

MINUTES
Meeting of the Hunter College Senate
5 March 1997

The 343rd meeting of the Hunter College Senate was convened at 4:30 PM in Room W714.

Presiding: Barbara L. Hampton, Chair

Attendance: The elected members of the Senate, with the exception of those listed in Appendix I.

Agenda: The agenda was adopted as presented.

Minutes: It was moved that the Minutes of 5 February 1997 be amended by striking lines 38 and 39. The motion carried by hand vote. The Minutes of February 5 were approved as amended.

The Minutes of February 19 were approved as distributed.

Report by the President: A summary statement of President Caputo's report to the Senate is attached as Appendix II.

President Caputo concluded the report by answering questions from the floor.

Report by the Administrative Committee: The Chair presented the report as follows:

Approved Curriculum Changes

The following curriculum changes, as listed in the Report dated 5 March 1997 were approved as per Senate resolution, and were submitted for the Senate's information: Items UR-985 (Art), US-980 (Music), and US-982 (Education).

Items Carried Over From last Meeting: Calendar Committee

Discussion continued concerning the university-wide College Calendar for 1997-1998, issued by the CUNY Central Administration (see Appendix III).

After discussion Dean Scott moved that the Senate Administrative Committee move forward and register objections and concerns raised by the Senate with the CUNY Central Administration.

The motion was approved by hand vote.

Committee Reports: Undergraduate Academic Requirements Committee

Professor Pamela Mills, Chair of the Committee, presented the report dated 5 March 1997.

The following resolution was on the floor:

BE IT RESOLVED, that the Hunter College Senate endorse, in principle, the *Implementation Plan of the One-Semester Remediation Policy* submitted by the Office of the Provost provided that:

- a) Item #3 under "General Remediation Policy" regarding non-degree students be deleted from the plan;
- b) the Office of the Registrar is able to ensure enforcement of the continual registration policy, as recommended in the plan;
- c) sufficient sections, including evening sections, of the remedial courses are made available to all students placing into remedial courses.
- d) the Office of the Provost, Admissions, and Student Services coordinate to minimize the admission of students to Hunter College whose test scores are too low to enroll in the lowest level of remediation offered at Hunter; and

e) the timing of the appeals procedure be clearly delineated for students who are unable to attend the summer session prior to their first semester at Hunter College.

BE IT FURTHER RESOLVED, that the Senate direct its Undergraduate Academic Requirements Committee to study the policy regarding non-degree students and report to the Senate before the end of the Spring 1997 semester; and,

BE IT FURTHER RESOLVED, that each semester data be submitted to the Undergraduate Academic Requirements Committee pertinent to the implementation of the one-semester remediation policy. These data should include: the number of students admitted to Hunter College whose test scores are too low to enroll in the lowest level of remediation offered at Hunter, the disposition of the aforementioned students, and the progress of students who place into Hunter College remediation through their remedial course work.

After brief discussion the question was called and carried. The resolution was approved by hand vote.

(The entire report is reproduced in Appendix IV.)

It was moved that the meeting be adjourned. The motion carried. The meeting adjourned at 5:40 PM.

Respectfully submitted,



Ken Sherrill, *rm*
Secretary

APPENDIX I

The following members were noted as absent from the meeting:

FACULTY

Anthropology:	William Parry Ida Susser Marc Edelman Nancy Flores
Art:	Jeffrey Mongrain Emily Braun Willliam Agee
Biological Sciences:	
Black & P.R. Studies:	
Chemistry:	
Classical & Oriental Studies:	Elizabeth Beaujour Alex Alexander "E"
Communications:	James Roman Peter Parisi
Computer Science:	
Curriculum & Teaching:	Dolores Fernandez Anthony Picciano Rosa Boone
Economics:	Avi Liveson Howard Chernick Temisan Agbeyegbe Nashwa George
Educational Foundations:	Kimberly Kinsler Simi Linton
English:	Allan Brick
Geography:	
German:	
Health Sciences:	Nora Baker "E"
History:	
Library:	Robert Laurich "E" Pamela Wonsek Rolando Perez
Mathematics & Statistics:	Ada Peluso Sandra Clarkson Verna Segarra
Music:	Susan Gonzalez Richard Stieffel
Nursing:	Margaret Lunney Maura Ryan "E"
Philosophy:	
Physics & Astronomy:	Robert Marino
Political Science:	
Psychology:	
Romance Languages:	Julius Purczinsky
SEEK:	Maria Rodriguez "E" Phyllis Rubenfeld William Wimberly
Social Work:	Eleanor Bromberg Malka Sternberg
Sociology:	Robert Carter Jack Cuddihy
Special Education:	Marsha Lupi "E"
Student Services:	
Theatre & Film:	Richard Tomkins
Urban Affairs:	Sigmund Shipp

Administration: Dean Carlos Hortas
Dean Erwin Fleissner
Vice President Sylvia Fishman
Vice President Evangelos Gizis

STUDENTS

Jean Lemaitre
Clarissa Canadas
David Wallach
Ramiro Campos
Asad Rahman
Kim Conroy
Liangela Cabrera
Michael Hernandez
Diana Frye
Karen Waithe
Michael Cesare
Lisette Ruiz
Rachel Laforest
Gur Altberg
Deanne Orcher
Tony Berkel
Orlando Rodriguez
Brad Stoller
Ruth Couch
Danira Munari
Hyon K. Kim
Gary Braglia

Appendix II

Report by the President

The following is a summary statement of President Caputo's report to the Senate:

He said: "Let me begin by congratulating everyone who was associated with the CUNY Music Concert on February 26. The concert will be shown on CUNY TV. There were students from various CUNY colleges and several students from Hunter who did an admirable job. The students were magnificent. It was well worth watching.

