

MINUTES

Meeting of the Hunter College Senate

8 May 2013

1 The 550th meeting of the Hunter College Senate was convened at 3:44 PM in Room W714.
 2
 3 **Presiding:** Christa Davis Acampora, Chair
 4
 5
 6 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.
 7
 8 Alternate Senators were formally seated in accordance with the procedures approved by the
 9 Senate, and clickers were distributed to them.
 10
 11
 12 **Minutes:** The minutes from February 6th, March 6th and 20th were approved as distributed.
 13
 14
 15 A motion to change the agenda and make Old Business the next line of business carried without
 16 dissent.
 17
 18 **Old Business:** a) **Resolution Re: The Establishment of the Hunter College School of Health Professions**
 19 Provost Vita Rabinowitz spoke in favor of the resolution.
 20
 21 **RESOLUTIONS REGARDING ESTABLISHMENT OF THE HUNTER COLLEGE**
 22 **SCHOOL OF HEALTH PROFESSIONS; CREATING 1) THE DEPARTMENT OF**
 23 **PHYSICAL THERAPY AND 2) THE DEPARTMENT OF SPEECH-LANGUAGE**
 24 **PATHOLOGY AND AUDIOLOGY IN THE HUNTER COLLEGE SCHOOL OF**
 25 **HEALTH PROFESSIONS; AND ADJUSTING THE DIVISIONAL STRUCTURE OF**
 26 **HUNTER COLLEGE.**
 27
 28 RESOLVED, that the Hunter College School of Health Sciences shall be dissolved effective July
 29 1, 2013;
 30
 31 RESOLVED, that the Hunter College School of Health Professions shall be established as a
 32 separate unit within Hunter College with all of the attributes and responsibilities of a School at
 33 Hunter effective July 1, 2013;
 34
 35 RESOLVED, the Dean of the Hunter College School of Nursing (“SON”) shall also serve as Dean
 36 of the Hunter College School of Health Professions;
 37
 38 RESOLVED, that the Department of Physical Therapy and the Department of Speech-Language
 39 Pathology and Audiology each shall be established in the Hunter College School of Health
 40 Professions each with all of the rights and responsibilities of a department effective July 1, 2013.
 41
 42 RESOLVED, that there shall be established a divisional Personnel and Budget Committee which
 43 shall be comprised of the Chair of each department in the School of Health Professions, two
 44 tenured members of the School of Nursing Personnel & Budget Committee elected by the majority
 45 of the members of the SON having faculty rank or CCE, and two tenured members of the School
 46 of Urban Public Health (“SUPH”) Personnel & Budget Committee elected by the majority of the
 47 members of the SUPH having faculty rank or CCE. The Dean of the SON and the Dean of the
 48 SUPH shall be invited to participate in the divisional personnel and budget committee with voice
 49 but not vote and shall alternate on an annual basis chairing such committee.
 50
 51

56 RESOLVED, that the Chairs of each of the departments that comprise the School of Health
57 Professions, one tenured member of the Personnel and Budget Committee of SUPH who shall be
58 elected by the majority of the members of the SUPH faculty having faculty rank or CCE, and one
59 tenured member of the Personnel and Budget Committee of the School of Nursing who shall be
60 elected by the majority of the members of the SON faculty having faculty rank or CCE shall serve
61 on the College Faculty Personnel and Budget Committee with full voice and vote.

62
63 RESOLVED, that the resolutions of this Board of June 17, 1974, December 18, 1978, and June
64 23, 1997 be superseded.

65
66 After questions and discussion, voting by clickers produced the following results: 61 in favor, 4
67 opposed, and 4 abstentions. The resolutions carried.
68

69
70 **b) Students Christina Chaise and Alex Lemell presented the following resolution:**

71
72 **RESOLUTION IN SUPPORT OF CLEAN CONSTRUCTION POLICIES AT CUNY**
73

74 WHEREAS, construction sites create sustained exposure to concentrated levels of toxic diesel
75 exhaust for workers, visitors, students, staff, and the surrounding community; and
76

77 WHEREAS, such pollution poses an increased risk of cancer, decreased lung function, aggravated
78 asthma, respiratory symptoms, cardiovascular disease, and premature death, and
79

80 WHEREAS, the particulate matter (PM) in diesel exhaust consists of over 40 known air toxics,
81 and is three times more likely to cause lung cancer than the combined effect of all other air toxics
82 in the Environmental Protection Agency's (EPA's) National Air Toxics Assessment, and
83

