

MINUTES
Meeting of the Hunter College Senate
6 May 2009

- 1 The 503rd meeting of the Hunter College Senate was convened at 3:50 PM in Room W714.
2
3 **Presiding:** Richard Stapleford, 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, and
8 clickers were distributed to them.
9
10 The Chair informed the Senate that this meeting was the last meeting of the 2008-2009 Senate. He thanked
11 outgoing senators for their service to the Senate and the College.
12
13 **Minutes:** The Minutes of April 1st were approved as distributed.
14
15 **Report by the** A summary statement of President Raab's report to the Senate is attached as Appendix II.
16 **President:**
17
18 **Report by the** The Chair presented the report as follows:
19 **Administrative**
20 **Committee:** **Committee on Strategic Planning**
21 The Chair presented the following membership slate for the **Select Committee on Strategic Planning, a**
22 **Subcommittee of the Master Plan Committee**
23
24 Chair: Elizabeth Beaujour (Classical & Oriental Studies)
25 Faculty:
26 Bill Sweeney (Chemistry)
27 Andrew Polsky (Political Science)
28 Cristina Alfar (English)
29 Sarah Bonner (Educational Foundations)
30 Phil Alcabes (School of Health Sciences)
31 Darrell Wheeler (School of Social Work)
32 Kristine Gebbie (School of Nursing)
33 Patricia Woodard (Library)
34 Richard Stapleford (Art)
35 Makram Talih (Mathematics & Statistics)
36 Staff:
37 Barbara Barone (Dolciani Learning Center)
38 Students:
39 Kinte Morgan
40 Tahira Pierre-Cadet
41 Ex-officio Members:
42 Prof. Barbara Sproul, Chair
43 Provost: Vita Rabinowitz
44 Chief Operating Officer: Len Zinnanti
45 Vice President for Student Affairs: Eija Ayravainen
46
47 **Minutes**

52 **Approved Curriculum Changes**

53 The following curriculum changes as listed in Parts I and II of the Report dated 5/6/09 were approved as per
54 Senate resolution, and were submitted for the Senate's information: Items UE-1575 (Minor in Sociology),
55 UE-1577 (Minor in Political Science), US-1569 (German: Change in Major Requirements), US-1571
56 (Philosophy: Addition of a Concentration), US-1572 (Political Science: Revision of BA), US-1573 (Urban
57 Affairs: Change in Urban Studies BA), GS-790 (Geography: Independent Studies Courses), GS-Mathematics
58 & Statistics (New Course STAT 761), GS-795 (Theatre: Change in Requirements for MA), GS-797 (Dance:
59 Letter of Intent for MA in Dance Education), GS-798 (Dance: Letter of Intent for Master of Fine Arts in
60 Dance).

61
62 **Committee**
63 **Reports:**

64 **Undergraduate Course of Study Committee Re: Catalog Changes for Major/Minor**

65 Professor Eckhard Kuhn-Osius, Chair of the Committee, presented the Report dated 6 May 2009:

66 **Page 25**

67 **Major Field of Study**

68 Students must choose a major field of study *for a Bachelor's degree at Hunter College (A major for*
69 *a BA usually consists of 24 to 30 credits, a major for a BS is approximately 60 credits)*. See Major
70 Field of Study on page 63.

71 **Elective Courses**

72 Elective courses are courses chosen by the student, provided the prerequisites are met, to complete the
73 total credits required for the degree. See Elective (or Optional) Credits on page 64.
74

75 **Page 63-64**

76 **~~MAJOR FIELD OF STUDY (MAJOR AND MINOR)~~**

77 The total number of credits for the Bachelor's degree is 120.

78 *In order to earn a Bachelor's degree at Hunter College, a student must fulfill not only General*
79 *Education Requirements (GER) but also must select a major field of study (major). Among the*
80 *requirements for a Hunter College BA, a student selects a major and a minor. A major is a*
81 *concentration of courses in a particular subject area. A major for a BA usually consists of 24 to 30*
82 *credits, a major for a BS is approximately 60 credits. A minor is a secondary concentration usually*
83 *related to the student's educational or career goals. It usually consists of 12 credits. All majors offered*
84 *by Hunter College have been authorized by the New York State Education Department. See Degree*
85 *and Certificate Programs, page 23.*

