

MINUTES

Meeting of the Hunter College Senate

20 May 2009

- 1 The 504th meeting of the Hunter College Senate was convened at 3:50 PM in Room W714.
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- 3 **Presiding:** Richard Stapleford, Chair
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- 5 **Attendance:** The elected members of the Senate with the exception of those listed in Appendix I.
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7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and
8 clickers were distributed to them.
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- 10 **Minutes:** The Minutes of May April 22nd were approved as distributed.
11
- 12 **Report by the** A summary statement of President Raab's report to the Senate is attached as Appendix II.
13 **President:**
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- 15 **Election:** **Election of Senate Officers**
16 The floor was open for nominations for Chair of the Senate.
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18 Professor Sandra Clarkson (Mathematics & Statistics) was nominated.
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20 It was moved that nominations be closed. The motion carried by voice vote.
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22 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion
23 carried by voice vote without dissent and Professor Clarkson was elected.
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25 The floor was open for nominations for Vice Chair of the Senate.
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27 Mr. August Wojtkiewicz (Classics) was nominated.
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29 It was moved that nominations be closed. The motion carried by voice vote.
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31 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee. The motion
32 carried by voice vote without dissent and Mr. Wojtkiewicz was elected.
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34 The floor was open for nominations for Secretary of the Senate.
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36 Professor Philip Alcabes (School of Health Sciences) was nominated.
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38 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.
39 The motion carried by voice vote without dissent and Professor Alcabes was elected.
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41 The floor was open for nominations for Chair of the Evening Council of the Senate.
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43 Professor Richard Stapleford (Art) was nominated.
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45 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee.
46 The motion carried by voice vote without dissent and Professor Stapleford was elected.
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 52 **Statement by Chair**

53 Welcome to all of you who are newly elected to the Hunter College Senate. And thanks to those who
 54 are continuing their terms and to those who are leaving. May I take a moment to muse about the past and
 55 speculate about the future of the Senate. I have held what I consider to be an honored position as Chair,
 56 the fifteenth in the history of the body since its first election in March 1971. But the College, like the
 57 city and the country, is a different place than it was 38 years ago. Some have questioned the usefulness
 58 of our governance body in this new world.

59 The Senate, founded upon the Charter, preserves for our community the protection we depend upon for
 60 the enjoyment of our academic freedom. As the governance body of an academic institution the Senate
 61 is contentious and argumentative — as it should be; compromising and inclusive — as it must be;
 62 courageous and challenging — as we need it to be; and at times frustrating. We seem to be continually
 63 facing the same problems, fighting the same battles: the plus/minus system, Senate attendance, the
 64 Minor, the General Education Requirement, the ongoing challenge of student retention. We try to solve
 65 these problems with definitive structures which we debate and pass. But all the time the challenges
 66 change under our very noses.

67 But the truth is that none of these problems is meant to be solved. They represent the lifeblood of our
 68 educational enterprise, the struggle to bring together the educational mission of a college of higher
 69 learning in an evolving society. We celebrate the valued traditions of the cultures that make up our
 70 society and we teach the disciplines that nourish those traditions. It is the Senate that cherishes these
 71 traditions as it embraces the fallibility of our systems and embodies the struggle to make them better —
 72 over and over again.

73 **Report by the**
 74 **Administrative**
 75 **Committee:**

Professor Stapleford presented the report as follows:

76 **Senate Meeting Schedule for Fall 2009 and Spring 2010**

77 The Fall 2009/Spring 2010 Senate meeting schedule was adopted for the following Wednesdays from
 78 3:30 to 5:25 P.M.:

<u>FALL 2009</u>	<u>SPRING 2010</u>
September 9 and 23	February 10 and 24
October 7 and 21	March 10 and 24
November 4 and 18	April 7 and 21
December 2 and 9	May 5, 12, and 19

84
 85 **List of Candidates for Diplomas and Degrees**

86 Professor Stapleford moved for the ceremonial adoption of the list of candidates for diplomas and
 87 degrees to be awarded in May 2009. The motion carried by voice vote without dissent.

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 89 **College Calendar for 2009/2010**

90 The University-wide College Calendar for 2009-2010, as issued by the CUNY Central Administration,
 91 was submitted for the Senate's information. It is attached as Appendix III.