84 WHEREAS, 32 percent of all mobile mono-nitrogen oxides (NOx) emissions and 37 percent of
85 PM emissions are from the construction sector, and
86

87 WHEREAS, the EPA estimates that particulate matter, such as that found in diesel exhaust, is
88 responsible for 15,000 premature deaths each year, and
89

90 WHEREAS, clean construction policies requiring the use of ultra low sulfur diesel fuel, stringent
91 emissions standards on diesel vehicles and equipment, and the reduction of engine idling for
92 construction vehicles all improve air quality and protect public health, and
93

94 WHEREAS, Hunter College, ever conscious of greenhouse emission-reduction initiatives such as
95 PlaNYC and the "30 in 10" Challenge, is committed to increasing campus sustainability to combat
96 the threat of climate change, and
97

98 WHEREAS, the College's Commitment to Sustainability includes a dedication to "Evaluate and
99 redesign all our operations to reduce their environmental impact," "Strive to integrate the
100 principles of sustainability in all business decisions," and to "Consult with all campus stakeholders
101 to identify sustainability goals and promote their achievement," and
102

103 BE IT RESOLVED that the Hunter College Senate urges the adoption and implementation of
104 formal clean construction policies at both Hunter College and CUNY.
105

106 After questions and discussion, voting by clickers produced the following results: 64 in favor, 4
107 opposed, and 3 abstentions. The resolution carried.
108
109
110

111 Minutes
112 Meeting of the Hunter College Senate
113 1 May 2013
114

115 Committee
116 Reports:

GER Committee:

Professor Pam Mills, Chair of the GER Committee, presented a revision of the Hunter Core Requirement. Below is a statement of what she said:

“Our Framework was meant to preserve our current GER. Many of CUNY’s implementation guidelines affect our requirements. We will present the changes to The Hunter Core Requirement in clusters. We attempted to clarify the first paragraph language. We added language regarding students that can be exempt from the English Composition and or the science categories. Students that are exempt receive credit in that category and don’t need to take anything instead. If a student is exempt from two English Composition courses, that category is considered fulfilled. We also included some language regarding STEM variant courses. CUNY says that if a student takes College Option courses at any CUNY school, the student takes those College Option credits when transferring to another CUNY. When that student comes to Hunter, part of their College Option will be fulfilled. In these revisions, we attempt to reconstruct the sequence for Foreign Language and Concentrated Study so that the student makes progress in the minor, 2nd degree, or certificate program. We want our students to take 200 level courses in a coherent program. That is our educational goal. Therefore, students won’t receive College Option credit until they declare the program. Every student must fulfill the concurrent course requirements, which are Writing Requirement and P&D, both tailored to their transfer status. We want our students to be good writers and to be aware of the diversity of the world. We included language on second degree students being fully exempt. We must also keep track of where the students first matriculated before transferring to Hunter. The first institution will affect the number of Common Core courses they must take.”

Provost Vita Rabinowitz expressed complete support for these revisions. The Senate Chair, Professor Christa Acampora, explained that our interpretations to this document must be consistent with our Framework, which passed the Senate on March 20th, 2012.

The body did a voice vote for each cluster of changes. See Appendix II for the amended Hunter Core Requirement.

Cluster #1

FROM:

INTRODUCTION

All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses ~~in specific categories that~~ Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations ~~are meant to~~ support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become ~~competent citizens~~ in the world of ideas.

TO:

INTRODUCTION

All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

Cluster #1 was approved by voice vote with one abstention.

Added:

*Students who receive an “exemption” for ENGL 120 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Cluster #2 was approved by voice vote with one abstention.

Cluster #3

FROM:

The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. ~~Students may take all Hunter Focus classes in an area outside of their first major if they have the requisite language background; they may also take the majority of their Hunter Focus classes in a foreign language.~~ Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

TO:

The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts.

Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their *World Cultures* requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

FROM:

Language study sensitizes students to the differences between their own culture and others, an important factor in an interconnected and interdependent world.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. ~~All~~ foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable. ~~The number of required credits in foreign languages ranges from 0 to 12, depending on a student’s language knowledge at the time of matriculation and transfer status.~~

233 Hunter Focus: Concentrated Study. This requirement ~~is to encourage~~ students to begin
234 concentrated study outside of their major. Students who have gained fourth-semester language
235 proficiency should make progress toward a minor, second major, or certificate (they will not
236 complete such a program within Concentrated Study, but take first steps towards it). The number
237 of credit hours that must be completed in the Concentrated Study requirement depends on a
238 student's transfer status and foreign language proficiency prior to entering Hunter and ranges from
239 0 to 12. (See Considerations for Transfer Students) ~~(THE LAST SENTENCE should HAVE A
240 LINK REMOVE THIS TEXT AFTER LINKED).~~

241
242 **TO:**

243 Language study sensitizes students to the differences between their own culture and that of others,
244 an important factor in an interconnected and interdependent world.
245

246 **Students are required to complete up to 12 credits in a foreign language depending upon a**
247 **student's language knowledge at the time of matriculation and a student's matriculation**
248 **status. (See Considerations for Transfer Students). Students may apply only one course at**
249 **each level (Elementary level 1, Elementary level 2, Intermediate level 3 and Intermediate**
250 **level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.**
251

252 It is strongly recommended that students complete their foreign language study as early as
253 possible so they can benefit from it in their college career. Foreign language courses should be
254 taken in consecutive semesters because gaps in language instruction are undesirable.
255

256 Hunter Focus: Concentrated Study. This requirement **encourages** students to begin concentrated
257 study outside of their major. Students who have gained fourth-semester language proficiency
258 should make progress toward a minor, second major, or certificate (they will not complete such a
259 program within Concentrated Study, but take first steps toward it). The number of credit hours that
260 must be completed in the Concentrated Study requirement depends on a student's transfer status
261

262 and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. (See
263 Considerations for Transfer Students). **It is necessary for students to declare a minor, second**
264 **major, or certificate program. Credit for Concentrated Study is granted only for courses**
265 **completed within that same declared course of study.**
266

267 Cluster #3 was approved by voice vote without dissent.
268

269 **Cluster #4**

270 **FROM:**

271 A course with a Pluralism and Diversity designation may also carry a "W" designation and ~~at the~~
272 ~~same time may be a course that fulfills a part of the Hunter Core Requirement, or a major~~
273 ~~or minor or certificate requirement.~~
274

275 **TO:**

276 A course with a Pluralism and Diversity designation may also carry a "W" designation and **may**
277 **fulfill any other requirement.**
278

279 **CONSIDERATIONS FOR TRANSFER STUDENTS**

280 **2nd Degree Students. Students who have earned a baccalaureate degree from an**
281 **accredited institution are exempt from the Hunter Core Requirement and all**
282 **concurrent requirements.**
283

284 **FROM:**

- 285 • 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree
 - 286 • 6 credits of Hunter Focus for students with an AA/AS degree
- 287

291 TO:

- 293 • 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
294 • 6 credits of Hunter Focus for students with an AA/AS degree

295
296 ***A transfer student who first matriculates in a baccalaureate program must complete 12**
297 **credits of Hunter Focus. The student can apply any “College Option” credits completed at a**
298 **CUNY senior college toward the Hunter Focus.**

299
300 FROM:

301 Writing Intensive. All students must take at least one course with a “W” designation from Hunter
302 College. The number of “W” designated courses required are:

303 3 for students who transfer fewer than 30 credits

304
305 TO:

306 Writing Intensive. All students must take at least one course with a “W” designation from Hunter
307 College. The number of “W” designated courses required are:

308 3 for students who transfer fewer than 31 credits

309
310 Cluster #4 was approved by voice vote without dissent.

311
312
313 **Report by the**
314 **Chief Operating**
315 **Officer:**

Public Safety & Security

316 Please see Appendix III for the presentation by Len Zinnanti, Chief Operating Officer.

317
318 **Report by the**
319 **Ombudsman:**

The College Ombudsman, Prof. Bill Williams, presented the following report:

320 **Ombuds Officer Report May 8, 2013**

321
322 A view of the cases presented to the Hunter College Ombuds Office during the academic year
323 2012/2013 is given below. In a glance, they are very similar to recent years, but there are several
324 interesting points.

	2012/2013	2011/2012
326 Students	62	68
327 Faculty	11	3
328 Parent/Relative	4	0
329 Community	0	0
330 Administrator	1	0
331 Other	0	0
332 Totals	76	69

333
334
335 First notice that the parents are back. Several years ago, we were introduced to helicopter parents
336 and their emergence into society: however a new term that has been adopted in professional circles
337 is "snowplow" parents -- and it is clear why.