March is going to be a busy month for everyone. An Honors Week will be taking place from March 24 to March 28 with the Provost's leadership and the support of my office. It will be a week long celebration of various honors, and will be an opportunity for us to try to recognize the outstanding accomplishments of our students.

Re: Budget

I want to concentrate today largely on a budget update, because I am very concerned about the state of the budget. I think there is a false sense of security on the part of everyone associated with this campus and also across the entire university. Let me tell you why. I am sure you have all read various things in the press in the last ten days which indicate that there is apparently additional revenue available to the State. The estimate that the Governor has agreed to is a surplus of a minimum of \$650M, and according to the Democrats in the State Assembly the surplus can be as high as a little bit over \$2B. Even the Republican leader of the State Senate, Senator Bruno, has indicated that the surplus is probably in the neighborhood of \$1.1B to \$1.3B depending on how different things are counted. As a result I think that everyone is assuming that there will be substantial restorations. Those are not by any means guaranteed for several reasons: (1) We are contending with many other issues and many other areas, especially with the entire issue of Medicaid, prison financing, and other things. So, do not assume that, because there is discussion of this amount of money being available, we will get any of this. (2) Even if we get some of that money there would still be provisions in the budget, especially as it relates to TAP, which could be very harmful to our students. (3) There is substantial pressure being put on the State from the financial community to consider this as a one time windfall, and instead of spending it to put it aside as a rainy day fund. The argument is that the State economy is still not strong enough, and that this would alleviate some shortcomings in the future if we had a sudden budget down turn.

My concern is that we do not get complacent. Do not lose sight of the fact that this is not a done process. In fact, the process is really just beginning. You will all remember an update that we gave you several weeks ago about the fact that the presidents had been asked to issue an impact statement. I convened a committee representative of a cross-sectional group of individuals from around the campus. We met on several occasions, and I had to submit that impact statement to the University. I want to share with you now a summary of the results, so that you have some idea about the significance of the impact of the budget cut if, in fact, it goes through in any form. This is not meant to scare or alarm you. I am not chicken little claiming that the sky is falling when it is not. But the sky will fall if, in fact, there are no substantial budget restorations, and I want to go through that with you.

I want to start with making sure that we are all clear on this. The assumption is that a \$ 8,203,000 shortfall is anticipated to be Hunter's share of any reduction if the Governor's proposed budget is enacted. This figure is based on losing \$3,200,000 in the base budget, another \$2,870,000 if there is no tuition increase, and another \$2,063,000 in unfunded mandatory increases. That is how we get to the starting figure of \$8,203,000. The Governor did not call for a \$400 tuition increase, what he did is that he proposed to cut the senior colleges by \$24M and said that this could be offset by a tuition increase. It was not a matter of him recommending a tuition increase to raise the \$2,870,000 or the \$24M, rather there is a cut of \$24M which could be off set by a tuition increase."

President Caputo presented the following charts on the overhead projector that show two different scenarios for a possible impact on Hunter of the 1997-1998 Executive Budget Recommendations. They are based on the projected shortfall for Hunter of \$8,203,000:

Table I
Scenario I: Possible Impact of the 1997-98 Executive Budget Recommendations*

College: HUNTER COLLEGE
Prepared by:

	Part A Operating Budget Impact		Part B TAP/HRA Revenue Impact		Total	
	Position Reductions	Savings	Position Reductions	Savings	Position Reductions	Savings
Full-time Positions Eliminated						
1. PSC Full-time	72	3,930,390	10	607,219	82	4,537,609
2. Classified Staff Full-time	22	707,889	4	107,156	26	815,045
3. Executive	1	99,612			1	99,612
4. Total (1+2+3)	95	4,737,891	14	714,375	109	5,452,266
5. Fringe Benefits Estimate @28%		1,326,609		200,025		1,526,634
6. Subtotal Personal Service Regular (4+5)	95	6,064,500	14	914,400	109	6,978,900
7. Adjuncts		583,500			0	583,500
8. Temporary Services		263,700			0	263,700
9. Total (7+8)	0	847,200	0	0	0	847,200
10. Fringe Benefits Estimate @10%		84,720		0		84,720
11. Subtotal Adjuncts/Temp Service (9+10)	0	931,920	0	0	0	931,920
12. Total Personal Service (6+11)	95	6,996,420	14	914,400	109	7,910,820
13. OTPS		1,206,580				1,206,580
14. Grand Total (12+13)	95	8,203,000	14	914,400	109	9,117,400
15. Total Full-time Position Allocation 1996-97	1,173		1,173		1,173	
16. Percent Reduction (4/15)	8.10%		1.19%		9.29%	
17. # of class sections 1996-97 (Fall & Spring)	5,710		5,710		5,710	
18. # of class sections cut in 1997-98	615		49		664	
19. Percent Reduction (18/17)	10.77%		0.86%		11.63%	

* This assumes a 2% reduction in enrollment and a total revenue loss of \$914,400, and a total reduction of \$9,117,400.