86
87 **Requirements for a Major**

88 All matriculated students must declare a major no later than the semester in which the combination of
89 credits earned and credits for which they are currently registered totals 61 or greater. Transfer students
90 entering with 60 credits or more must declare their major before the end of their first semester of
91 attendance at Hunter. Students may find that some courses and career opportunities are available to
92 them only if they have declared a major. In addition, under New York State guidelines, students who
93 have not yet declared a major by the 61-credit point are ineligible for TAP financial aid. To declare or
94 change a major, a student should get a major/minor form from the OASIS, Room 217 Hunter North
95 and confer with an adviser in the major department. ~~The major department is responsible for~~
96 ~~approving the content and the arrangement of both the major and the minor, except in the case of~~
97 ~~childhood education, which requires the approval of the School of Education.~~ For students who are
98 nearing the 61-credit point and remain undecided about their choice of major, there are a number of
99 avenues of assistance. Designated faculty in each academic department advise prospective majors
100 about the undergraduate programs and related career possibilities. Also, the counselors in the Office of
101 Student Services and Career Development Services offer assistance in choosing a major. The college
102 is concerned that students select their major with careful consideration and with good knowledge of
103 the range of options. To earn a Hunter degree, students must complete at least half of their major
104 credits ~~and half of their minor credits~~ at Hunter.
105
106

112 **Double Major**

113 It is possible to have a double major in the BA degree. The student must complete all of the General
114 Education Requirement, satisfy the sequence of study for both majors, ~~fulfill a minor approved by both~~
115 ~~departments and file a major/minor form~~ for each approved major. The double major ~~and the minor~~
116 must consist of courses taken in liberal arts departments or programs. ~~Students fulfilling the~~
117 ~~requirements of two separate majors may be released from the requirement of completing a minor if~~
118 ~~the minor requirement is waived by both major departments.~~

119
120 **The Minor**

121 A minor is a secondary concentration usually related to the student's educational or career goals. A
122 *minor program consists of a set of courses that are defined as a minor by an academic department*
123 *or program. A minor encompasses at least 12 and at most 18 credits. Fulfilling the requirements for*
124 *a minor is an option for students who want to document abilities in an academic field in addition to*
125 *their major. It is left to the decision of individual departments or programs whether they offer a set*
126 *of courses leading to a minor.*

127
128 *While it is possible to declare more than one major, a student can declare only one minor.*

129
130 *To declare or change a minor, a student should get a minor-form from the OASIS, Room 217*
131 *Hunter North, and confer with an adviser in the minor department.*

132
133 *Students who minor in a field that is closely related to their major may find that a specific course is*
134 *required for both the major and minor course sequences. Counting the credits for such a course*
135 *doubly, is not permitted, even if the course is cross-listed between the major and minor departments.*
136 *The student who has passed a doubly-required course shall count the credit hours towards the*
137 *major and take an additional approved course in the minor to reach the required number of minor*
138 *credit hours. Students who are required by their major to take specific 'allied courses' outside of*
139 *their major department may count them to their minor if they are not counted for the major.*

140
141
142 *In order to graduate with a minor in a specific field, a student must maintain a grade point average*
143 *of at least 2.0 in the courses taken in that field.*

144
145 *Minors require that at least one half of the credits be taken at Hunter College; there may be*
146 *exceptions to this within specific departments; please refer to departmental guidelines.*

147 The major department is responsible for approving the content and the arrangement of both the major
148 and the minor, except in the case of education, in which the collateral major in Quest (childhood
149 education) and the adolescence education sequence require the approval of the School of Education in
150 addition to that of the major department. In order to graduate with a Hunter College BA, a student
151 must

152 have a major and a minor and complete at least half of their major credits and half of their minor
153 credits at Hunter. The BS, BFA and BMus degrees do not require a minor. The minor is chosen when
154 the student declares the major and it must be approved by the student's major department. It usually
155 consists of 12 credits. The minor is chosen from among the departments and programs leading to the
156 BA degree. Students pursuing childhood education along with their liberal arts major may use the
157 childhood education sequence (Quest) as a collateral major; no minor is required. Students pursuing
158 the adolescence education sequence may use the adolescence education sequence in place of
159 the minor.