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 93 **Approved Curriculum Changes**

94 The following curriculum changes, as listed in Parts I, II, and III of the Report dated 20 May 2008, were
 95 approved as per Senate resolution and were submitted for the Senate's information. Items:

97	GR-802	English -Changes in course number title, and/or description for various courses
98	GR-804	English -Dropping ENGL 717, 724, 732, 742, 750, 751, AND 756
99	UR-1582	Music -Dropping MU-P 368
100	UE-1578	German Minor
101	UE-1580	English Minor
102	UE-1584	Hebrew Minor
103	UE-1586	Anthropology Minor; Cultural Anthropology Minor; Physical Anthropology Minor; Linguistic Anthropology Minor; Anthropological Archaeology Minor
104	US-1576	Geography -Change in a Degree Program: Change in Major Requirements
105	UE-1589A	Computer Science Minor
106		

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- 112 UE-1594 Economics Minor; Accounting Minor
 113 UE-1587 Music Minor
 114 UE-1591 Classical Studies Minor; Classical Archaeology Minor; Latin or Ancient Greek Minor
 115 UE-1592 Psychology
 116 UE-1597 Geography Minor; Geology Minor; Environmental Studies Minor
 117 UE-1598 Art History Minor
 118 US-1574 Computer Science -Change in Major Requirements
 119 US-1579 Classics/Chinese -Change in Credits CHIN 105, CHIN 106
 120 US-1581 Music -New Course: MU-P 250; Change in title and description: MU-P 365, 369
 121 US-1583 Music -Change in a Degree Program: Change in Requirements for Performance Ensem-
 122 bles
 123 UE-1589B Computer Science: -New Courses: CSCI 133, 233; Inclusion of CSCI 133 in GER
 124 Stage 2.E Non Laboratory Courses
 125 UE-1589C Computer Science: Change in number and/or prerequisites: CSCI 395.74, CSCI 232
 126 GS-796/US-1568 Dance Program: Letter of Intent for BA/MA in Dance Education
 127 GR-805 Music -Change in title: MU 647 1
 128 UE-1585 Arabic Minor; Arabic Studies Minor
 129 UE-1588 Theatre Minor
 130 UE-1595 Russian Language Minor; Russian Literature and Culture Minor
 131 UE-1590 Minor in Biological Sciences
 132 UE-1599 Physics Minor
 133 UE-1600 Italian Minor
 134 UE-1593 Jewish Social Studies Minor
 135 GS-799 Educational Foundations: Change in a Degree Program: Requirements for MA in
 136 Educational Psychology
 137 GS-800 Educational Foundations: Change in a Degree Program: Change in EDPS 795
 138 GS-801 C&T/Educational Foundations: Revised Course of Study for Master's Programs in
 139 Adolescent Biology, Chemistry, Earth Science, mathematics, Physics, and Spanish,
 140 Alternative Certificate Programs
 141 GS-803 English -24 New Courses
 142 GS-806 Music -Change in title & Description MUS 717, 718
 143 GS-807 Music -New Course: MUS 720
 144 GS-808 School Of Nursing - Change Degree Programs: Gerontological/Adult Health Nurse
 145 Practitioner and MS; Gerontological/Adult Health Nurse Practitioner BS and MS;
 146 Adult Nurse Practitioner and MS; Adult Nurse Practitioner and BS & MS; Psychiatric-
 147 Mental Health Nurse Practitioner and MS; Psychiatric-Mental Health Nurse
 148 Practitioner BS and MS; Psychiatric-Mental Health Nurse Practitioner and Advanced
 149 Certificate
 150 GS-809 School Of Nursing - Change in a Degree Program: Psychiatric-Mental Health Nurse
 151 Practitioner Advances Certificate; Nursing Education Advanced Certificate
 152 GS-810 School Of Nursing: Change in Existing Courses: NURS 717, 749, 750, 751, 755, 757,
 153 768
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155 **Committee**
 156 **Reports:**

Report by the Calendar Committee

157 Professor Shirley Raps, Chair of the Committee the proposal from the FP&B Bell Schedule Committee,
 158 as distributed, to modify the current Bell Schedule by adding a 7 AM bell and eliminating the 1 ½ hour
 159 break between 4-hour courses during the middle of the day.

