

**Office of the Hunter College Senate**  
**MINUTES**  
**Meeting of the Hunter College Senate**  
**29 November 2000**

The 398th meeting of the Hunter College Senate was convened at 4:15 PM in Room W714.

**Presiding:** Pamela Mills, Chair

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

**Agenda:** The agenda was adopted as distributed.

**Minutes:** The Minutes of November 8<sup>th</sup> were approved as distributed.

**Report by the President:** A summary statement of President Gizis' report is attached as Appendix I.

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

**Report by the Administrative Committee:** Professor Mills presented the report as follows:

**Approved Curriculum Changes**

The following curriculum changes as listed in Parts I and II of the Report dated 29 November 2000 were approved as per Senate resolution, and were submitted for the Senate's information. Items UR-1149 and US-1140 (Economics), US-1141 (Jewish Social Studies Program), US-1142 and US-1147 (Women's Studies Program), US-1143 (Chemistry), US-1144 (Computer Science), US-1145 (Mathematics & Statistics), US-1146 (Physics & Astronomy), GS-491 (School of Education/ Early Childhood Education Birth-Grade2), GS-492 (Mathematics & Statistics), GS-494 (MA-TEP Program in Social Studies), GS-499 and GS-503 (Special Education), and GS-502 (School of Education/Childhood Education Grades 1-6).

**Special Election to fill vacant Senate seats**

Mr. Daniel Sebbag (full-time undergraduate) was nominated for one of the vacant seats on the Senate reserved for students.

It was moved that the nomination be approved. The motion carried by voice vote.

**Committee Reports:** **Nominating Committee**

Dr. Marilyn Rothschild, Chair of the Committee presented the following nominations for seats currently vacant on Senate committees:

**Undergraduate Course of Study Committee**

Student: Helen Pilinovsky (undergraduate)

**Undergraduate Academic Requirements Committee**

Students: JoAnna DeNobile (Undergraduate)

Jillian Murray (Philosophy Major)

The nominations were approved by voice vote.

**Select Committee on the Distribution Requirement Re: General Education Requirement**

Professor Marten denBoer, Chair of the Committee, presented the revised report dated 29 November 2000.

**APPENDIX I**

*The following members were noted as absent from the meeting:*

**Faculty**

Anthropology	Sally McLendon Timothy Bromage John Oates	Social Work	Paul Kurzman Harriett Goodman Glynn Rudich
Art	Katy Siegel Nari Ward Gabriele Evertz	Sociology	Ruth Sidel "E" Sharon Sassler
Black & P. R. Studies	Juan Flores	Student Services	Reva Cohen "E"
Classical & Oriental Studies	Joanne Spurza "E"	Urban Affairs	Lynne McCormick
Curriculum and Teaching	Mary Lefkarites "E"	Administration	Dean Herbert Budd
Economics	Howard Chernick Michael Schleifer Avi Liveson Mark Weinstock "E"	<b>Students</b>	
Educational Foundations	Jeanne Weiler	Maxima Peralta Anna Hristova Barry Jacobs Maharaj Veejay Yesenia Luna Cameron Kelly Verusak Cantelli Nadia Yaron Rebecca Brown Brian Nesby Daniel Jones Irene Neofotistos Stering Robinson "E" Deborah Van Doren Gretchen Johnson "E" Sze-Wing Kwok Brian Crowley Erich Kaplan Pascale Jutard-Ribot Timothy Calabrese Hyon Kim Alice Feinberg Vince McCoy Peter Lee Wan T. Tsin	
English	Nico Israel		
Film & Media	Joel Zuker Gregg Morris		
German	Traci O'Brien		
Health Sciences	Kathryn Rolland		
History	Barbara Welter J. Michael Turner		
Library	Anita Ondrosek Andrea Copeland		
Music	Poundie Burstein Brad Stoller		
Nursing	Kathleen Nokes		
Philosophy	Omar Dahbour		
Political Science	Charles Tien		
Psychology	Peter Moller		
Romance Languages	Marta Bermudez		
SEEK	Willie Wimberly		

**APPENDIX II**  
**Report by the President**

Good afternoon.

Since we last met, there have been several college and university developments that I would like to share with you.

To begin, I will briefly summarize some of the information I gleaned at a retreat hosted by Chancellor Goldstein for CUNY Presidents on November 8, 9 and 10.

**Flagship Environment**

The flagship environment continues to be a priority of the University. Since Biological Science has been designated as a flagship program, a concerted effort will be made to facilitate the recruitment of established scientists. The University is in the process of developing procedures for designating future flagship programs.

**Retention**

The Chancellor continues to express concern about the retention of students. There is a lack of data indicating the reasons why students leave CUNY. The Chancellor stressed the need to ensure that we are offering the prerequisite courses necessary for students to succeed in upper-level courses.

