated rate of completion for undergraduate second-year students.
(19-35.99 credits attempted).
- 67% cumulative rate of completion for all other undergraduate class years
(36-47.99 credits attempted).
- 67% cumulative rate of completion for all other undergraduate class years
(48+ credits attempted).

3. 150% Maximum Timeframe

To quantify academic progress, the college is required to set a maximum timeframe in which a student is expected to complete a program. At Hudson Valley Community College, the maximum timeframe cannot exceed 150 percent of the published length of the program, measured in credit hours attempted. For example, students in associate's degree programs where the published length of the program is 60 credit hours can receive federal student aid through the point when they reach 90 attempted hours (one and one-half times the published length of program). The maximum timeframe evaluation for transfer students will consider both those credits attempted at Hudson Valley Community College and those accepted as transfer credit by the college.

Title IV Aid: Satisfactory Academic Progress Review Process

All students will be reviewed for Satisfactory Academic Progress by the College at the end of each term of enrollment in order to comply with federal regulations. Standard evaluation terms

are Fall, Spring, and Summer. Students who attend Intersession and wish to be evaluated for those terms will be reviewed on a case by case basis. This review will monitor a student’s status in each of the three evaluation criteria. Based on this review, each student will be determined to be in one of four eligibility categories as noted below. Students will be notified of any change in status which affects eligibility for Title IV aid.

MEETING SAP¹	FINANCIAL AID WARNING²	FINANCIAL AID DISMISSAL³	FINANCIAL AID PROBATION⁴	FINANCIAL AID DISMISSAL³
Student meets both Qualitative AND Quantitative Measurements	Student does not meet Qualitative AND Quantitative Measurements	Student does not meet Qualitative and Quantitative Measurements after Warning term.*	Student successfully appeals loss of financial aid**	Student failed to meet SAP after probationary term or did not meet requirements specified in academic plan
AID ELIGIBLE	AID ELIGIBLE	INELIGIBLE	AID ELIGIBLE	INELIGIBLE

*Students may submit appeal to attempt to regain eligibility for aid

**Students are placed on Financial Aid Probation for one payment period. Probationary period may be extended if student cannot regain SAP within one payment period defined by Academic Plan – Academic Plan only required if student is not expected to meet SAP requirements within one payment period.

Financial Aid Status Categories

1. **Eligible** - meeting Satisfactory Academic Progress Requirements and eligible for Title IV aid.
2. **Financial Aid Warning** - not meeting Satisfactory Academic Progress Requirements at the end of the previous term, but still eligible for Title IV aid.
3. **Financial Aid Dismissal** - Not meeting Satisfactory Academic Progress Requirements and not eligible for Title IV aid.
4. **Financial Aid Probation** - Not meeting Satisfactory Academic Progress Requirements but eligible for Title IV aid based on an approved appeal and an approved academic plan if student is unable to mathematically regain eligible status within one payment period.

Eligible

Students will be determined to be in the eligible category when meeting the calculated Cumulative Grade Point Average, Pace of Progression, and Maximum Timeframe requirements

or when previously on Financial Aid Probation and currently working under and meeting all conditions of an approved academic plan.

Financial Aid Warning

Eligible students who are not meeting any one of the Satisfactory Academic Progress Requirements at the end of a term will automatically be placed in a status of Financial Aid Warning. Students placed in this status will remain eligible for one additional semester of Title IV aid.

Financial Aid Dismissal

Students already in a status of Financial Aid Warning will be placed in the Dismissal category if any of the following conditions are met at the time of review:

- The student is not meeting the Pace of Progression requirements.
- It has been determined that the student is no longer able to complete the degree requirements within the maximum timeframe as outlined in an Academic Plan. Note that this is not the point at which the student has attempted the maximum allowed credit hours.
- The student is not meeting the Grade Point Average Requirements.

Financial Aid Probation

Financial Aid Appeals

Students in the Ineligible category may appeal that status based on extenuating circumstances such as the death of a relative, an injury or illness of the student, family difficulties, such as divorce or illness, interpersonal relationship issues, difficulty balancing work, athletics, family responsibilities, etc., and school; and financial difficulties or other special circumstances. Appeals must be submitted in writing to the Financial Aid Office to be reviewed by the Waiver Committee and must include the following:

- Why the student failed to make progress toward the degree
- What has changed that will allow the student to make progress
- Documentation supporting the information included in the appeal. Such documentation could include, but is not limited to, communication from doctors, counselors, or other service providers, police reports, confirmation of use of academic support services, medical records, signed statements from third parties knowledgeable of the situation, etc.

If an appeal is approved, the student will be placed on Financial Aid Probation status and will regain eligibility for Title IV aid. Students on Financial Aid Probation may receive Title IV aid for one semester if it is determined that the student should be able to meet all Satisfactory Academic Progress requirements by the end of that semester. If it is determined that the student will not be able to meet all Satisfactory Academic Progress requirements by the end of one semester, an academic plan can be developed to allow for additional semesters of eligibility as indicated in that plan. Students without an approved academic plan who do not meet all Satisfactory Academic Progress requirements after one semester of Financial Aid

Probation will be again placed in the Ineligible category. Additional appeals are allowed as long as the circumstances are not identical to those that were used for a previous appeal.

Academic Plan

Students in Financial Aid Probation status who will not meet all Satisfactory Academic Progress requirements within one semester may regain Title IV aid eligibility by developing and following a specific academic plan. The need for an academic plan will be determined during the appeal process. Students in need of an academic plan will need to submit a plan proposal which specifies the following:

- The specific date or scheduled time when the plan will end and the student should be meeting all Satisfactory Academic Progress requirements.
- The cumulative GPA which must be reached or maintained each semester such that the cumulative GPA will be meeting the minimum progress requirements when the plan ends.
- Any changes made to the maximum number of credits which can be attempted.
- The percentage of attempted credits which must be successfully completed each semester such that the Pace of Progression will be meeting the minimum progress requirements (or the new requirements established in the plan) when the plan ends.
- Other requirements deemed necessary which are related to the circumstances of the student's successful appeal.

Students who are successfully following all conditions of an approved Academic Plan will be considered eligible for Title IV aid.

The Academic Plan submitted must be completed with your Academic Department.

Denied Appeals:

Students who are denied SAP appeals may stay enrolled if other payment arrangements are made and charges have been accepted.

Deadlines for Appeals

Appeals must be submitted no later than noon on the first day of classes for the term of its intended use. Please note: Pending results of an appeal will not prevent a drop for non-payment. If an appeal is granted, processing time is necessary to compile a financial aid decision and authorize aid to your account.

Regaining Eligibility after Dismissal

Students who lost eligibility and have exhausted appeal options must complete coursework without the use of financial aid. When the student attains the required completion rate/grade point average they will regain financial aid eligibility.

Transitioning to the New Policy

Effective Fall 2021, at the conclusion of the term, students will be evaluated based on the revised measurement criteria set forth by the new satisfactory academic progress policy. Any student who does not meet satisfactory academic progress based on the new standard will be placed on Financial Aid Warning and remain eligible for aid for one payment period.