160 After brief discussion the question was called and carried. The motion was approved by voice vote
 161 without dissent.

162 The Bell Schedule, as approved, is attached as Appendix IV.

Report by the Library Committee

165 Professor Danise Hoover presented the following report dated 5/20/09 on behalf of the Committee:
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As the President’s Task Force on the Hunter College Libraries stated, libraries are the heart of world class academic institutions. This report focuses on efforts and progress in implementing the 2007 report prepared by the Library Task Force. It focuses on progress in improving the facilities, especially at Wexler, and on planning both for improving Wexler and for the new library planned for the new Social Work and Public Health building. It also touches on improving services.

The Task Force highlighted the need for improving and renovating the physical facility, especially Wexler, and the need for planning for improving the library and for developing new libraries in new buildings. It also stressed the need for involving library faculty and staff in the planning process.

Facilities improvements

In September, 2008, a Director of Facilities, Planning, &Technology was hired as recommended by the Task Force. Since September she has worked on the immediate problems highlighted in the Task Force Report including lighting, cleaning and signage. She has worked closely and successfully with Facilities to improve cleaning and trash collection in the libraries, get moldy areas cleaned and painted, and improve lighting. She has assisted in moving collections and furniture to open up spaces and make them more welcoming, attractive, and useful to students. She has also helped library faculty and staff re-arrange their workspaces to create more efficient and pleasant surroundings. She has found free sources for replacing worn and damaged library furniture and providing space dividers to create privacy for staff and students where that is desirable. These acquisitions have made a significant improvement in the faculty and student spaces where they have been used. All the damaged library chairs have been replaced at virtually no cost to the College. Progress has also been made on improving signage

The Committee commends the hiring and work of this new staff person and the close collaboration and cooperation of Facilities and other College departments in improving conditions in the Library.

Unfortunately, this position is slated for elimination. The Senate Library Committee is very disturbed by this decision since having it has led to significant and obvious improvements in the condition of the library as well as the acquisition of significant resources at little or no cost to Hunter. This position seems critical to maintaining these improvements and ensuring informed input into continuing plans for renovating Wexler and creating new library facilities and services.

Planning

The Task Force stressed that library planning be carried out by experienced library planners and “in close collaboration with library staff as well as ICIT and other stakeholders.” In the early planning stages for the library in the new Social Work and Public Health building, the Director of Facilities, Planning, & Technology worked with architects to ensure that Association of College and Research Libraries (ACRL) and Americans with Disabilities Act standards were met. While library staff was consulted early in the fall, none have seen proposed plans for renovations of Wexler. Library staff feel they have had little input into plans for the library in the new Social Work/Public Health building. There have been no formal planning sessions or charettes* involving library staff or users. **The failure of the Administration to include library faculty and staff and users in the planning process is of concern to this Committee as is the more general lack of communication between library staff and the library planner in Rogers Marvel, the firm hired to plan library and other renovations.**

After discussion the following resolution was presented by Professor Clarkson on behalf of the Administrative Committee:

BE IT RESOLVED, that the Hunter College Senate calls on the President to follow the recommendation of the Library Task Force Committee and instruct the Library Planner to bring members of the Library faculty and staff into the planning for the renovation of the library facilities, including regular meetings with the firm of Rogers Marvell, the firm hired to produce a library plan.

The question was called and carried. The resolution was approved by voice vote without dissent.

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Report by the Ombudsman

Professor Bill Williams gave the following report:

We have been reviewing the *Principles and Practices of the International Ombudsman Association (IOA) Code of Ethics and Standards of Practice*.

It is clear that the role of the Ombuds Office is expanding in many organizations. For example, many now include involvement in community issues, in skills coaching and perhaps especially, in bullying cases. There seems to be considerable lack of consistency across offices, but the IOA is addressing this problem.

However, the foundations of all Ombuds work are common: confidentiality, impartiality, informality, and independence.

In 2008-09 the Hunter Ombuds Office handled 39 cases, about the same as we have handled in recent years.