**Core Curricula**

While the Board of Trustees has the authority to issue guidelines, each college will review and establish its own core curriculum.

**Articulation and Transfer**

There seems to be gaps in the core curriculum at some of the colleges. The Chancellor would like to see the community colleges establish transfer tracks, which would help students transfer seamlessly to the senior colleges.

Finally the Chancellor expressed the importance of external rankings and the use of technology to enhance courses and advisement.

I would now like to take a few minutes to provide you with some statistics about enrollment and ethnicity trends at Hunter and talk about the efforts being made at the College to effectively manage our enrollment and implement the new University multiple admissions policy.

As you can see from the following table, the new admissions standards have had little impact on the ethnicity of students enrolling at Hunter.

**Appendix II (continued):**

We are now looking at the most effective way to manage future enrollment. To this end, we have asked the University to provide us with data from the fall 1999 cohort, which we will use to formulate the admissions index for 2001 freshmen.

In addition, there will be a floor on the admissions criteria for SEEK students. Admissions will not go below this floor even if the numerical goal is not reached.

I have also established a committee to review the University's new multiple admissions policy. This committee, which is focusing on marketing issues, is currently establishing strategies to ensure that applicants who select Hunter as their first choice school, actually enroll, and to encourage those applicants who select Hunter as their second or third choice school, to attend Hunter instead of their first-choice school. Targeted mailings and college events are being planned. I want to remind you that the data indicate that Hunter is the number one first-choice school, the number one second-choice school and the number one third-choice school for CUNY applicants. This places us in a most advantageous competitive position.

We have just received guidelines for administering the College Proficiency Examination. We are now preparing a summary of these extensive guidelines, which address:

1. Who is required to take the examination
2. Who is not subject to the requirements
3. General requirements (eligibility, retesting, forfeits)
  - 1<sup>st</sup> attempt – the student has earned 45-60 credits
  - 2<sup>nd</sup> attempt – the semester after the student has earned 60 credits
  - 3<sup>rd</sup> attempt – semester after the student has earned 75 credits
  - GPA – 2.0 or greater
4. Appeals Mechanism
5. Recommended/Required Intervention and support services

When the summary is completed, it will be distributed to college constituencies.

As you know, maintaining and upgrading our facilities continues to be a priority. There have been several recent developments in this area.

First, I am pleased to announce that the University has included funding for Hunter College's master plan in the University's second five-year plan. They have recommended the following timetable for this funding for the next five years:

- 2001-2002 - Renovation of Thomas Hunter Hall
- 2003-2004 - Main Campus Development
- 2004-2005 - New Science Laboratory Building at the Main Campus
- 2005-2006 - Brookdale Renovation  
New Science Laboratory Building at the Main Campus

Table 1  
Trends in the Race/Ethnic Composition of  
First-time Freshmen Entering CUNY Baccalaureate Programs:  
Total First-time Freshmen  
Fall 1999 and Fall 2000\*

	Asian %	Black %	Hispanic %	White %	Total #
Baruch 1999	36.0	14.2	16.7	33.0	1,165
2000	33.5	12.9	20.4	33.1	1,955
Brooklyn 1999	11.0	24.6	12.2	52.2	1,049
2000	14.5	22.4	15.3	47.7	1,276
Hunter 1999	17.9	21.0	27.1	33.9	1,920
2000	16.4	21.6	24.6	37.2	1,846
Queens 1999	20.4	10.3	17.8	51.2	1,037
2000	26.1	8.5	18.3	47.1	1,131
TOTAL BACCALAUREATE 1999	21.1	18.1	19.9	40.9	5,171
2000	22.1	17.1	20.2	40.6	5,608

\*Fall 2000 figures not yet final.

## Overview of Five-Year Capital Budget Request FY2001/02-FY2005/06 (costs in thousands)

Remaining Years of Current Five-Year Program	Senior Colleges	Community Colleges*	Total
2001/2002	\$237	\$92	\$329
	\$175	\$97	\$272
2003/2004	\$302	\$83	\$385
	\$221	\$89	\$310
2005/2006	\$286	\$108	\$394
	Totals	\$1,221	\$469

\*Funded 50-50 by State/City

### APPENDIX III

## Report by the Select Committee on the Distribution Requirement (as amended and approved by the Senate 11/29/00)

The Select Committee on the Distribution Requirement is submitting the following resolution for Senate approval:

**Whereas**, the present Hunter College Distribution Requirement has been in effect for almost 30 years, a period which has seen great changes in the higher education curriculum and population; and

**Whereas**, the first part of the report of the Select Committee on the Pluralism and Diversity Requirement was approved by the Senate in Spring 2000 and it is desirable for the Pluralism and Diversity requirement to be integrated; and

**Whereas**, the Select Committee on the Distribution Requirement has studied Hunter's requirements extensively over the past two years, submitted a preliminary report in Spring 2000 which received substantial Senate approval, and modified its original submission based on recommendations made from throughout the Hunter community, including senators, departments, and individuals; therefore,

**BE IT RESOLVED**, that the attached new General Education Requirements replace the present Distribution Requirement and incorporate the Pluralism and Diversity Requirement, effective for students entering Fall 2001.

