

MINUTES

Meeting of the Hunter College Senate 22 February 2012

- 1 The 532th meeting of the Hunter College Senate was convened at 3:55 PM in Room W714.
 2
- 3 **Presiding:** Andy Lall, Vice Chair
 4
- 5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.
 6
 7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate,
 8 and clickers were distributed to them.
 9
- 10 **Minutes:** The Minutes of December 14th were approved as distributed.
 11
- 12 **Report by the** The following is a summary statement of President Raab's report. She said:
 13 **President:**
 14 "We have signed a lease to move our Studio Art and one of the galleries to Tribeca. The Art faculty is
 15 working with architects to design a 21st century art space. It will have 150 studios. We will have the
 16 MFA and BFA Art program there, as well as room for faculty and visiting artists. There will be a
 17 beautiful 5,000 square foot gallery on the ground floor near the Tribeca street traffic to celebrate and
 18 promote our program. I also wanted to announce that we are moving forward from the letter of intent
 19 towards a full purchase agreement for a floor in the Weill-Cornell Science research building, which is
 20 under construction on 69th Street. It's going to be a state-of-the-art research center for Weill-Cornell
 21 scientists plus Hunter College. I wanted to mention one thing from the press this morning regarding
 22 the surveillance of Muslim student groups on campus. We have been working as a community for a
 23 very long time with all our student groups but particularly supportive of our Muslim student groups.
 24 We don't have any evidence or any knowledge of surveillance on this campus, so there is nothing
 25 specific for us to react on. And finally, I want to thank everyone who has been on the Dean's
 26 Committee and the Senate Committee, and everyone who put so much effort into the Pathways
 27 project."
 28
- 29 **Report by the** The Vice Chair presented the report as follows:
 30 **Administrative**
 31 **Committee:**
 32 a) **Special Senate Election for Vacant At-large Seats**
 33 In accordance with Article IV, 2H.i & ii of the *Charter for a Governance of Hunter College*, the
 34 Administrative Committee presented the names of all nominees received to date:
 35 Students: Eamon Pickard
 36 Shawn Rafeey
 37 Dennis Luo
 38 Zhang Chong Chen
 39
- 40 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
 41 motion was approved by voice vote without dissent.
 42
 43
- 44 b) **Electronic Senate Mailing**
 45 The Vice Chair said the following:
 46 "In an effort to support Sustainability, as of now we will start sending the Senate mailing
 47 electronically. An email will be sent the usual 10 days before the meeting, and a second reminder
 48 will be sent one week before the meeting. The email will contain a link to the website where the
 49 agenda and materials will be available for printing. Also, copies will be available at the Hunter
 50 College Senate for anyone that needs a hard copy."
 51

52 **Minutes**
53 **Meeting of the Hunter College Senate**
54 **22 February 2012**

55
56 c) **Announcement: Launch New Senate Website**

57 It was announced the new Hunter College Senate Website was launched. The URL remains the
58 same: www.hunter.cuny.edu/senate.

59
60
61 **Committee**
62 **Report:**

GER Committee

63 Professor Pam Mills, Chair of the GER Committee, presented the report dated 22 February 2012 “Re:
64 A Draft Framework for Hunter College Common Core”. Please see Appendix II. A copy of her
65 presentation may be requested from the Senate office.

66
67 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:55
68 PM.

69
70
71 Respectfully submitted,

72
73
74
75
76 Lisa Marie Anderson
77 Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty

Africana&PR/Latino Studies	Edgardo Melendez (A)
Anthropology	Judith Friedlander (A) Marc Edelman (A) Ida Susser
Art	Paul Ramirez Richard Stapleford
Chemistry	Gary Quigley (A)
Classical & Oriental Studies	Joanne Spurza
Computer Science	Felisa Vasquez-Abad Virginia Teller (A)
Curriculum & Teaching	Jody Polleck (A) "E" Melissa Schieble (A) Steve DeMeo
Economics	Timothy Goodspeed (A) Howard Chernick Avi Liveson
Educational Foundations	Arnold Wolf (A)
Film & Media	Michael Gitlin Ricardo Miranda (A)
Geography	Wenge Ni-Meister (A) Allan Frei (A) Traci Warkentin "E"
German	Eckhard Kuhn-Osius (A)
History	Daniel Hurewitz (A)
Mathematics & Statistics	Verna Segarra (A)
Music	Maura Donohue (A)
Nursing	David Keepnews Terry Yannaco (A) Joan Arnold (A)
Philosophy	Omar Dahbour (A) Laura Keating
Physics & Astronomy	Marilyn Rothschild "E" Noel Goddard (A)
Political Science	Robyn Marasco Robert Jenkins (A) Charles Tien (A) "E"
Psychology	Tricia Striano (A) Michael Lewis Peter Moller (A)

Romance Languages	Michael Perna
School of Social Work	Nancy Giunta (A) Michael Lewis Marina Lalayants (A) Caroline Gelman
Sociology	Joong-Hwan Oh (A)
Special Education	Angela Mouzakitis
Student Services	Nicole Wright-Gordon Madlyn Stokely "E"
Urban Affairs	Stanley Moses
Urban Public Health	Jessie Daniels

Lecturers and

Part-Time Faculty

Jocelyn Berger-Barrera (Library)
Barbara Sproul (Religion)
Carmela Scala (Romance Languages)
Claus Mueller (Sociology) "E"

Ex-Officio

Ranette Garcia, USG Pres.
Sonya Acevedo, CLT Council Pres.
Theodore Ryo, GSA Pres.
Patricia Rudden, Alumni Assoc.