Cases involving interpersonal disputes and incivility at faculty and administrative levels increased this past year. There were three, but there was only one student financial aid problem.

Advising people about their options remains by far the most common activity. It is almost always the first thing we do after listening to a person describe his or her problem.

Overall though, our most common case-related activities remain much the same: initially hearing out people's problems, and assisting them in developing ways of handling their issues, often with the help of others, sometimes including the Ombuds Office. These typically involve what Ombuds offices call "facilitated discussions" that help people come to agreement. These discussions are informal and may continue on and off for weeks. In fact, four cases that were continuing from the previous Ombudsman are still continuing.

Ombuds Reports usually contain some type of categorization of the cases. In this we have borrowed liberally from outside reports. There are many different styles in different reports and the categories are rarely non-overlapping; this can lead to double counting. We have presented this year's information using two different formats.

WHO Came?

Students	35
Graduate	3
Undergraduate	32
Faculty	3
Staff	0
Parent/Relative	1
Community	0
Administrator	0
Other	0

***WHY did they come?**

Hadn't read, or understood, the catalog	21
Advisors hadn't read, or understood, the catalog	3
Students who were 'treated badly'	5
[one of these students came directly from class]	
To get Advice on Options	39
For Referral Internal (not External)	34
Request Informal Fact Finding	5
Shuttle Diplomacy	0 maybe (39?)
Questioning Grading	22

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295	Info on Procedures and Policies	39
296	Help with Financial Aid (NY Tax Laws)	1
297	Problem with Registration	7
298	To report cheating in a course	1
299	[reported by student after a broken romance]	
300	Faculty Tenure	n > 0

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*(There is overlap in the categories resulting in some double counting in the classification tables)

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Progress Report by the Computing & Technology Committee

Professors Jack Caravanos and Jim Gordon presented the Progress Report dated 5/20/09. It is attached as Appendix V. They informed the Senate that the Mellon Committee would consider the report with respect to the GER, and they invited the Senate to provide feedback to the committee.

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Old Business: Mr. Steven Beard moved the following resolution:

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BE IT RESOLVED, that the credit limit for the winter session be raised from the current 3 credits to 4 credits.”

After brief discussion the question was called and carried. The resolution carried by voice vote without dissent.

Professor Sweeney moved that the Senate express its appreciation and thanks to Professor Stapleford for his service as Chair.

The motion carried by acclamation.

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:10 PM

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Respectfully submitted,

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Philip Alcabes,
Secretary

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**Meeting of the Hunter College Senate
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APPENDIX I

The following members were noted as absent from the meeting:

Faculty

			Peter Serrano (A)
Africana&PR/Latino Studies	Anthony Browne Pedro Lopez-Adorno (A)	Romance Languages	Guisepe DiScipio (A)
Anthropology	Ida Susser Jacqueline Brown (A)	School of Social Work	Anthony DeJesus Willie Tolliver (A)
Art	Paul Ramirez	Sociology	Claus Mueller (A)
Chemistry	Pamela Mills Dixie Goss (A)	Urban Affairs	Jill Gross
Classical & Oriental Studies	Nadya Peterson		
Computer Science	Saad Mneimeh (A) Virginia Teller (A) Ioannis Stamos		
Curriculum & Teaching	Bede McCormack (A) Nadine Bryce (A) "E"		
Economics	Howard Chernick Avi Liveson Timothy Goodspeed (A)		
Educational Foundations	Markus Bidell (A) "E"		
English	Michael Dowdy "E"		
Film & Media	Gustavo Mercado Peter Parisi (A)		
Geography	Frank Buonaiuto		
Library	Lisa Finder (A)		
Mathematics & Statistics	Dana Draghicescu (A) Ada Peluso		
Nursing	Elizabeth Simon (A) Judith Aponte		
Physics & Astronomy	Marilyn Rothschild "E" Noel Goddard (A) Ying-Chih Chen (A)		
Political Science	Charles Tien (A) Andrew Polsky (A)		
Psychology	Tricia Striano (A) Peter Moller		

Lecturers and Part-Time Faculty

Joanne Spurza (Classics)
Barbara Barone (Math&Stat) "E"
Stuart Ewen (Film&Media)
Eckhard Kuhn-Osius (German) "E"
Lynn Kemen (Psychology)
Matthew Knip

Administration

Dean David Steiner (A)
Dean Jaqueline Mondros (A)
Dean Kristine Gebbie (A)

Ex-Officio

Deborah Francois, USG Pres.
Jason Ares, CLT Council President
Nadine Young, HEO Forum Pres.
Sarit Levy, GSA Pres.