Table I
Scenario II: Possible Impact of the 1997-98 Executive Budget Recommendations*

College: HUNTER COLLEGE
Prepared by:

	Part A Operating Budget Impact		Part B TAP/HRA Revenue Impact		Total	
	Position Reductions	Savings	Position Reductions	Savings	Position Reductions	Savings
Full-time Positions Eliminated						
1. PSC Full-time	63	3,374,842	21	1,211,664	84	4,586,506
2. Classified Staff Full-time	19	609,852	7	213,823	26	823,675
3. Executive	2	199,224			2	199,224
4. Total (1+2+3)	84	4,183,918	28	1,425,487	112	5,609,405
5. Fringe Benefits Estimate @28%		1,171,497		399,136		1,570,633
6. Subtotal Personal Service Regular (4+5)	84	5,355,415	28	1,824,623	112	7,180,038
7. Adjuncts		778,100			0	778,100
8. Temporary Services		439,500			0	439,500
9. Total (7+8)	0	1,217,600	0	0	0	1,217,600
10. Fringe Benefits Estimate @10%		121,760		0		121,760
11. Subtotal Adjuncts/Temp Service (9+10)	0	1,339,360	0	0	0	1,339,360
12. Total Personal Service (6+11)	84	6,694,775	28	1,824,623	112	8,519,398
13. OTPS		1,508,225				1,508,225
14. Grand Total (12+13)	84	8,203,000	28	1,824,623	112	10,027,623
15. Total Full-time Position Allocation 1996-97	1,173		1,173		1,173	
16. Percent Reduction (4/15)	7.16%		2.39%		9.55%	
17. # of class sections 1996-97 (Fall & Spring)	5,710		5,710		5,710	
18. # of class sections cut in 1997-98	638		105		743	
19. Percent Reduction (18/17)	11.17%		1.84%		13.01%	

* This assumes a 4% reduction in enrollment and a total revenue loss of \$1,824,623 and a total reduction of \$10,027,623.

**Meeting of the Hunter College Senate
5 March 1997**

President Caputo continued his report as follows. He said: "The projected 4% enrollment decrease could be an understatement, and the negative impact could be larger if the worse case scenario were to happen and no restorations were made. I mention this not to cause anyone to have undo alarm, but I want to make sure that everyone understands that we cannot assume that we are out of the woods at all because of the anticipated surplus. Just because things are looking good in terms of the availability of funds, it does not mean it is looking good in terms of restoration.

What we are asking for -- and I want to make sure everyone is clear on this -- is full restoration of the TAP cuts that have been proposed by the Governor, plus we are opposed to the changes in the TAP requirements. Secondly, we do not want a tuition increase, plus we want the \$24M restored there. Third, we do not want the base budget cut -- we want it restored. And there is a fourth item, which is even more imperative for us now given the fact that the State may have surplus money, and that is that we want the unfunded increases to be funded. This really means that we are asking for an inflationary adjustment in the base budget.

Now, what can you do? You need to make sure that you contact members of the legislature. You need to make sure that you visit either their district offices, or go to Albany with us when we do so. There will be a Legislative Hearing here at Hunter on March 14. Assemblyman Sullivan has agreed to have his committee meet here. I have requested an opportunity to testify, and I am hopeful that some students will testify as to the direct impact of this on them. Please do your best to make sure that the legislators get the message that these cuts are simply devastating to the campus and would really put our students at even greater disadvantage than in the past. I wanted to mention this today not to cause undo concern, but to make sure that everyone understands that till it's over it's not over, and that there are a lot of things that could impact us negatively at this point. So, please, we need your continued assistance. With that I will be glad to answer questions on any issues that you would like to raise."

APPENDIX III

Report by the Calendar Committee

The following university-wide College Calendar for 1997/1998, issued by the CUNY Central Administration, was submitted for the Senate's information:



Office of the Vice Chancellor for Faculty and Staff Relations

535 East 80 Street, New York, N. Y. 10021

212/794-3333

January 29, 1997

TO: The College Presidents

FROM: Vice Chancellor Brenda Richardson Malone *B. Malone*

RE: 1997-98 Academic Calendars

As you are aware, in June 1995, the Board of Trustees expressed its support for the establishment of a universal calendar for the University. Subsequently, a University-wide committee was established with a working group to focus on cross registration and schedule coordination. In September 1996 this group presented a report to the Council of Presidents which included, among other items, recommendations for implementing the Board's policy. The report stated that all colleges, with the exception of Kingsborough and LaGuardia, would have a uniform 15 week calendar effective with the Fall 1997 semester.