## **Guide to the Foreign Language Requirement**

**Introduction** The goal of this requirement is to provide facility in a language other than English and to enable students to access non-English literatures. Languages provide access to the world - which is increasingly all around us, especially in New York City. In learning a foreign language and studying its literature and cultures, students acquire new perspectives on how peoples think, view the world, express themselves, and communicate with one another. Language learning expands one's ability to create and discover new meaning in one's own language and culture. An awareness of contrasting cultural concepts sensitizes students to the differences between their own culture and others - increasingly important as the communities of the world have become so interconnected and interdependent.

**Foreign Language Requirements for Different Degrees** All BA, BFA, and BMus students must fulfill (1) a Core requirement of elementary (two-semester) foreign language proficiency, which they should begin within their first 30 credits at Hunter, and (2) a graduation requirement of intermediate (four-semester) foreign language proficiency. Although intermediate foreign language proficiency is only required by the time a student graduates, gaps in language instruction are very undesirable and it is strongly recommended that students complete all their foreign language requirements in consecutive semesters. BS degrees, which at Hunter are considered professional degrees, require a large number of science and quantitative reasoning courses and a varying number of other courses, depending on the degree. Students in BS programs should check the requirements for their specific program, as most BS degrees do not require foreign language proficiency. Students who change from a BS to a BA program must meet the foreign language requirement for the BA degree. Students in BS programs who choose to take foreign language as part of their liberal arts requirement may be prepared for other degrees. It is desirable for students who plan to enter graduate programs that have foreign language requirements to prepare for these in their undergraduate study.

**Course of Study** Hunter College currently offers the following programs to meet foreign language requirements:

**Chinese (CHIN), French (FREN), German (GERMN), Greek (GRK), Hebrew (HEBR), Italian (ITAL), Japanese (JPN), Latin (LAT), Polish (POL), Russian (RUSS), Spanish (SPAN), Swahili (SWA), Ukrainian (UKR), Yoruba (YOR).**

In each language a required course sequence (12 credits) is offered: Elementary I and II (2 three-credit courses or 1 six-credit intensive course) and Intermediate I and II (2 three-credit courses or 1 six-credit intensive course). The Elementary three-credit courses are usually numbered 101 and 102 and the Intermediate three-credit courses are usually 201 and 202 (except that the Spanish for Native Speakers sequence is SPAN 205, 206, 207, and 208; intermediate Greek is GRK 110 and GRK 202 or 203; intermediate Latin is LAT 110 and LAT 201, 202, 203, or 204). The intensive six-credit courses are usually numbered 103 and 203 (except for: CHIN 107 and 207; GRK 107; and LAT 107). Intensive courses are not offered in all languages. The first semester of a four-course sequence will not be credited without successful completion of the second semester.

**Exemption** Students may be exempted from part or all of the foreign language requirement by virtue of:

- 1) Successful completion of high school courses. Each year of language study completed in high school is equivalent to one semester (3 cr) of the same language in college. The requirement of 4 semesters of language courses or an equivalent combination of college and high school courses is fulfilled only if all 4 semesters are completed in the same language. Students who have completed 4 years of one foreign language in high school should apply for an exemption with the Coordinator of Academic Appeals; an official high school transcript is required. Students who have passed a language Advanced Placement Test of the College Board with a grade of 5, 4, or 3 should contact the Office of Admissions.
- 2) Courses taken at other colleges.
- 3) Competency demonstrated through proficiency examinations. To arrange for an examination contact the appropriate department office; if the language in question is not taught at Hunter College contact the Dean of the School of Arts & Sciences.

**Note that an exemption from a language requirement does not yield any credit unless the exemption is based on successful completion of college courses.**

**Placement** Students who are not exempt from the foreign language requirement as described above should choose their language course as follows:

- 1) Students who have satisfactorily completed 3 years of study of one language in high school or have completed the college equivalent of the 3rd level in a foreign language sequence should take the 4th course in the required sequence.
- 2) Students who have satisfactorily completed 2 years of study of one language in high school or have completed the college equivalent of the second level in a foreign language sequence should take the 3rd and 4th courses in the required sequence.
- 3) Students who have satisfactorily completed 1 year of study of a language in high school or have completed the college equivalent of the 1st level in a foreign language sequence should take the 2nd, 3rd and 4th courses in the required sequence.
- 4) Students who are beginning the study of a foreign language should take all 12 credits of a course sequence.