Students

Kimberly Maurice (Theatre)
Jenny Jenkins (Film&Media)
Rosemary Beato (Psych)
Saba Abdulla (History)
Scott Powell (Chemistry)
Nieves Veras (Spanish/Engl)
Glenda Holland (Sociol)
Dhariana De La Cruz (Psych)
Raihan H Mirza (Med)
Jennifer Nina (Urban Studies)
Sarah Alshawish (Undecl)
Jordan Diminich (Poli Sci)
Sabrina Caprioli (Poli.Sci.)
Daniel Fried (Math&Stat)

APPENDIX II Report by the President

The following is a summary statement of President Raab's report to the Senate. She said:

"I want to invite all faculty and graduating students to our May 28th Commencement at Radio City Music Hall. Our speaker will be U.S. Secretary of Labor, Hilda L. Solis. We are giving an honorary degree to one of our distinguished alums, Sheila Birnbaum. She is a partner at a major law firm where she built the product liability law practice. She was a 1960 graduate of Hunter and then received her Master's degree here as well. The Borough President of Manhattan, who has been a very strong supporter of ours, will also be attending and will be receiving a President's medal. We have two special guests joining us, the actor Tony Plana from "Ugly Betty," and Charles Schumer our Senator.

I want to report that we have not yet received the written report of the Middle States Evaluation team, and since this is our last meeting together we will be posting the results on the web site over the summer. Eija wanted me to ask everyone to remind students that summer school registration is still available and that we are offering some scholarships for students who need credits to continue to move towards their degree.

As many of you know, we have been talking to the developers of the building that is located across the street from the new School of Social Work and Public Health, and asked them to work with us and see if we can offer faculty an attractive and affordable package for housing. I think we have made considerable progress in these negotiations, and I want to ask Len to talk a little about this.

President Raab yielded the floor to Len Zinnanti who said:

"As Jennifer just stated, we were able to construct a very good business deal for the Hunter community. We had started working through the Deans for the Hunter faculty, but we have negotiated this to be open to the entire community and we will be getting information about this out to the community very soon. The negotiations aren't quite finished, but I can say this much. The building is on the North corner of the 119th Street and 3rd Avenue, right across the street from the site of the new Social Work building which will be on the South-West corner of that intersection. All of the apartments, and there are 120 of them, are brand new and they all include very nice amenities like stainless steel appliances, washer, dryer, air conditioning, hard wood floors. There is plenty of light and a lot of windows. Basically, this is the framework of the deal and we are just trying to fine tune some points.

If we sign a lease for a 26-month term by August 15, there is an effectively 33% discount from the published rates and I say effectively because the discount comes in two forms. There is a 15% discount off the monthly stated rent and then over the course of the 26 months there will be 4.5 rent free months, which effectively is a 33% decrease in the rent over that term. If we sign the lease between August 15 and by September 1, there is an effective 25% discount which is a 15% discount off the published rates and 2.5 free months over the 26 month term. The third option would be if we rent the apartment by October 1, there would be a 15% discount off of the published rates, no free months and then after October 1 it would be just 1 free month for a 24-month term. There is a free gym which would save another \$500 a year in cost. We will get the information out to the community very soon. In this market especially it is a very good deal for us and I hope that people take advantage of it."

Mr. Zinnanti yielded the floor to President Raab, who said:

"I want to remind everyone that we will be celebrating the faculty awards for excellence including our own Jim Gordon and Sally Milgrim and many other very strong and contributing colleagues. I hope you will join us in the faculty dining room after this meeting."

The President concluded her report by expressing her thanks to Richard Stapleford for his leadership and the amount of work and progress made in the last few years together under his chairmanship. President Raab asked the Senate to join her in a round of applause for Richard Stapleford.

