MINUTES
Meeting of the Hunter College Senate
7 November 2018

1   The 619th meeting of the Hunter College Senate convened at 3:39 PM in HW room 714.

3   **Presiding:**   Thomas DeGloma, Chair

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

7   Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and
8   clickers were distributed to them.

10   **Minutes:**   The minutes of 12 September and 26 September were approved as distributed.

12   **Report by**
13   **the President**   **President Raab said the following:**

15   "We have some news from our Middle States liaison that Laurie Carter will not be the Chair of our Middle
16   States Committee. We were a little concerned when we received this news because of the timing as we
17   have been planning and working with her. We were also concerned because President Carter was a perfect
18   match. She spent many years at Julliard and is very familiar with New York and Hunter's focus on the
19   arts. The Middle States liaison stepped in very quickly and we are very grateful that they were able to
20   identify a new team leader, the Vice President of Student Services at Binghamton, Brian Rose. He has
21   been on other Middle States committees and seems like a very good match. Binghamton is very much a
22   sister school to us in the SUNY system. He understands the CUNY system and our dogged focus on
23   student success. He is an attorney by training but has been in the field of student services for most of his
24   professional life. He was very excited to take over the position of Chair for our committee, and he is able
25   to keep the schedule that we had with President Carter and his first visit will be on November 29th. This
26   allows us to stay on schedule. We will be sending this information out to the community with Mr. Rose's
27   full bio. On the 29th of November we will give Mr. Rose a full tour of the campus and facilities. He will
28   have a number of meetings on campus with various committees' members. We are waiting to hear with
29   whom Mr. Rose wants to meet, and we will be reaching out to members of the community to schedule
30   those meetings. Things are moving smoothly, things are really back in place, and back on schedule. Once
31   again I want to thank you for the work you have been doing on Middle States and ask you to continue to
32   engage. Comments are good now and when he comes to visit so please be involved and stay involved,
33   read the report and give us your thoughts. We really want the community to be engaged and want this
34   report to represent the community's vision and aspirations for our institution.

36   "Some news for our students, we have been finishing last meetings with our service team, and they have
37   committed to open the cafeteria on the third floor before Thanksgiving. We are still waiting for the name
38   but the cafeteria will be open. Hopefully, we will have the name before it is opened.

40   "About facility issues, I don't know if anyone had any phone issues for the past few days. There was a
41   reason. We are in middle of this wonderful project for our new Student Union and it required us to cut
42   almost all of our phone lines to do one small piece of construction. This is what happens in old buildings.
43   We think that most of the construction went off without a hitch. If you did have a problem on Monday or
44   Tuesday, that was the reason, and we believe the lines are all restored. We are about halfway through that
45   project and will open our new Student Union when the students return in the Fall of 2019. We are excited
46   about that.

56
57 "Finally, Lori Mazor is here to provide any other information. We are going to ask for a little patience on
58 our favorite subject of elevators and escalators. In the next couple of weeks, we are required to do annual
59 inspections and they will take place in November into early December. It is the least opportune time to do
60 them but we must complete the inspections before the end of the year. You will be seeing signs telling
61 you which elevator is out, why it is out, when it will be back and restored. We are going to work on only
62 one elevator at a time. We will have some escalators inspected as well and then put them back online. We
63 understand that we are trying everyone's patience, and we are very grateful for that patience. There will
64 be mobility assistance by Public Safety for people who can't use stairs and are affected by the wait. We
65 must do this inspection or we won't be in compliance this year. It needs to be done at this time. We are
66 working on getting a better schedule so that it does not impact so many of you at this busy time."

67
68 **Committee**
69 **Report:** **Update on the Middle States Work Groups for Standard III: Design and Delivery of the Student**
70 **Learning Experience**
71 Professor DeGloma called on Angela Haddad, Senior Associate Dean, School of Arts and Sciences and
72 Michael Steiper, Professor of Anthropology and Program Director of Human Biology to present an update
73 on the Middle States Evaluation. The report is attached in Appendix II.

74
75
76 **Report by the**
77 **Administrative**
78 **Committee:** a) **Special Senate Election for Vacant At-large Seats**
79 In accordance with Article IV, 2H i and ii of the Charter for a Governance of Hunter
80 College, the Administrative Committee is presenting the names of all nominees
81 received to date:

82
83 Faculty: Prof. Xia Xu (Computer Science)
84 Student: Joelle Tirado (Psychology/English)

85
86 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.

87
88 The motion carried by voice vote without dissent.

89
90 b) **Approved Curriculum Changes**
91 The following curriculum changes as listed in the attached Report dated 7 November 2018 have
92 been approved as per Senate resolution and are submitted for the Senate's information: Item:
93 UR-2212 Nutrition (Change in Course).

94
95 **Committee**
96 **Report** **Committee on Undergraduate Course of Study**
97 Professor DeGloma called on Professor Jeanne Weiler and Professor Stefan Schlussman, co-Chairs of the
98 Committee on Undergraduate Course of Study, to present **Procedures for Preparing and Submitting**
99 **Curriculum Proposals for College Approval.** Discussion and questions followed. The document draft
100 is available on the Senate website.