During the last few months extensive consultation has occurred between the Council of Registrars and my office concerning the establishment of multi-year academic calendars. The Council has forwarded its recommendations to me on the Fall 1997 and Spring 1998 semesters, with the understanding that work continues on the calendars for the subsequent years.

The Council's recommendation for the Fall 1997 semester has been accepted and adopted. I wish to bring to your attention an important issue which may arise during this term. Please note that Rosh Hashanah begins on the evening of October 1, 1997. On that day classes will follow a Friday schedule. We expect that most observant students and faculty will not be scheduled for classes on that day. Similarly, Yom Kippur falls on October 10-11, 1997. Again, because this is the Sabbath, we expect that most observant students and faculty will not be scheduled for classes on that day. However, if students who are scheduled for classes wish to observe, appropriate reasonable accommodations should be made, e.g. no examinations should be given. Reasonable accommodations should also be made for observant faculty.

The Spring 1998 proposal from the Council of Registrars has been modified to start classes on Monday, February 2, 1998 in order to provide students and faculty with one full week of classes uninterrupted by holidays and "conversion" days.

Regarding final exams in the Spring, please note that there are two Fridays scheduled, May 22 and May 29. Keep in mind, however, that Friday evening can only be used for Friday evening class finals. If your campus does not need six weekdays of finals, Friday, May 22, 1998 may be rescheduled as a reading day.

In the past, numerous calendar variances were granted at most of the colleges. Inasmuch as the primary purpose of the uniform calendar is to facilitate student cross-registration, the granting of variances would be counter productive. It is recognized, however, that exceptional circumstances may arise. In such situations, please provide a detailed variance request identifying the exceptional circumstance and including sufficient justification for it. Please also include the college's proposed calendar. This information must be provided within one month of the issuance of the uniform calendar. Please note that requests which include the following will not be considered:

- changing the first day of classes,
- having classes on holidays or periods of religious observance,
- changing the conversion days,
- having a May commencement.

Finally, all colleges are to schedule commencement in June. It is suggested that colleges in the same borough discuss their proposed commencement dates among themselves to limit overlap. By March 15, 1997, please inform me in writing as to the proposed June 1998 commencement date.

As always, thank you for your cooperation and that of your Registrars.

GW:vc

Doc: Academic

c: Chancellor W. Ann Reynolds
The Cabinet
The College Registrars

Meeting of the Hunter College Senate
5 March 1997

Appendix III (continued):

THE CITY UNIVERSITY OF NEW YORK 1997-98 ACADEMIC CALENDAR									
FALL 1997					SPRING 1998				
Sept.	1	Monday	College is closed	Jan.	31	Saturday	First day of classes		
	2	Tuesday	First day of classes	Feb.	10	Tuesday	Classes to follow a Thursday schedule		
Oct.	1	Wednesday	Classes to follow a Friday schedule		12	Thursday	College is closed		
	2-	Thursday-	No classes scheduled	April	16	Monday	College is closed		
	3	Friday			8	Wednesday	Classes to follow a Friday schedule		
	11-	Saturday-	No Classes scheduled		10-	Friday-	Spring Recess		
	13	Monday		May	19	Sunday			
Nov.	25	Tuesday	Classes to follow a Thursday schedule		20	Wednesday	Last day of classes		
	27-	Thursday-	College is closed		21-	Thursday-	Final examinations (May 22 may be converted to a reading day)		
	28	Friday			29	Friday	College is closed		
Dec.	15	Monday	Last day of classes		25	Monday	College is closed		
	16-	Tuesday-	Final Examinations (December 16 may be converted to a reading day)		28	Thursday	Final examinations to follow a Monday schedule		
	23	Tuesday	Winter recess begins; No classes; College is closed						
	24-	Wednesday-	December 24, December 25, December 31, and January 1						
Jan.	1	Thursday	College is closed						
	15	Monday							
SUNDAY				SUNDAY					
9/7	9/8	9/9	9/10	9/11	9/4	9/5	9/6	9/7	9/8
9/14	9/15	9/16	9/17	9/18	9/11	9/12	9/13	9/14	9/15
9/21	9/22	9/23	9/24	9/25	9/18	9/19	9/20	9/21	9/22
9/28	9/29	9/30	10/1**	10/2	9/25	9/26	9/27	9/28	9/29
10/5	10/6	10/7	10/8	10/9	10/2	10/3	10/4	10/5	10/6
10/12	10/13	10/14	10/15	10/16	10/9	10/10	10/11	10/12	10/13
10/19	10/20	10/21	10/22	10/23	10/16	10/17	10/18	10/19	10/20
10/26	10/27	10/28	10/29	10/30	10/23	10/24	10/25	10/26	10/27
11/2	11/3	11/4	11/5	11/6	10/30	10/31	11/1	11/2	11/3
11/9	11/10	11/11	11/12	11/13	11/6	11/7	11/8	11/9	11/10
11/16	11/17	11/18	11/19	11/20	11/13	11/14	11/15	11/16	11/17
11/23	11/24	11/25***	11/26	11/27	11/20	11/21	11/22	11/23	11/24
11/30	12/1	12/2	12/3	12/4	11/27	11/28	11/29	11/30	12/1
12/7	12/8	12/9	12/10	12/11	12/4	12/5	12/6	12/7	12/8
12/14	12/15	12/16**	12/17*	12/18*	12/11	12/12	12/13	12/14	12/15
12/21*	12/22*	12/23*			12/18*	12/19*	12/20*	12/21*	12/22*
* Finals					* Finals				
** Classes to follow a Friday schedule					** Classes to follow a Thursday schedule				
*** Classes to follow a Thursday schedule					*** Classes to follow a Friday schedule				
**** Finals to follow a Monday schedule					**** Finals to follow a Monday schedule				