160
161 Courses from the minor can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing
162 requirement and the Pluralism & Diversity Requirement. Although this does not lessen
163 the number of credits required for the degree, it frees those credits to be used in an elective area.

164
165 **Adolescent Education:**

172
173 *required for the General Education Requirement. To be admitted to this program students must*
174 *apply to the School of Education. See the School of Education section for the admission process.*
175 *The adolescent education program leads to NYS certification.*

176
177 **The Major and the GER**

178 Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only
179 one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement.

180 Note: Students who have declared two or more majors can use up to two courses from one of those
181 majors to satisfy Stage 1 and Stage 2 of the Core. Only one of these is permitted to fulfill a Stage 1
182 requirement and only one a Stage 2 requirement. Courses from the minors and any additional majors
183 can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing Requirement and the
184 Pluralism & Diversity Requirement.

185
186 **Departmental Majors**

187 **BA Degree** These are majors concentrated within one department.

188 The major *for a BA usually* consists of 24 to 30 credits. ~~A minor in a related subject is chosen at the~~
189 ~~same time and it must be approved by the student's major department. It usually consists of 12 credits.~~
190 ~~Both the major and the minor must be in programs leading to the BA.~~ In order to graduate, a student
191 must have a minimum GPA of 2.0 in the courses designated for the major. Major departments may
192 have higher requirements. Each student should consult the major department for details and also check
193 the department's description of the major in the catalog.

194
195 The following are departments and/or programs that offer majors leading to the BA degree.

196
197 After discussion Professor Shahn moved that the question be divided The motion carried by voice vote
198 without dissent.

199
200 The motion on the floor was the section entitled "Minor."

201
202 Mr. Beard moved that the motion be amended by adding the following sentence to the first paragraph,
203 which would then read:

204
205 "...they offer a set of courses leading to the minor. Interdisciplinary minors may be established
206 between two or more departments."

207
208 After discussion, the question was called and carried.

209
210 The amendment was unanimously approved by voice and became part of the main motion on the floor.

211
212 Mr. Beard moved that the second paragraph ("...While it is possible to declare more than one major...") be
213 amended to read as follows:

214
215 "A student has the option of declaring up to two minors."

216
217 After discussion the question was called and carried.

218
219 The amendment was approved by voice vote with one opposed and became part of the main motion on the
220 floor.

221
222 Mr. Beard next moved that the motion be further amended by deleting the entire fourth paragraph (i.e.
223 "Students who minor...are not counted for the major").

224
225 After discussion the question was called and carried.

230 The amendment was approved by voice vote with one opposed and became part of the main motion on the
231 floor.

232
233 The question on the report as amended was called and carried.

234
235 The report, as amended, was unanimously approved by voice vote and is attached as Appendix III.
236

237 **Teacher Evaluations Committee**

238 Mr. Steven Beard, Chair of the Committee, presented the report dated 6 May 2009. The following
239 resolution was on the floor:
240

241 WHEREAS, the right to evaluate teachers has been a cornerstone right of Hunter students since the
242 creation of the Hunter College Senate in 1970; and
243

244 WHEREAS, the right of access to teacher evaluations, guaranteed in the Senate Charter, is a necessary
245 corollary of this right; and
246

247 WHEREAS access to evaluation summaries of individual classes is available only by request at the
248 Library reference desk; and
249

250 WHEREAS, the evolution of technology since 1970 when the Charter was written has made it
251 possible to create new means of access to teacher evaluation summaries; therefore,
252

253 BE IT RESOLVED, that the evaluation summaries of each class (but not the verbatim comments) be
254 made available by ICIT online, subject to the user's authentication via a Hunter Net-Id.
255

256 After discussion the question was called and carried.
257

258 The resolution was unanimously approved by voice vote.
259

260 The Chair informed the Senate that the Report by the Computing & Technology Committee was postponed
261 to the next meeting.
262

263 **New Business: Resolution on Term Limits for Department Chairs**

264 Professor Clarkson presented the following resolution:
265

266 WHEREAS, the right of faculty to organize and govern their own departments is an essential part of
267 academic freedom; and
268

269 WHEREAS, the efficacy of departmental governance is not necessarily related to the length of service
270 of the Chair; therefore,
271