338
339 There were more students in the Ombuds Office during this academic year than last, most of
340 which was attributable to Sandy. This storm created headaches of all kinds, and as a result, the fall
341 semester was heavy.

342
343 Some years ago, the issue of narcissism in today's younger generation became quite visible. In
344 some academic circles, it is a major focus of attention. Personally, I don't see this much among my
345 own students, however I do see it in the Ombuds office.

352 Finally, notice that the number of faculty cases rose again after the previous year's drop. While I
353 cannot say that the nature of the problems has changed, I think that we do need to consider if we
354 tend to bully each other?
355

356 There is a literature on bullying in the workplace, and as many of you know, there have been
357 articles about bullying in the Chronicles of Education. And it seems that colleges and universities
358 are particularly vulnerable.
359

360 There are three reasons given for university vulnerability: 1. big egos, 2. an individualistic ethic
361 and, 3. a tolerance for behaviors not accepted elsewhere. Moreover "mobbing", a group form of
362 bullying, is also on the rise and the most likely workplace for mobbing is thought to be the
363 university!
364

365 Again this year, I want to point out that the Hunter Ombuds Office has a staff of one, but that this
366 works well in conjunction Student Services. I thank them.
367

368 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:00 PM.
369
370

371 Respectfully submitted,
372
373
374

375
376 Lisa Marie Anderson
377 Secretary

APPENDIX I

The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

Faculty

AFPRL	Anthony Browne	X	History	Benjamin Hett	A
	Milagros Denis-Rosario	(A) X		Richard Belsky	(A) A
	Edgardo Melendez	(A) X		Thomas Head	(A) X
Anthropology	Ida Susser	X	Library	Hal Grossman	A
	Ignasi Clemente	(A) A		Mee' Len Hom	A
	Jessica Rothman	(A) A		Danise Hoover	(A) A
Art	Malik Gaines	X		Jonathan Cain	(A) A
	Tara Zanardi	A	Mathematics & Statistics	Sandra Clarkson	A
	Lynn Sullivan	(A) A		Robert Thompson	A
	Drew Beattie	(A) X		Verna Segarra	(A) X
Biological Sciences	Shirley Raps	A		Patrick Burke	(A) X
	Paul Feinstein	A	Music	Jewell Thompson	A
	Maria Figueiredo-Pereira	(A) A		Michele Cabrini	(A) A
		(A)		Jana Freiman	(A) X
Chemistry	Akira Kawamura	A	School of Nursing	Anita Nirenberg	X
				David Keepnews	X
	Pamela Mills	(A) X		Lorie Goshin	(A) X
	Gary Quigley	(A) X		Theresa Yannaco	(A) X
Classical & Oriental Studies	Joanne Spurza	A	Philosophy	Frank Kirkland	X
	Lawrence Kowerski	(A) A		Omar Dabhour	(A) X
		(A)		Laura Keating	(A) A
Computer Science	Feliza Vasquez-Abad	X	Physics & Astronomy	Marilyn Rothschild	A
	Saad Mneimneh	(A) X		Noel Goddard	(A) X
	Virginia Teller	(A) X			(A)
Curriculum & Teaching	Nadine A. Bryce (pending election)	A	Political Science	Robyn Marasco	X
	Jason Wirtz	X		Zachary Shirkey	(A) A
		(A)		Charles Tien	(A) X
		(A)	Psychology	Joseph Lao	A
Economics	Howard Chernick	X		Jason Young	A
	Avi Liveson	X			(A)
	Timothy Goodspeed	(A) X		Peter Moller	(A) A
		(A)	Romance Languages	Michael Perna	X
Educational Foundations	Cynthia Walley	A		Rolando Perez	A
	John Keegan	(A) X		Paolo Fasoli	(A) X
	Arnold Wolf	(A) X		Monica Calabrito	(A) X
English	Chong Chon-Smith	X	School of Social Work		
	Michael Thomas	A		Nancy Giunta	X
	Cristina Alfar	(A) A		Mimi Abramovitz	(A) X
	Barbara Webb	(A) A			(A)
Film & Media Studies	Gustavo Mercado	A	Sociology	Mark Halling	A
	Tami Gold	A		Joong-Hwan Oh	(A) X
	Bill Herman	(A) A		Thomas Degloma	(A) A
	Ricardo Miranda	(A) A	Special Education	Sara Hines	X
Geography	Haydee Salmun	A		Angela Mouzakitis	(A) A
	Jochen Albrecht	(A) A			(A)
		(A)	Theatre	Dong Shin Chang	A
German	Lisa Marie Anderson	A		Mia Rovegno	(A) A
	Eckhard Kuhn-Osius	(A) A			(A)
	Elke Nicolai	(A) A	Urban Affairs	Stanley Moses	X
School of Health Sciences	Shahana Mahajan	A		Jill Simone Gross	(A) A
		(A)			(A)
			School of Urban Public Health	Lydia Isaac	A
					(A)