## Stage 2: Broad Exposure

These courses should be completed within a student's first three semesters (full time) or 45 credits (part time) at Hunter. At least one course in this Stage must include intermediate-level significant writing. Such courses or sections have a "W" designation.

(Note: The "W" designation is new and courses departments propose for such designation will need Senate approval. Courses from each Category in the present Distribution Requirements have been placed into closely corresponding Groups in the Broad Exposure Stage, as discussed above and in the Rationale.)

Group	Credits	Description
A	3	<p><b>Survey of Literature Written in English</b></p> <p>This requirement is meant to increase students' understanding and appreciation of literature written in English. Courses emphasizes close readings of representative texts chosen to familiarize student with various authors, periods, and genres - fiction, drama, and poetry - and to provide a firm foundation for further literary study. Written assignments include quizzes, papers, and a midterm and final exam.</p> <p>ENGL 220 or BLPR 235, 236, or 237.</p>
B	6	<p><b>Social Science: People and their Societies</b></p> <p>The goal of this requirement is to introduce students to the understanding of individual and collective human behavior. Students should be aware of the geographic, political, social, economic, historical, and psychological effects on the human environment. By studying human relations and the human experience students should learn the methodologies as well as the nature, scope, and limits of specific disciplines in the social sciences.</p> <p><b>Anthropology</b> ANTHC 101, 126, 151  <b>Black &amp; Puerto Studies</b> BLPR 100, 101, 102, 103, 201, 202, 203, 204, 209, 210, 241, 242, 244  <b>Economics</b> ECO 100, 200, 201  <b>History</b> HIST 111, 112, 121, 122, 151, 152, 201, 210, 277, 278, 288, 289  <b>Human Geography</b> GEOG 101, 221, 226, 251, 260  <b>Political Science</b> POLSC 111, 112, 115, 117  <b>Psychology</b> PSYCH 100, 140, 150, 160, 170, 180, 195  <b>Sociology</b> SOC 101, 217, 218, 253, 257  <b>Urban Affairs</b> URBS 101, 102, 201</p>
C	3	<p><b>Humanities: Cultures and Ideas: Literature, Philosophy, Classics</b></p> <p>This requirement is meant to introduce students to the human intellectual heritage, the wisdom, and the vision expected of well-educated members of the global human community. The study of texts, thoughts, cultures, and human values should nourish the mind and the spirit, inspiring an enduring love of learning. The humanities are strongly linked to other fields of higher education and vital to the health of society.</p> <p><b>Black &amp; Puerto Rican Studies</b> BLPR 220, 222, 141, 243  <b>Chinese</b> CHIN 111, 112  <b>Classics</b> CLA 101, 110, 201, 203, 220, 225, 226, 227  <b>Film &amp; Media Studies</b> MEDIA 180  <b>English</b> ENGL 250, 251, 252  <b>French</b> FREN 241, 242  <b>German</b> GERMN 240  <b>Hebrew</b> HEBR 240, 259, 288, 290, 292, 295  <b>Humanities Interdisciplinary</b> HUM 110  <b>Italian</b> ITAL 280, 334  <b>Philosophy</b> PHILO 101, 103, 104, 106, 201, 203, 204  <b>Religion</b> REL 110, 111, 204, 205, 207, 251, 252, 253, 254  <b>Russian</b> RUSS 155, 156, 157, 158, 255, 294  <b>Spanish</b> SPAN 241</p>
D	3	<p><b>Visual and Performing Arts: Media, Art, Dance, Film, Music, Theater</b></p> <p>This requirement is meant to introduce students to significant works of the creative imagination, familiarize them with a medium of creative expression, and enable them to actively participate in individual aesthetic and creative experiences. Through critical analysis, research, and direct involvement in creative work in a particular medium, students should develop an appreciation of the interrelations of intellectual and emotional responses to the arts and letters.</p> <p><b>Art</b> ART H 111  <b>Dance</b> DAN 102, 232  <b>Film &amp; Media Studies</b> FILM 101  <b>Music</b> MUSHL 101, 107, MUSTH 101</p>

All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student's Core requirement or the courses necessary for a major or minor area of study.		
<b>Group*</b>	<b>Credits</b>	<b>Group or Societal Focus</b>
<b>A</b>	3	A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of <b>non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas.</b>
<b>B</b>	3	A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, immigrant experiences, and/or intellectual traditions of <b>one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans.</b>
<b>C</b>	3	A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of <b>women and/or issues of gender or sexual orientation.</b>
<b>D</b>	3	A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of <b>Europe, including the ways in which pluralism and diversity have been addressed.</b>

\* Groups designated by letters A, B, C, and D substitute for Groups originally called 1, 2, 3, and 4, respectively.

A list of courses approved for the requirement follows. Additional courses will be approved by the Hunter College Senate and an updated list will be published in the *Schedule of Classes*.