Students

Nada Aziz (Geography)
Michael Green (Economics)
Rochelle Thewet (Philosophy)
Loranzo Donvito (Romance Lang.)
Maggi Delgado (Film & Media)
Matthew Evanusa (Music)
Fei Yan Mock
Ambalika Boodrham (THHP)
Krishan Sharma
Alexander Lemell (Philosophy) "E"
Jarret Freeman (undecl.)
Eli Cohen
Raoul Valencia (undecl.)
Shaun Persaud (English)
Umila Singh (Economics)
Patricia Colon (Economics)
Deodat Ruplall (Comp Sci)
Karen Ciego (SW)
Ireina Cupeles (SEEK)
Marcin Wisniewski (Music Grad)
Runako Taylor (Grad. Classics)
Meg Krietsch (Anthopology)
Tonya Sylvester (Math & Stat)
Raya Harris (undecl.)
Anna Kovalevska
George Pierrakeas
Chaya Shagalov (SW)

APPENDIX II

A Draft Framework for Hunter College Common Core

Background

The CUNY Pathways initiative requires Hunter College to examine its general education requirements and ensure that they are consistent with the Pathways initiative. Fortunately, Hunter's GER and the Pathways framework are reasonably well-aligned. The Framework proposed below articulates the CUNY Pathways requirements onto the existing Hunter College GER.

Framework

The Hunter College General Education Requirement (GER) articulates *for students* the academic values of our institution. We are committed to providing a 21st century liberal arts education that draws upon classical values and looks forward to the needs of a world transformed by modern technology and globalization. Thus the Hunter GER has mandated a breadth of experiences across many disciplinary boundaries in humanities, social sciences, the natural sciences, the arts, and in foreign languages. The curriculum also reflects the diverse and pluralistic society in which we live. Hunter graduates are expected to master skills in writing and quantitative reasoning, and these are reflected in the curriculum. Lastly, the GER reflects the reality that many of our students received their initial education in other countries and need a solid grounding in American history and politics.

All of these values are reflected in the articulation of Pathways to the GER. All of the comments below have to be tempered by the expectation that *every course in the GER* must meet the specific Learning Objectives of Pathways. Specific details are as follows:

The Required Core (12 credits)

- 1) English Composition (6 credits). This category will include ENGL 120 and other courses meeting the learning objectives and having ENGL 120 as a prerequisite. It is expected that these courses will also meet the requirements for the W designation and, as such, all courses in this category, except ENGL 120, should be W courses. It is expected that this category articulates to Stage 1A and Stage 2A of the GER. All courses in this category will be 3 credit, 3 hour courses.
- 2) Mathematical and Quantitative Reasoning (3 credits). This category articulates directly to Stage 1B of the GER. Three credits of the four credit MATH 150 and MATH 155 will apply to this category. MATH 150 and MATH 155 are required for several majors and thus are part of the STEM variant.
- 3) Physical and Life Sciences (3 credits). This category only roughly articulates to Stage 2E. Courses in this category must have 3 credits and 3 hours and must meet the learning objectives of the category. Courses can also be co-requisite with courses in Scientific World. Courses with more than 3 credits that are required for STEM majors can be included (the so-called STEM Variant). Many courses meet the STEM variant and are ANTHP 101, BIOL 100, 102, 122, 160, CHEM 100, 101, 102, 104, 105, 106, 111, 112, 120, 121, PHYS 110, 111, 120, 121. However, the college must offer enough 3cr/3hr courses for non-STEM majors before the STEM variant can be activated.

The Flexible Core (18 credits)

- 1) World Culture and Global Issues (3 credits). This category will include the first course in a four semester sequence of foreign language. Students who are admitted to Hunter College with fewer than 30 credits must demonstrate proficiency in a language by completing the equivalent of a 4 semester sequence in a foreign language. The first course can be used to satisfy World Culture. Students who have been placed into a foreign language course higher than the first semester must complete World Culture with a non-foreign language course in the category. It is expected that some courses from Stages 2B or 2C will be appropriate in this category.
- 2) US Experience in its Diversity (3 credits). This category will include courses that fit the learning objectives but are focused on American History. Courses in this category must be writing intensive with a W designation. It is expected that all courses in Stage 1C will meet this requirement.
- 3) Creative Expression (3 credits). It is expected that courses from Stage 2D will reside in this category.
- 4) Individual & Society (6 credits). Students must take two courses from this category – one from each of the areas (Area 1-Social Science and Area 2-Humanities, Cultures and Ideas). It is expected that courses from Stage 2B will reside in Area 1-Social Science and courses from Stage 2C-Humanities, Cultures and Ideas will reside in Area 2.
- 5) Scientific World (3 credits). It is expected that non-laboratory courses from Stage 2E will reside in this category. It is also expected that some courses from Stage 2B or 2C or Focused Exposure will meet the learning objectives and be appropriate for this category.