APPENDIX IV

Report by the Undergraduate Academic Requirements Committee

The Undergraduate Academic Requirements Committee met to consider the attached *Implementation of the One-Semester Remediation Policy* submitted by the Office of the Provost to the President.

After reviewing the plan, we present the following resolution for Senate approval:

BE IT RESOLVED, that the Hunter College Senate endorse, in principle, the *Implementation Plan of the One-Semester Remediation Policy* submitted by the Office of the Provost provided that:

- a) Item #3 under “General Remediation Policy” regarding non-degree students be deleted from the plan;
- b) the Office of the Registrar is able to ensure enforcement of the continual registration policy, as recommended in the plan;
- c) sufficient sections, including evening sections, of the remedial courses are made available to all students placing into remedial courses.
- d) the Office of the Provost, Admissions, and Student Services coordinate to minimize the admission of students to Hunter College whose test scores are too low to enroll in the lowest level of remediation offered at Hunter; and
- e) the timing of the appeals procedure be clearly delineated for students who are unable to attend the summer session prior to their first semester at Hunter College.

BE IT FURTHER RESOLVED, that the Senate direct its Undergraduate Academic Requirements Committee to study the policy regarding non-degree students and report to the Senate before the end of the Spring 1997 semester; and,

BE IT FURTHER RESOLVED, that each semester data be submitted to the Undergraduate Academic Requirements Committee pertinent to the implementation of the one-semester remediation policy. These data should include: the number of students admitted to Hunter College whose test scores are too low to enroll in the lowest level of remediation offered at Hunter, the disposition of the aforementioned students, and the progress of students who place into Hunter College remediation through their remedial course work.

Rationale:

This implementation plan is to be commended for addressing many of the issues raised by the Senate. In particular, a great deal of attention has been paid to ensuring that the implementation of the one-semester remediation plan be academically sound and reasonably moral, particularly given that students will still be admitted to Hunter College prior to testing. In addition, the Provost’s Office is to be commended for promising to fund sufficient sections of the developmental courses to ensure students access to the courses necessary to complete their remediation in accordance with the plan.

Although it is evident in the plan, we want to reemphasize several points that are crucial for the success of this implementation plan:

1. Students must have access to the courses they need to complete their remediation within the guidelines of the one-semester policy. Attention should be given to the needs of students who attend classes in the evening.
2. The ability of the Office of the Registrar to enforce the requirement that students enroll immediately in remedial courses upon matriculation AND the requirement that students maintain continual registration in remedial courses until their remedial work is completed is necessary to ensure that students complete their remedial work early in their college career. We cannot emphasize enough that this is the linchpin of this plan.
3. Students must receive timely, adequate advising, particularly those students who are admitted to Hunter College but receive test scores below the level that will place them in Hunter College remedial courses. There is clearly a commitment to adjust the admissions criteria to avoid accepting students with test scores below the Hunter College criteria. UARC recommends that the number of students who fall into this category, and the fate of these students be continually monitored to ensure that the Hunter College policy is morally responsible.
4. UARC recognizes that requiring students to begin their remedial course work in the summer session prior to their first semester at Hunter is a clear advantage (both financially and academically) for most of the students. However, the timing of the appeals process for those students unable to attend the summer session needs to be more clearly delineated. Will students who cannot attend the summer session appeal to the Remedial Appeals Committee in the Spring prior to their first Fall semester? Will they appeal in the summer? Or will they appeal in the Fall semester after having failed to attend the summer session?

In addition to the above comments, the proposed requirement that non-degree students be proficiency satisfied in order to enroll at Hunter College needs more consideration. Is it the best use of College resources to test non-degree students (at a cost to the College) and then not enroll these students because of their test scores? Are there other policies that might use College resources more efficiently? For example, non-degree students could be limited to one semester at Hunter College and then required to matriculate and test. UARC is willing to consider this policy regarding non-degree students and finalize a report to the Senate this semester. The policy proposed in the Implementation Plan, in the UARC opinion, is premature.