At-Large, Lecturers and Part-Time Faculty

Madlyn Stokely	Student Services	A
Taahira Maynard	Student Services	(A) A
Barbara Barone	Mathematics & Statistics	A
Brian Buckwald	Student Services	A
Jocelyn Berger-Barrera	Library	A
Sarah Chinn	English	A
Sarah Jeninsky	Thomas Hunter Honors	A
Elizabeth Beaujour	Classics	X
Claus Mueller	Sociology	X
Bill Williams	Mathematics & Statistics	A
Gabriela Smeureanu	Chemistry	A
Craig Harwood	Macaulay Honors	X
Christa D. Acampora	Philosophy	A
Barbara Sproul	Religion	X
		0
Ex-Officio		A
Benedict Joson	President, USG	A
Victoria Mead	Vice President, GSA	A
Anne Seifried	President, Alumni Assoc.	A
Sarah Jeninsky	President, HEO Forum	X
Amy Jeu	President, CLT Council	A

Students

Matthew Evanusa	X
Matthew Ramos	X
Andy Lall	A
Ariela Hazan	X
Eamon Pickard	X
Shawn Rafeeq	X
Nicole Lyalin	X
Kidus Gebrekidan	X
Joseph Franzese	A
Eileen Chen	X
Jimmy Qiu	X
Madiha Wasti	X
Ibrahim Alsaygh	A
Julia Camila Jones	X
Alexander Lemell	X
Jarret Freeman	X
Jason Sloan	X
Wilson Chow	A
Sara Shenias	X
Abdul Rad	X
Patricia Colon	X
Christina Chaise	A
Mauricio Bardales	X
Candace Lawrence	X
Sandrea Sicangco	X
Dennis Luo	X

ADMINISTRATION

HEO/CLT Representative	Bill Zlata	A
Vice President for Student Affairs	Eija Ayravainen	A
Chief Operating Officer	Len Zinnanti	A
Provost	Vita Rabinowitz	A
Dean, School of Arts & Sciences	Erec Koch	X
School of Education	Dean David Steiner	A
School of Social Work	Dean Jacqueline Mondros	A
School of Nursing	Dean Gail McCain	X

TEMPORARY REALLOCATION OF SEATS (clickers)

Asian American Studies Program	Jennifer Hayashida	A
Program in Religion	David Cerequas	X
Women and Gender Studies Program	Jennifer Gaboury	A

APPENDIX II

The Hunter Core Requirement

(Effective Fall 2013)

INTRODUCTION

All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

The Hunter Core provides students with opportunities to sharpen their essential academic skills in writing, mathematics, scientific reasoning, and critical thinking. The Hunter Core also introduces students to a spectrum of distinctive perspectives with which various academic disciplines view our world, its past, and its future.

The Hunter Core is distinguished by its emphasis on foreign language study and its encouragement of concentrated student achievement in a subject outside the student's first major. Hunter encourages all students to take an active role in planning their education, and to pursue and develop subjects of interest beyond what is required for their major.

HUNTER CORE

The Hunter Core includes

1. The CUNY Common Core, comprising 30 credits;
2. The Hunter Focus comprising 12 credits.

CUNY Common Core (CCCR, 30 credits)

The Hunter Core includes the courses required for the CUNY Common Core Requirement. The CCCR consists of courses in the categories:

- a. English Composition (6 credits=2 courses)*
 1. English Composition 1 – ENGL 120 (3 credits)
 2. English Composition 2 (3 credits, see list of approved courses)
- b. Math and Quantitative Reasoning (3 credits)**
- c. Life and Physical Sciences (3 credits)**
- d. Scientific World (3 credits)**
- e. Creative Expression (3 credits)
- f. U.S. Experience in its Diversity (3 credits)
- g. World Cultures and Global Issues (3 credits)
- h. Individual and Society (6 credits)
 1. One course from Humanities (3 credits)
 2. One course from Social Science (3 credits)

Students may take no more than two courses from one department or program to fulfill categories a.2 (English Composition 2) through h.