272 BE IT RESOLVED, that the Hunter College Senate is opposed to the imposition of limits on length of
273 service for departmental chairs from any agency outside of the department itself.
274

275 After brief discussion the question was called and carried.
276

277 The motion was unanimously approved by voice vote.
278

279 It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 4:45 PM.
280

281 Respectfully submitted,
282

283
284 Philip Alcabes,
285 Secretary

APPENDIX I

The following members were noted as absent from the meeting:

Faculty

Art	Reiner Leist (A)
Chemistry	Pamela Mills Dixie Goss (A)
Classical & Oriental Studies	Lawrence Kowerski (A)
Computer Science	Saad Mneimeh (A)
Curriculum & Teaching	Bede McCormack (A)
Economics	Howard Chernick
Educational Foundations	Markus Bidell (A)
English	Amy Robbins
Film & Media	Tim Portlock (A)
Health Sciences	Mimi Fahs (A) Jack Caravanos
History	Barbara Welter
Mathematics & Statistics	Makram Talih (A)
Nursing	Elizabeth Simon (A)
Psychology	Tricia Striano
Romance Languages	Sam Diiorio Michael Perna
School of Social Work	George Paterson
Theatre	Louisa Thompson (A)

Lecturers and Part-Time Faculty

Barbara Sproul (Religion)
Barbara Barone (Math&Stat)
Jeffrey Mongrain (Art)
Matthew Knip
Avi Liveson (Economics)
Bill Williams (Math) "E"
Stuart Ewen (Film&Media)

Administration

Bill Zlata
Vice Pres. Eija Aravainen "E"
Dean Shirley Clay Scott "E"
Dean Jaqueline Mondros (A)

Ex-Officio

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

Students

Kimberly Maurice (Theatre)
Mariya Kayumova (Poli Sci)
Glenda Holland (Sociol)
Raihan H Mirza (Med) "E"
Jennifer Nina (Urban Studies)
Sarah Alshawish (Undecl)
Jordan Diminich (Poli Sci)
Sera Yeysides (Econ/Poli Sci)
Daniel Fried (Math&Stat)
Kyle Sabo (Grad) "E"
Scott Powell (Chemistry)
Nieves Veras (Spanish/Engl)

APPENDIX II Report by the President

The following is a summary of President Raab's report to the Senate 5/6/09. She said:

"The good news that is worth celebrating is that all fourteen standards were resoundingly approved with the great support and leadership of all of you here today and particularly Phil Alcabes, Sandi Clarkson, and Vita Rabinowitz, the leaders of our Middle States Committee. I think we should give ourselves a round of applause. As soon as we receive the written report towards the end of May we will be disseminating full information to the community. But for those of you who were not at that meeting I would like to run through some of the comments.

On the first standard, "Mission & Goals," the committee indicated that there was a strong commitment by the Hunter Committee to the urban mission, that the PMP was a good planning tool, that there has been a very strong adherence to the 1999 Strategic Plan, but that it was very important to have a community commitment to a new strategic planning exercise. They really emphasized that need. The fact that we lack a strategic plan is something that we need to correct. They did note that the Senate, and I again thank you for doing this, has started the conversation about implementing a new Strategic Planning Committee and they were pleased to see that.

On "Planning and Resource Allocation," they spoke about the strength of the move to an all funds budget reporting system and also cited the way the tech fee has been used for instructional technology and support. They again indicated that a Strategic Plan would be helpful because there is a lot of individual planning that goes on throughout the different departments, schools, and school-wide, and that there is a need for a strategic plan to guide the overall planning and budget. They also recognized the need for more assessment work on the administrative side.

On "Institutional Resources," they spoke again about the strength of the budgeting, the importance of compact funding, the tech fee, and fundraising for bringing in important new resources. They noticed some of the new facilities and scholarship funds, but also urged us to talk about updating our campus-based facilities plans with the real acknowledgement of the need for space and renovation.

On Standard 4, "Leadership & Government," they mentioned the strong definition of the role of the Board of Trustees within the CUNY system, they talked about a strong system of shared governance on the campus, and they talked about the complexity of our governance structure and said that we should aim for increased efficiency and effectiveness.

On "Administration," they said that the leadership team was well-credentialed and committed. They talked about the creation of the School of Arts & Science and asked us to consider a review of the role of the sciences as part of one division, given the move towards doctorate programs in the decade of science.