In summary, the Implementation Plan proposed by the Office of the Provost addresses most of the prior concerns of UARC and the Senate regarding the one-semester remediation policy. Successful implementation of the plan requires coordination of the Offices of Admissions, Registrar, Student Services, and the Provost. While UARC expects that such coordination will be forthcoming, any difficulty in such coordination may require an altered Implementation Plan.

Furthermore, data should be collected that can be used to evaluate the impact of the remediation plan on (1) the number of students admitted to Hunter College who cannot enroll in remedial classes because of their test scores, and (2) the academic progress of students under the new plan. Such data should be reported each semester to the Senate.

Appendix IV (continued):

Memorandum on Hunter College Policy
for Implementation of the CUNY Board of Trustees
University Budget Planning and Policy Options of June 25, 1995

Implementation date: Fall 1997

General Remedial Policy

- Any student enrolled in a senior college regardless of the date of matriculation will be held to the Board of Trustees' directive #15 that declares a student must complete ESL and remedial work within a time specified by the college of his/her matriculation and #17 that states students will not be permitted to repeat a remedial or ESL course after receiving either NC or a failing grade twice previously. A student failing upon a second attempt to pass a remedial, developmental or ESL course required by the college for the degree is subject to academic dismissal. Hunter College will implement a one semester remedial policy for the Fall of 1997.
- An amended policy will also apply to students enrolled prior to September 1996 who have not completed their remedial work. These students may register for the 1997 Summer Immersion program and must complete their work by the end of Spring 1998. These students must begin their work by Fall 1997.
- Effective Fall 1997 in order to enroll as a non-degree student all new applicants, without U.S. college degrees, must pass all placement tests.
- The college considers semesters as those periods falling in the academic year. The Summer Session II, January and June programs that are included in the remedial and ESL program are not considered semesters for the purpose of counting under directive #15.
- Students are required to enroll continuously in remediation courses including summer immersion programs until their remedial requirements are satisfied.
Fall entrants will attend Summer Immersion program prior to their September matriculation.
Spring entrants will attend Summer Immersion program following their January matriculation if remediation is not completed in the Spring semester.
Exemption from Summer Immersion programs will be granted only when a student presents a legitimate excuse. Acceptable legitimate excuses include 1) illness 2) extreme hardship 3) late testing precludes attendance (Fall semester). Determination of exemption will be delegated to the Remedial Appeals Committee with the Provost reviewing the decisions.
- To assist in the implementation of this remediation policy written communications to newly admitted students will inform them of a) the policy b) importance of testing early c) the existence and schedule for the Summer Immersion program. Examples of letters including this information are: a) acceptance letter from the president b) letters from Office of Student Services regarding testing (schedules, results, etc.) and /or orientation programs c) letters from the Registrar concerning registration.

These students also may be eligible for the CUNY Language Immersion Program (LIP). This entity offers a 25-hour per week immersion course. There is \$100 fee for this class. For further information, students should call Jennifer Lee at (212) 794-5706.

- Students at IELI or LIP will be considered as having deferred their admission. They will not have to pay a fee to maintain matriculation for the time in which they are registered at the IELI or LIP. The Hunter College Office of Admissions will reactivate their admission file upon notification by the Department of English that their test scores qualify them for credit-bearing courses. Students enrolled in either the IELI or LIP programs will not be permitted to enroll in other courses at the college until they have successfully completed their work.
- Upon completion of their immersion class in the IELI or LIP program and the reactivation of their admission to Hunter College, students will take the CUNY assessment examinations (WAT and RAT) for purposes and placement in the college's English courses. The "clock" for remediation will not start ticking until they are registered in credit-bearing English Department courses (ENG 002, 004 and 005/015).
- Non-ESL students who score 2/2 or below on the CUNY WAT and have a scaled score of 1 (a raw score of 11 or below on Form K and a raw score of 13 or below on Form L) on the CUNY RAT must be assessed on an individual basis. Students may, at the discretion of the English Department, be placed in an English Department course or may be advised to take this instruction at a community college of their choice. Such students will employ the college's permit policy to enroll. They will also be retested by the Hunter testing office upon completion of their course(s) and readmittance to Hunter College in placement.

Since the college is no longer offering ENG 001, ENG 003, ENG 014, the Department of English has instructed the Registrar to eliminate all references to ENG 001, ENG 003, and ENG 014 from the course code matrix printed in the schedule of classes.

Mathematics Remedial Policy

- The Department of Mathematics will continue to place students in MATH 001 (the sole required developmental course) based on the scores on the CUNY MAT. A score of 25 will continue to exempt a student from MATH 001.
- Any student who scores a 23 or 24 will be given the opportunity to retest prior to the first day of class of the semester for which they tested. The Testing Office of Student Services will administer the test.
- Students repeating the course will be required to make an appointment with the coordinator and/or staff to ensure that the student is advised of the additional support help available, and to determine what type of help, if any, is needed.
- On the basis of performance during the first two weeks of class and upon recommendation from the instructor, a student whose background in math is very weak will be offered the option of slowing the pace down and being placed on "contract". This means that (s)he will have a revised calendar and work on only half the course that semester, and if

To pass a remedial course a grade of A, B, C, D or CR is required. The grades R and NC are not passing grades. The student who receives an R one semester and an NC or F the next in a remedial course will not be permitted to enroll in the course for a third time. Students receiving an IN have not completed work for the course. They must complete work within 10 weeks of the subsequent semester to receive a passing grade.