*Students who receive an “exemption” for ENGL 120 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Satisfying World Cultures and Global Issues: Students entering Hunter as freshmen will take an introductory language course for their *World Cultures* requirement. **Exception:** Students who do not need an introductory language course must take another course from the *World Cultures* category. [Check your language status prior to registering for these courses.](#)

The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter's current and historic focus on the liberal arts.

Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students' language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their *World Cultures* requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three "STEM variant" science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

Hunter Focus in Foreign Language. The goal of the foreign language competency requirement is to help students attain cross-cultural knowledge and communicate in a language other than English. In studying foreign languages, their literatures and cultures, students acquire new perspectives on how people think, view the world, express themselves, and communicate with one another. Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world.

Students are required to complete up to 12 credits in a foreign language depending upon a student's language knowledge at the time of matriculation and a student's matriculation status. (See Considerations for Transfer Students). Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3 and Intermediate level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable.

Hunter Focus: Concentrated Study. This requirement encourages students to begin concentrated study outside of their major. Students who have gained fourth-semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within *Concentrated Study*, but take first steps toward it). The number of credit hours that must be completed in the *Concentrated Study* requirement depends on a student's transfer status and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. ([See Considerations for Transfer Students](#)). It is necessary for students to declare a minor, second major, or certificate program. Credit for *Concentrated Study* is granted only for courses completed within that same declared course of study.

CONCURRENT COURSE REQUIREMENTS

Hunter College requires students to take courses that are writing intensive and others that deal with issues of Pluralism and Diversity. These courses can be part of the Hunter Focus or any major or minor requirements, or electives.

Writing Intensive Courses. The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. Writing Intensive courses carry the designation "W" in the catalog and may be offered in any field. Students must complete 3 "W" designated courses. Transfer students may be required to take fewer courses, see "Considerations for Transfer Students" below. All "W" courses must be taken at Hunter College.

Courses for Pluralism and Diversity. This group of courses addresses topics that help students broaden their horizons and gain new perspectives. The Pluralism and Diversity courses are grouped into four categories (A, B, C, and D) that focus on scholarship about major practical or theoretical issues that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of:

- A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas
- B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans,
- C. Women and/or issues of gender or sexual orientation,
- D. Europe, including ways in which pluralism and diversity have been addressed.

One class in each category is required (transfer students, see below). Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category. A course with a Pluralism and Diversity designation may also carry a "W" designation and may fulfill any other requirement.

CONSIDERATIONS FOR TRANSFER STUDENTS

2nd Degree Students. Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.

CUNY Common Core. All CUNY transfer students retain completion of the CUNY Common Core requirements when transferring to Hunter College. Transfer students who have earned an AA/AS degree from an accredited institution and who matriculate in Fall 2013 and after will have fulfilled the CUNY Common Core requirements by obtaining the AA/AS degree.

Hunter Focus

All transfer students, including CUNY transfers, must complete the Hunter Focus. The number of credits required to complete the Hunter Focus varies with the number of credits transferred as indicated below:

- 12 credits of Hunter Focus for fewer than 30 credits transferred
- 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 6 credits of Hunter Focus for students with an AA/AS degree

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any “College Option” credits completed at a CUNY senior college toward the Hunter Focus.

Foreign Language. Hunter encourages all students to reach fourth-semester proficiency in a foreign language. If transfer students have not fulfilled the fourth-semester proficiency requirement, then students must apply the foreign language requirement towards the Hunter Focus.

Concentrated Study. Hunter encourages all students to delve deeply into another area in addition to their major by completing a minor, a second major, or a certificate program. Transfer students who have fulfilled the foreign language requirement should apply Hunter Focus courses towards a minor, second major, or certificate program.

Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 31 credits
- 2 for students who transfer between 31-59 credits
- 1 for students who transfer 60 or more credits

Pluralism and Diversity. Transfer students must take courses in Pluralism and Diversity according to the schedule below:

- 4 courses for students who transfer fewer than 31 credits – one from each Group (A, B, C, and D).
- 2 courses for students who transfer 31 or more credits. These two courses must come from Groups A, B, or C and the two courses cannot come from the same Group.