APPENDIX III

THE CITY UNIVERSITY OF NEW YORK 2009-2010 ACADEMIC CALENDAR

FALL 2009

August 2009:

F 28..... First Day of Classes - Fall 2009

September 2009:

M 7..... LABOR DAY -- COLLEGE IS CLOSED

F 18 – Su 20..... No classes scheduled

M 28 No classes scheduled

Tu 29..... Classes Follow a Monday Schedule

October 2009:

M 12..... COLUMBUS DAY - COLLEGE IS CLOSED

W 14 Classes Follow a Monday Schedule

November 2009:

TH 26 – Su 29..... THANKSGIVING RECESS -- COLLEGE IS CLOSED

December 2009:

M 14..... Reading Day – Uniform Final Examinations – No classes

M 14 – M 21 Final Week of Fall Semester 2009 (Final examinations or last instructional period where no finals are given)

TH 24 – F 25..... COLLEGE IS CLOSED

TH 31..... COLLEGE IS CLOSED

SPRING 2010

January 2010:

F 1..... COLLEGE IS CLOSED

M 18..... MARTIN LUTHER KING JR. DAY -- COLLEGE IS CLOSED

TH 28..... First Day of Classes -- Spring 2010

February 2010:

F 12 LINCOLN'S BIRTHDAY -- COLLEGE IS CLOSED

Sa 13 – Su 14..... No Classes

M 15 PRESIDENTS' DAY -- COLLEGE IS CLOSED

TH 18..... Classes Follow a Monday Schedule

March/April 2010

M 3/29 – M 4/5 SPRING RECESS – NO CLASSES

May 2010:

M 17..... Last Day of Classes – Spring 2010

Tu 18..... Reading Day

Tu 18 – Tu 25 Final Week of Spring Semester 2010 (Final examinations or last instructional period where no finals are given)

M 31..... MEMORIAL DAY -- COLLEGE IS CLOSED

APPENDIX IV
New 4hr Bell Schedule (changes are in italics)

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
<i>7:10 – 9:00</i>	<i>7:10 – 9:00</i>		<i>7:10 – 9:00</i>	<i>7:10 – 9:00</i>
8:10 - 9:25 or 8:10 – 10:00	8:10 - 9:00 or 8:10 – 9:25 or 8:10 – 10:00	8:10 - 9:00	8:10 - 9:25 or 8:10 – 10:00	8:10 - 9:00 or 8:10 – 9:25 or 8:10 – 10:00
<i>9:10 – 11:00 or</i> 9:45 -11:00	<i>9:10 – 11:00 or</i> 9:10 - 10:00 or 9:45 – 11:00	9:10 -10:00	<i>9:10 – 11:00 or</i> 9:45 -11:00	<i>9:10 – 11:00 or</i> 9:10 - 10:00 or 9:45 – 11:00
	10:10 -11:00	10:10 -11:00		10:10 -11:00
<i>11:10 – 1:00 or</i> 11:10 -12:00 or 11:10 – 12:25	<i>11:10 – 1:00 or</i> 11:10 -12:25	11:10 -12:00	<i>11:10 – 1:00 or</i> 11:10 -12:00 or 11:10 – 12:25	<i>11:10 – 1:00 or</i> 11:10 -12:25
		12:10 - 1:00		
12:10 - 1:00	12:45 - 2:00 or <i>1:10 – 3:00</i>	12:10 - 1:00	12:10 - 1:00	12:45 - 2:00 or <i>1:10 – 3:00</i>
1:10 - 2:25 or <i>1:10 – 3:00</i>	2:10 - 3:25 or <i>3:10 – 5:00</i>	1:10 - 3:00 DEAN'S HOUR	1:10 - 2:25 or <i>1:10 – 3:00</i>	2:10 - 3:25
2:45 - 4:00 or 3:10 – 4:00 or <i>3:10 – 5:00</i>		3:10 -4:00 or <i>3:10 – 5:00</i>	2:45 - 4:00 or 3:10 – 4:00 or <i>3:10 – 5:00</i>	