- The Remedial Appeals Committee will continue to rule on any doubtful cases regarding student standing. The Remedial Appeals Committee will have at least one representative of the Undergraduate Academic Requirements Committee. In cases involving disabled students, the Remedial Appeals Committee will consult with the Director of the Office of Disabilities.
- As stated in Resolution #17, "[i]n rare and unusual circumstances, college presidents may grant an exception to this policy." At Hunter, President David A. Caputo will consider recommendations for exemption from the Remedial Appeals Committee. The President has already granted a blanket exemption for ENG 004-qualified students who met the following conditions: 1) IELI and LIP program graduates who place in ENG 004 2) repeaters from the summer session 3) first-timers who have a legitimate excuse for not attending the Summer Immersion Program 4) continuing students who have legitimate excuse for not attending the Summer Immersion Program. The President will grant all other exemptions on a case to case basis.
- All students will be notified of their remedial status by the Office of the Registrar. Student requiring remediation who do not place remedial courses in their programs will have their registrations canceled.
- It is understood that sufficient funding to support this policy will be made available.

English Remedial Policy

- The Department of English is responsible for placing students in English courses based on the CUNY WAT and RAT scores. The Department will base its judgment on the likelihood of a student's completing his/her remedial work within the mandated time frame.

The placement policy that will be followed for students whose CUNY assessment exams indicate their need for these courses will depend upon whether the students are ESL or not.
- All students who fail the CUNY Reading Assessment Test for original placement by 2 or fewer points are eligible for a retest prior to the first day of class of the semester for which they tested. The Testing Office of Student Services will administer the test.
- ESL students who score 1/1 or 2/1 on the CUNY WAT and have a scaled score of 1 (a raw score of 11 or below on Form K and a raw score of 13 or below on Form L) on the CUNY RAT will no longer be eligible for credit bearing courses in the English department. They may enroll in a non-credit bearing ESL Immersion course offered by Hunter's International English Language Institute (IELI). The class meets 16 hours per week (4 hours/4 days) for the 14 week semester. They may take the IELI course twice. The fee for this course is \$100.

or

successful, get an R. The student would then finish up the following semester or during the intersession program. Choosing the contract is not required, but a student's decision. This option will not be offered to a student until after the second exam, and may not be offered after the fourth exam.

- The course will continue to be taught using a mastery based approach. At the point when a student masters 51 objectives (passing 51 skills out of 60 with no partial credit), he or she will be given the CUNY MAT Test.
- The Department is still planning to offer the CUNY MAT for certification purposes at the end of the MATH 001 course. The Coordinator of the Dolciani Math Center will convey the results of the tests to the Hunter College Office of Testing.
- The Math Department/Dolciani Math Center will administer the MAT in summer session and January and June intersessions and at the 13th week of the semester for all students who have not been certified as proficient, and who have mastered 51 objectives in MATH 001. The results of these tests will be conveyed to the Hunter College Office of Testing.
- Students not completing 51 objectives will be required to re-register in the course. If, at least 30 objectives are passed, but not 51, the student will be given an R grade. They will not be able to take the CUNY MAT that semester. These students are eligible and are strongly urged to attend a free intersession program. If 51 objectives are not mastered at the completion of this program, the student must re-register in the course the following semester to finish the work. This second semester will count as their final attempt at the course. If the student does not attend the intersession program, they must re-register in the course the following semester to finish the work. This semester will still count as their final attempt at the course.

If less than 30 objectives are passed, the student will not be given an R grade. They will not be able to take the CUNY MAT that semester, nor will they be eligible for the intersession program. These students must re-register in the course the following semester and complete the work in its entirety. This second semester will count as their final attempt at the course.

- Students completing the 51 objectives but failing the final exam will be given a grade of INC.
- In addition to any other criterion set by the Math Department for its courses, students must have a score of 25 or greater on the MAT before registering in any MATH/STAT course.

Addendum

Movement from Remedial Course Work to College Freshmen Writing: ENG 110 and 120

- Students must achieve a score of 3/3 on the WAT and a scaled score of 10 or above on the RAT to enroll in ENG 110. All students must pass ENG 005 or 015 and 002 or be exempted from these courses to enroll in ENG 110.