APPENDIX III



Campus Security Update



May 8, 2013



Secure Campuses



68th Street
East Building
North Building
West Building
Thomas Hunter Hall

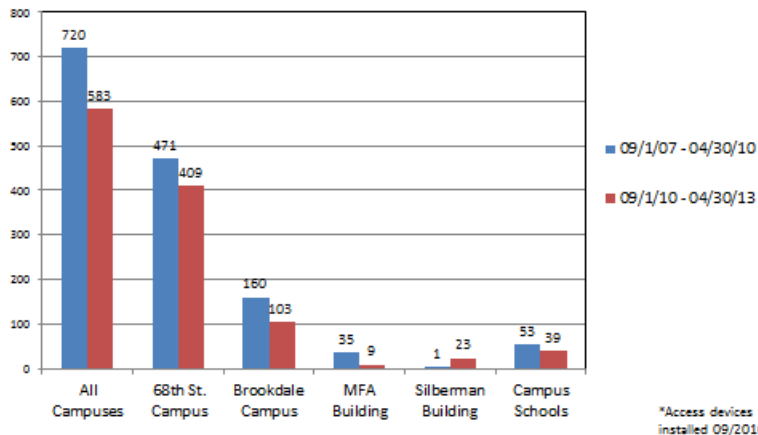


East Harlem: Silberman Bldg.
Art Dept. MFA Bldg., 41st Street
New Art Dept. MFA Bldg. at 205
Hudson Street

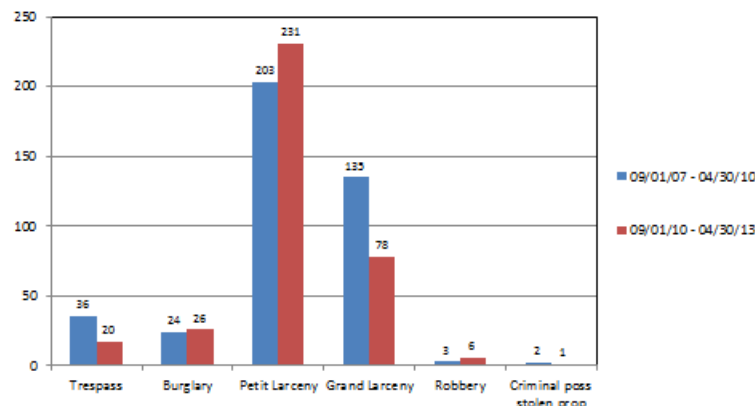




Overall Crime Stats (September 1, 2007 – April 30, 2013)



Trespassing & Property Related Crimes



Property Related Crime Descriptions

- Theft:
 - Petit Larceny: stealing of property ≤ \$999
 - Grand Larceny: stealing of property ≥ \$1000
- Burglary: theft of an item by unlawful entry
- Robbery: theft of an item on a person
- Trespassing: unlawful entry of premises
- Criminal possession of stolen property: having possession of an item that is known to have been stolen