College Option – Foreign Language and/or Focused Study

- 1) Students who matriculate into Hunter College with fewer than 30 credits must complete 12 credits of the College Option; those who matriculate with more than 30 credits but with no Associate's degree must complete 9 credits of the College Option; and those who matriculate with an Associate's degree must complete 6 credits of the College Option. This requirement is called the 12/9/6 College Option in the Pathways regulations.
- 2) The College Option will highlight Hunter College's commitment to foreign language and to encouraging students to develop depth in an area outside of the major (focused study).
- 3) Students must complete four semesters of a foreign language or demonstrate equivalent competency as per regulation #1 above. Note: four semesters of a foreign language are intended to be sequential and in a single language.
- 4) Students who need fewer than 4 semesters of a foreign language must fulfill the 12/9/6 College Option by beginning a focused study in a formal minor, a certificate program, or in a second major.
- 5) A detailed breakdown of language and focused study as a function of matriculation status is shown in Table 1.

Overlays – addition requirements that do not necessarily add coursework

- 1) The Writing requirement will be an overlay. Students must complete 3, 2, or 1 W designated courses based upon their matriculation status (See Table 2). Note that courses in US Experience in its Diversity and the second course of English Composition, if taken at Hunter College, automatically fulfill the W overlay. Any course with a W attribute can be used to fulfill this requirement, including courses taken from the Core, courses fulfilling requirements for a major or a minor or certificate, or elective courses.
- 2) The Pluralism and Diversity (P&D) requirement will be an overlay. Students must complete 4, 2, or 1 P&D Designated courses based upon their matriculation status (See Table 3). Students may not use two courses from the same P&D Group to fulfill the P&D requirement. Courses that fulfill requirements for the major, minor, Core, or electives can be used to fulfill the P&D requirement.

Table 1 – College Option: Foreign Language and Focused Study

A detailed breakdown of the requirements for each possible matriculation status.

Matriculation Status	# Foreign Language semesters completed towards 4 semester proficiency* upon matriculation	Semesters of Proficiency Required for Graduation	#Courses Required to be completed in Foreign Language Sequence	# Courses Required towards Minor/Certificate	Total # of College Option Credits for graduation
Fewer than 30 credits	0	4	4	0	12
	1	4	3	1	12
	2	4	2	2	12
	3	4	1	3	12
	4	4	0	4	12
More than 30 credits but no Associates Degree	0	3	3	0	9
	1	4	3	0	9
	2	4	2	1	9
	3	4	1	2	9
	4	4	0	3	9
Associates Degree	0	2	2	0	6
	1	3	2	0	6
	2	4	2	0	6
	3	4	1	1	6
	4	4	0	2	6

*Semesters completed or equivalent proficiency demonstrated. The semesters completed must be within a single sequence (one language). Four semesters completed is equivalent to completion of two years of language study.

Table 2 Writing Intensive (W) Requirement

Matriculation Status	# of W courses required
Fewer than 30 credits	3
30 credits – 59 credits	2
60 credits or more	1

Table 3 Pluralism & Diversity (P&D) Requirement

Matriculation Status	# of P&D courses required
Fewer than 30 credits	4, 1 from each group
30 credits – 59 credits	2 from Groups A, B, or C but no two from same group
60 credits or more	1 from Group A, B, or C

Community Comment and Action Plan

The process for comments by the Hunter community will follow the timetable:

- 1) The draft framework will be presented at the Feb 22 Senate meeting for comment.
- 2) A revised draft framework will be presented for Senate ratification on March 14.
- 3) The GER Committee suggests that Departments focus on articulating their current GER courses to the Hunter Common Core. This means Departments should review the syllabus of each course in light of the learning objectives of the Common Core Category. Only courses that satisfy the learning objectives can be included in the Hunter Common Core. If the current course meets the learning objectives and if the Department can articulate the assignments and attributes of the course that meets the learning objectives, then the course is eligible for articulation.
- 4) Courses that clearly need formal revision, (ENGL 220 to be a W course, science courses that fit the 3/3 or 6/6 model) should be submitted to the formal curriculum process no later than mid-March. These courses should be in the June Chancellor's report and available for inclusion in the Common Core.

- 5) There will be an expedited process for existing GER courses to be included in the Common Core. Courses will pass through this expedited process and then be forwarded to the CUNY committees. These courses should be ready to be forwarded early in the Fall 2012 semester.
- 6) It is anticipated that Undergraduate Course of Study Committee will be focused primarily on the articulation of expedited courses during the early Fall 2012 semester.
- 7) While the GER Committee encourages Departments to create new and exciting courses, minors, and certificate programs in response to this Pathways mandate, the Committee also recommends that Departments focus on the articulation of existing courses first in order to ensure a coherent Hunter Common Core ready for newly matriculated students in Fall 2013.