On Standard 6, "Integrity," they indicated that the senior administration exhibited respect for all constituents and mentioned the community's commitment to diversity, and the importance of the role of the Ombudsman that comes from the Senate.

On Standard 7, "Institutional Assessment", they commended the Office of Institutional Research, and they were pleased to see that we have added the Director of Assessment, but they also made clear that both the Institutional Research and the Assessment offices were understaffed and needed more resources. I am sure Mosen was happy to hear that, and we are going to do what we can there. This has basically been a one-person show with Sandi in front, behind and to the side of him. I should also cite how many of these standards Mosen was involved in and how he just joined our community and hit the ground running. We thank you for that Mosen.

On Standard 8, "Student Admissions and Retention," they noted our successful transition from open admission to a selective system that our retention and graduation rates had increased, that we were able to implement a strong Honors Program without losing commitment to access and talked about a need for a stronger enrollment management plan.

On Standard 9, "Student Support Services," they indicated that senior staff is very supportive of Student Services' mission and that there is a widespread recognition within all parts of the college of the importance of student affairs. They were particularly impressed with our students and their commitment to the school and to the mission. They strongly suggested that Student Services and Student Affairs perspective continue being included in campus-wide decision making.

Standard 10, "Faculty," they were very clear that our faculty is well qualified and actively involved in promoting student success. They noted the growing emphasis on learning outcomes, they commented on the growth of distinguished faculty, but talked about things, that we also have noted, an insufficient number of full-time faculty, reliance on adjuncts, and the need to bring more full-time faculty into student advising.

On Standard 11, "Educational Offerings", they concluded that academic programs were consistent with the Hunter mission, but again talked about the need for more assessment and more systematic assessment of courses and programs, and that we really need to address the question of the library, and said that all of the plans to renovate and to increase resources at the Library should be accelerated. Concerning general education they noted that with the Mellon project a considerable assessment was under way with individual courses and the GER as a whole. They urged us to continue expeditiously to move ahead with GER reform. They indicated that the GER did not address the need for oral proficiency, and that we need to have an overall assessment of the GER.

On Standard 13, "Related Educational Activities," they noted that we had strong programs for internships, that there was a comprehensive and well planned program of Continuing Education, and that there has been an increase in distance education. They noted that we were doing a good job addressing the needs of our at-risk students, and they also noted something we know too well, the question of our reliance on CUNY for many of the essential technology deliveries, such as Blackboard. This is an issue which all of you noticed recently. We are addressing it by bringing some of the Blackboard services home. Thank you, Manfred, for bringing some Blackboard home so that we have a little bit more control.

On Standard 14, "Assessment of Student Learning," they noted that faculty have become more involved with assessment, but that we really need to beef up our training and resources and recommit ourselves to doing assessment work.

But all in all, as I said, we met all 14 standards. I think that it was a very positive review and I hope that all of you really share the pride in what we have achieved together. Again, thank you so much for coming together for this exercise. I hope you will all join us after the Senate meeting for a drink out on the bridge to celebrate a year and a half of very hard work.

I also want to remind you that on May 20 after the last Senate meeting for this semester, we will be having faculty awards in the faculty dining room. At that time I would like to ask all of you to join us for that ceremony, and also for a toast to Richard Stapleford for his incredible and committed leadership for the last three years. I hope that everyone will join us for Graduation at Radio City Music Hall on May 28th at 2 PM.

Finally, I think many of you saw the press on the mystery gifts to many schools in the country that have women presidents. They are large gifts and they are anonymous. We received one of those gifts in October, and have no idea who it came from. We tried to find out, but were told by the donor bank that they really didn't want us to know. Then we were surprised when we saw the papers last week and learned that there were 12 schools that have received them, and we called the press and told them that we actually have the 13th gift. It was a cause for a renewed celebration. It was a \$5M gift, of which \$4M were for scholarships for women and minority students, and the \$1M to be used at the President's discretion will be for the library renovation which we very much hope to start this summer. So, I thank you again for everything."