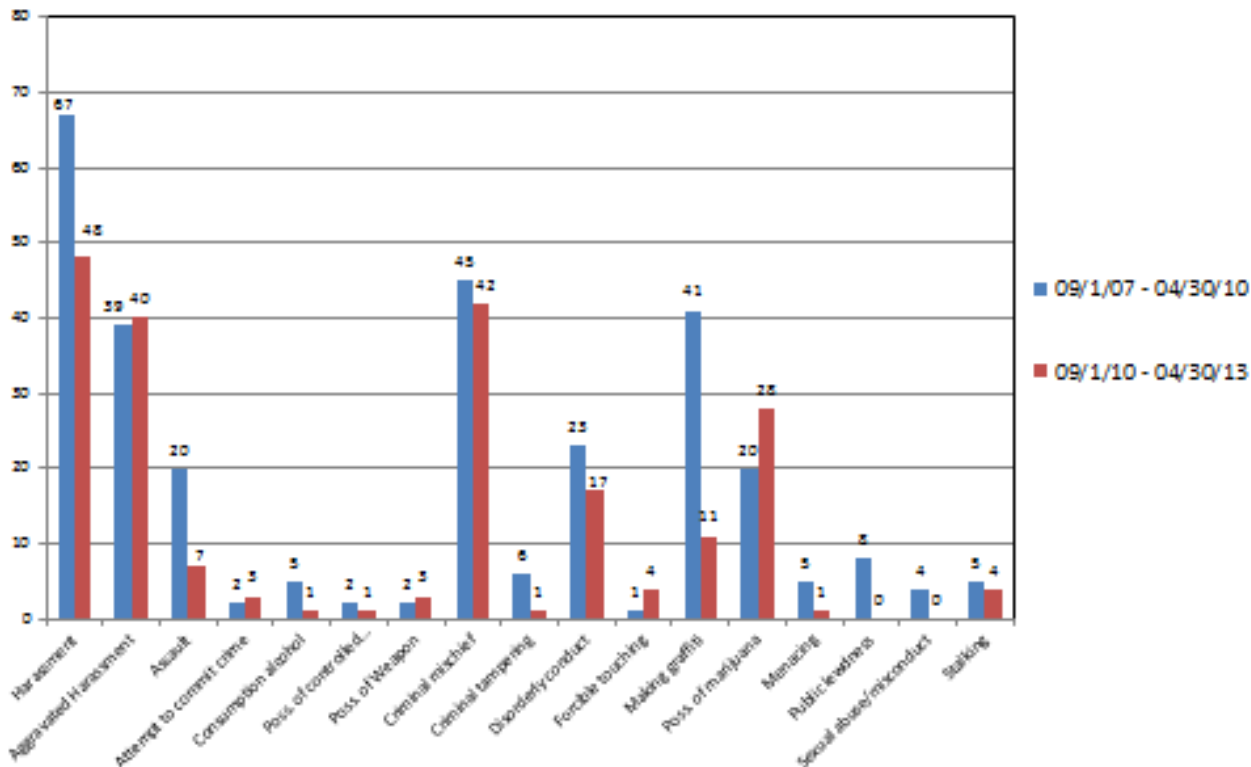


Other Crime Descriptions

- Harassment: the intentional and repeated disturbing of another person by committing acts which place such person in reasonable fear of physical injury.
 - Aggravated Harassment: anonymous communication with intent to annoy or cause alarm
- Criminal mischief: the intentional destruction of property
- Criminal Tampering: interfering or manipulating with the property of another person with the intent to cause substantial inconvenience or disruption



Other Crimes





Beware of your Belongings

- Cellphones
- Bags
- Laptops
- Books
- Jackets



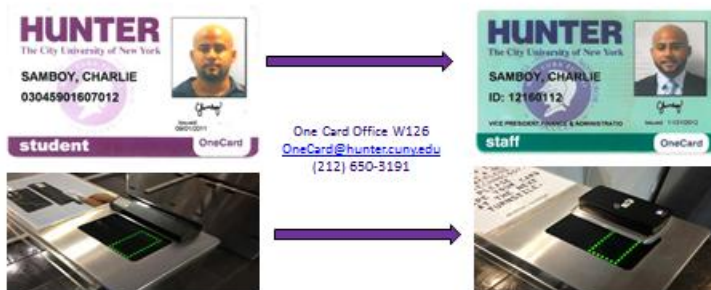
NYPD has an "Operation ID" program to register electronic devices, thus making them harder to sell and easier to potentially catch thieves.

- 68th St. Campus: 19th Precinct, 153 E. 67th St.
- Brookdale Campus: 13th Precinct, 230 E. 21st St.
- Silberman Building: 25th Precinct, 120 E. 119th St.
- Art Dept. MFA Building at 41st St. : Midtown South, 357 35th St.
- New Art Dep. MFA Building at 205 Hudson Street: 1st Precinct, 16 Ericsson Place
- Campus Schools: 23rd Precinct, 162 E. 102nd St.



New OneCard

- Target date to begin transition is mid-July
- Contactless system, no swiping
- New cards have chip w/ encryption technology



Contacting Public Safety

The Office of Public Safety can be reached at:

- 212-772-4447 (Central Command)
- hunter.cuny.edu/publicsafety
- PublicSafety@hunter.cuny.edu
- West Building WB-122

Emergency Contacts:

- 68th St. Campus (212) 772-4444
- Silberman Building (212) 396-7777
- Brookdale Campus (212) 481-4444
- Campus Schools (212) 860-1264
- Art Dept. 41st St. MFA Building (212) 216-9182