Appendix IV (continued):

- 2. Students will move from ENG 005/015/002 to ENG 120 by receiving a 4/4 or above on the WAT and a scaled score of 13 or above on the RAT, by meeting all other requirements of these courses, and by permission of the coordinator.
- 3. Since we are no longer allowed to use the CUNY Assessment tests as the only determining factor for movement from a developmental English course to a college level English course, the following will apply: students who pass 005/015 will be placed in ENG 110 or ENG 120 depending upon: (a) their performance in 005/015; (b) their performance in ENG 002 or their placement RAT; (c) teacher recommendations, and (d) approval by the coordinator of ENG 110 or 120.
- 4. On the basis of first week in-class diagnostic writing samples, teachers will meet with the appropriate coordinator to recommend that exceptional students who are placed directly in the course (not moved from a lower course) move from one level of writing to another and in the case of ENG 120 be exempted. They will provide the student's in-class writing and placement exam to support their recommendation.
- 5. The WAT and RAT will be administered at the end of the summer session and the January and June intersessions and at approximately the 11th week of the semester for all students enrolled in ENG 110/120 classes who have not been certified as proficient. Reading exams will be computer-scored, and writing tests will be graded by certified English department readers.

Requirements for Graduation

Students must demonstrate proficiency in English and Math by the sixtieth credit. The Office of Testing will administer CUNY WAT, RAT and MAT until authorized testing is fully implemented. In addition, on an interim basis the Department of English will administer the RAT in ENG 002 and the WAT in ENG 015/005. The Department of English will convey test results to the Hunter College office of Testing.

Recommended Implementation Plan for Remedial Policy

A. Objectives

To remediate non proficient students as quickly as possible to enable them to pursue a full college level schedule

To employ the Summer Immersion program as the primary arena for remedial instruction

To incorporate reasonable flexibility in the college remediation plan in order to accommodate ESL students

B. Admissions

- 1. As of Fall 1997, require all non-degree students without US college degrees to be proficiency satisfied. Provide appropriate advisement for non-degree students (Background: current policy allows non-degree students to submit a high school diploma--not transcript--for admission).
- 2. Establish a dual standard for admissions. Amend admissions criteria to have differential standards after the third allocation of students. Require two academic units of English from the fourth allocation onwards. (The fourth allocation starts in June for the fall, there is no fourth allocation for spring) (Background: requiring the English units in the later admissions phases increases the likelihood of students qualifying for higher levels of English. Of 96 Freshmen in 004 in Fall, 1996, 49 had no high school English courses, an additional 13 had less than two English courses. Late acceptances have little or no chance of taking a summer immersion course because they test too late to qualify).

C. Communications

- 1. Rewrite all communications to accepted students to emphasize the importance of testing early and thus qualifying for free summer instruction. Two or three letters require this amendment: letter from the Chancellor, letter from the President of Hunter, letter from Admissions/Student Services. (Background: current communications do not stress or even explain the rationale for testing early or the existence of the summer program)
- 2. Attach a schedule of summer offerings and an explanation of the immersion program with the Hunter admissions communications.

D. Testing

- 1. Conduct on-campus testing for fourth allocation onward. (Background: students accepted in the fourth allocation (May or June) cannot test at borough centers in time to qualify for free summer immersion courses).
- 2. Provide testing for non-degree students in a timely manner.
- 3. Attach announcement and schedule of summer immersion courses to all test results sent to students

E. Registrar

- 1. Monitor remedial status of all students
- 2. Cancel registrations of non proficiency satisfied students who have not registered for

F. Special Instructional Programs for ESL

- 1. Require attendance in Summer Immersion program of all students qualifying for writing programs at the ENG 004 or lower levels
 - a. Consider increasing the number of hours for ENG 004 in the summers
 - b. Offer ENG 004 and ENG 002 at various times including evening
 - c. Explore offering linked courses with ENG 004 sections during Summer immersion Sessions.
- 2. Review ENG 002 course as currently offered to judge its current effectiveness in a one semester remediation format
 - a. Explore supplementary instruction and use of workshops to focus on instruction for the CUNY RAT
 - b. Incorporate the Reading Center more intensively
 - c. Revise ENG 002 as necessary
- 3. Continue to support the non-credit English immersion program supplied by the International English Language Institute for students who do not qualify for the ENG 004/002 sequence
 - a. Continue and enhance the working relationship between the IELI and the Department of English in order to refine and perfect IELI offerings and to provide a smooth transition from IELI to the college English program
 - 1. Use the CUNY RAT and WAT for placement purposes after implementation of the IELI course
 - 2. Establish a clear method for notifying the Department of English and the IELI students of their placement
 - b. Explore means to enhance IELI special students' connection with the college
 - 1. Offer an ORSEM-like seminar for counseling and guidance
 - 2. Extend Library, computer lab and other services to them
- 4. Resolve issues of how to avoid faculty overloads resulting from their participation in the summer immersion program.
- 5. Offer only a limited number of ENG 004 (4-5 sections) during the fall semesters and attempt linkage with CLA 110
 - a. These sections will accommodate the following students
 - 1. IELI program graduates
 - 2. Repeaters from summer immersion
 - 3. First-timers who had a legitimate excuse for not attending the summer immersion program.
 - b. These students will, by necessity, be granted an exception to the one semester rule

Remedial Appeals