APPENDIX III

New Catalog Wording for Section 4 ACADEMIC PROGRAMS AND POLICIES

Page 25 (2007-2010 Undergraduate Catalog)

Major Field of Study

Students must choose a major field of study for a Bachelor's degree at Hunter College (A major for a BA usually consists of 24 to 30 credits, a major for a BS is approximately 60 credits). See Major Field of Study on page 63.

Elective Courses

Elective courses are courses chosen by the student, provided the prerequisites are met, to complete the total credits required for the degree. See Elective (or Optional) Credits on page 64.

Page 63-64 (2007-2010 Undergraduate Catalog)

MAJOR FIELD OF STUDY

The total number of credits for the Bachelor's degree is 120. In order to earn a Bachelor's degree at Hunter College, a student must fulfill not only General Education Requirements (GER) but also must select a major field of study (major). A major is a concentration of courses in a particular-subject area. A major for a BA usually consists of 24 to 30 credits, a major for a BS is approximately 60 credits.

All majors offered by Hunter College have been authorized by the New York State Education Department. See Degree and Certificate Programs, page 23.

Requirements for a Major

All matriculated students must declare a major no later than the semester in which the combination of credits earned and credits for which they are currently registered totals 61 or greater. Transfer students entering with 60 credits or more must declare their major before the end of their first semester of attendance at Hunter. Students may find that some courses and career opportunities are available to them only if they have declared a major. In addition, under New York State guidelines, students who have not yet declared a major by the 61-credit point are ineligible for TAP financial aid. To declare or change a major, a student should get a major declaration form from the OASIS, Room 217 Hunter North and confer with an adviser in the major department.

For students who are nearing the 61-credit point and remain undecided about their choice of major, there are a number of avenues of assistance. Designated faculty in each academic department advise prospective majors about the undergraduate programs and related career possibilities. Also, the counselors in the Office of Student Services and Career Development Services offer assistance in choosing a major. The college is concerned that students select their major with careful consideration and with good knowledge of the range of options.

To earn a Hunter degree, students must complete at least half of their major credits at Hunter.

Double Major

It is possible to have a double major in the BA degree. The student must complete all of the General Education Requirement, satisfy the sequence of study for both majors and file a major declaration form for each approved major. The double major must consist of courses taken in liberal arts departments or programs.

The Minor

A minor is a secondary concentration usually related to the student's educational or career goals. A minor program consists of a set of courses that are defined as a minor by an academic department or program. A minor encompasses at least 12 and at most 18 credits. Fulfilling the requirements for a minor is an option for students who want to document abilities in an academic field in addition to their major. It is left to the decision of individual departments or programs whether they offer a set of courses leading to a minor. Interdisciplinary minors may be established between two or more departments.

A student has the option of declaring up to two minors.

To declare or change a minor, a student should get a minor-form from the OASIS, Room 217 Hunter North, and confer with an adviser in the minor department.

In order to graduate with a minor in a specific field, a student must maintain a grade point average of at least 2.0 in the courses taken in that field.

Minors require that at least one half of the credits be taken at Hunter College; there may be exceptions to this within specific departments; please refer to departmental guidelines.

Courses from the minor can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing requirement and the Pluralism & Diversity Requirement. Although this does not lessen the number of credits required for the degree, it frees those credits to be used in an elective area.

Adolescent Education:

Students who want to become teachers in secondary schools must complete the adolescent education sequence of 23 credits and may also have to take some liberal arts courses beyond those required for the General Education Requirement. In order to be admitted to this program, students must apply to the School of Education. See the School of Education section for the admission process. The adolescent education program leads to NYS certification.

The Major and the GER

Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement.

Note: Students who have declared two or more majors can use up to two courses from one of those majors to satisfy Stage 1 and Stage 2 of the Core. Only one of these is permitted to fulfill a Stage 1 requirement and only one a Stage 2 requirement. Courses from the minors and any additional majors can be used without limit to satisfy Stages 1, 2 and 3 of the Core, the Writing Requirement and the Pluralism & Diversity Requirement.

Departmental Majors

BA Degree These are majors concentrated within one department. The major for a BA usually consists of 24 to 30 credits. In order to graduate, a student must have a minimum GPA of 2.0 in the courses designated for the major. Major departments may have higher requirements. Each student should consult the major department for details and also check the department's description of the major in the catalog.

The following are departments and/or programs that offer majors leading to the BA degree.