	3:45 - 5:00 or 4:10 - 5:25			3:45 - 5:00
4:10 - 5:00 or 4:10 - 5:25		4:10 - 5:00 or 4:10 - 5:25	4:10 - 5:00 or 4:10 - 5:25	
5:35 - 6:50 or 5:35 - 7:25	5:35 - 6:50 or 5:35 - 7:25	5:35 - 6:50 or 5:35 - 7:25	5:35 - 6:50 or 5:35 - 7:25	5:40 - 8:40
7:00 - 8:15 or 7:35 - 9:25	7:00 - 8:15 or 7:35 - 9:25	7:00 - 8:15 or 7:35 - 9:25	7:00 - 8:15 or 7:35 - 9:25	
8:25 - 9:40	8:25 - 9:40	8:25 - 9:40	8:25 - 9:40	

Saturday and Sunday Bell Schedule: 9:10 – 12 and 12:10 – 3:00

<u>SATURDAY</u>	<u>SUNDAY</u>
9:10 – 12:00	9:10 – 12:00
12:10 – 3:00	12:10 – 3:00

APPENDIX V
Progress Report by the Computing & Technology Committee
Proposed General Information Technology (Computer)
Competencies for Undergraduate Students at Hunter College.

1. Students will be able to engage in electronic collaboration

Students should be able to use different (electronic) media to communicate ideas clearly and explore concepts through collective discourse, inquiry and reflection. Students need to demonstrate effective use of collaborative tools which facilitate group learning, and the construction of shared learning resources such as publications and websites.

Students should be able to effectively email with attachments, and use Blog's, Wiki's, social networking tools, and listservs.

2. Students will be able to use and create structured electronic documents

The creation of electronic documents (word processing) has become a necessary skill in all disciplines; yet students often do not maximize use of the various features found in such applications. This competency seeks to increase the sophistication of the common electronic document produced at Hunter.

Students should be able to prepare hyperlinked WORD documents, create Table of Contents, insert footnotes, references and graphic images, create simple webpages, and PDF files.

3. Students will be able to prepare technology-enhanced presentations

An important part of information literacy is learning how to communicate with others and make presentations to a group. The most common software is PowerPoint and there are two formats commonly used, slides and posters - - often the slides have multimedia content. Our students should learn the technology and use it in the context of one or more classes in which they make presentations to the class.

Students should have advanced understanding and use of presentation software including insertion of images, movies, transitions, hyperlinks and graphs. Students should learn how to integrate the technology into presentations that involve public speaking.

4. Students will be able to use technology effectively to access, evaluate, process and synthesize information from a variety of sources (information literacy)

Information literacy enhances the pursuit of knowledge by preparing students to think critically and use information for their academic, professional and personal lives. The information literate individual can recognize the need for information, can locate it using a variety of media and technologies, and can evaluate information and its sources in order to use it effectively. Information literate students have the flexibility to take these skills from their formal education and use them throughout life as citizens and professionals and as a means toward continued learning.

Students should be able to determine appropriate search tools, construct effective search strategies, and evaluate and process information appropriately.

5. Students will be able to manipulate and edit images and upload still images and videos to the Internet.

Our students live in a world where they often need to be able to transmit or upload images and videos. For general competencies, students cannot be expected to master advanced software like Photoshop. There are however, a number of basic photographic editing programs like iPhoto and Picasa. These allow students to do basic editing like cropping, exposure adjustments and image compression for sending over the Internet. On the video side, a general competency required for all students cannot expect them to be able to edit video, but they need to be able to upload videos to the internet and embed them in e-mails.

6. Students will have an understanding of legal and ethical issues connected to computers and the internet

Students should have a basic familiarity with the legal and ethical issues arising from the world of computers and the internet. These include current debates over issues of copyright and fair use; file sharing; cyber harassment; libel and invasion of privacy.

7. Students will understand and be able to use databases and spreadsheets for managing data: (i.e. Spreadsheet, Database and Symbolic Computation Competencies)

Databases and spreadsheets are in wide use for managing, analyzing and presenting information and data. Hunter students should understand how databases and spreadsheets are structured, and how to use them. While the level of competency may vary with the discipline, all students will find this competency important and useful

The student should demonstrate an ability to input data into spreadsheets, and do simple operations on cells, columns and rows. They should also have the ability to do simple operations on the data and graph the data in a chart with labeled axes. The student should show an understanding of database fields and records, and have the ability to do operations including search and import and export.