101
102 **Committee on Undergraduate Academic Requirements**
103 Professor DeGloma called on Professor Ian Blecher, Professor of Philosophy, to present a report regarding
104 **Reconsideration of Hunter Policies Related to Transfer Policy** on behalf of the Committee on
105 Undergraduate Academic Requirements. Discussion and questions followed. The report is attached in
106 Appendix III.

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108

112
113   **Committee**
114   **Report**   **Committee on Computing and Technology**
115   Professor DeGloma called on Professor Michaela Soyer, Chair of the Committee on Computing and
116   Technology, to discuss the **Technological Competencies at Hunter College.** Discussion and debate
117   followed. The report is attached in Appendix IV.
118
119   There was a motion to recommit the **Technological Competencies at Hunter College** to the Committee
120   on Computing and Technology.
121
122   The question was called. The motion carried by voice without dissent.
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127   Due to the late hour, the meeting was adjourned at 5:17 PM.
128
129
130   Respectfully submitted,
131
132
133   Dana G. Reimer
134   Secretary

APPENDIX I

The following attend

Faculty

Department	Name	(A)	Status
AFPRL	Anthony Browne		A
	Denis Milagros	(A)	X
	Edgardo Melendez	(A)	X
Anthropology	Jackie Brown		A
	David Hodges	(A)	A
	William Parry	(A)	X
Art & Art History	Daniel Bozhkov		X
	Lynda Klich		A
	Susan Cole	(A)	X
	Susan Crile	(A)	X
Biological Sciences	Derrick Brazill		X
	Shirley Raps		E
	Paul Feinstein	(A)	X
	Maria Pereira	(A)	X
Chemistry	Akira Kawamura		A
	Gabriela Smeureanu	(A)	A
	0	(A)	0
Classical & Oriental Studies	David Petrain		E
	Dai Fang	(A)	A
	Alexander Elinson	(A)	X
Computer Science	Lei Xie		A
		(A)	
		(A)	
Curriculum & Teaching	Jason Wirtz		X
	Karen Koellner		X
	Terri Epstein	(A)	X
	Benjamin Shuldiner		X
Dance	Maura Donohue		X
	Carol Walker	(A)	E
		(A)	
Economics	Randall Filer		X
	John Quiang Li		X
	Tim Goodspeed	(A)	X
		(A)	
Educational Foundations & Cou	Goeum Na		A
	John Ranellucci	(A)	A
	Amanda Crowell	(A)	X
English	Leigh Jones		A
	Amy Robbins		E
	Stephen Wetta		E
	Janet Neary	(A)	A
Film & Media Studies	Tami Gold		E
	0		X
	Larry Shore	(A)	X
		(A)	A
Geography	Ines Miyares		A
	Shipeng Sun	(A)	A
		(A)	
German	Elke Nicolai		X
	Eckhard Kuhn-Osius	(A)	X
	Aine Zimmerman	(A)	E
History	Eduardo Contreras		X
	0	(A)	
	Jill Rosenthal		A
Library	Sarah Ward		A
	Adina Milliken		A
	Mee' Len Hom	(A)	A
	Hal Grossman	(A)	A
Mathematics & Statistics	Bill Williams		X
	0		
	Patrick Burke	(A)	A
	Verna Segarra	(A)	A
Medical Laboratory Sciences	Abigail Morales		A
	Chad Euler	(A)	X
	Muktar Mahajan	(A)	X
Music	Jewel Thompson		A
	Michele Cabrini	(A)	X
		(A)	
School of Nursing	Lynda Olendar		A
	Cheryl Zauderer		A
	Jin Young Seo		A
	Charles Reuter	(A)	X
Philosophy	Laura Keating		A
	Daniel Harris	(A)	X
	0	(A)	
Physics & Astronomy	Kelle Cruz		E
		(A)	
		(A)	
Political Science	John Wallach		X
	Sanford Schram	(A)	A
	Michael Lee	(A)	A
Psychology	Roseann Flores		A
	Jonathon Rendina		X
	Peter Moller	(A)	X
	Chris Braun	(A)	X
Physical Therapy	Nicki Silberman		A
	Thomas Holland	(A)	X
		(A)	
Romance Languages	Monica Schinaider		X
	Julie Van Peteghem	(A)	A
		(A)	
School of Social Work	Alexis Jemal		X
	Rufina Lee		A
	Adam Brown	(A)	A
	Maria Rodriguez	(A)	X
Sociology	Mark Halling		E
	Mike Benediktsson	(A)	X
	Michaela Soyer	(A)	X
Special Education	Elizabeth Klein		A
	Lauren Schnell	(A)	X
	Virginia Gryta	(A)	A
Speech-Language Pathology and Audiolo	Donald Vogel		A
	Michelle MacRoy-Higgins	(A)	A
	0	(A)	
Theatre	Louisa Thompson		X
	Jonathan Kalb		X
	Claudia Orenstein	(A)	A
Urban Policy and Planning	Victoria Johnson		X
	William Milczarski	(A)	A
		(A)	
School of Urban Public Health	Phil Alcabes		A
	Khursheed Navder	(A)	A
	Ming-Chin Yeh	(A)	E
Women & Gender Studies	Deborah Tolman		X
	Catherine Raissiguier	(A)	A
	Rupal Oza	(A)	X

ance was noted from the meeting   (A) =Alternate, A=Attended, X=Absent, E=Excused

Students			At-Large, Lecturers and Part-Time Faculty		
Joelle Tirado			Student Services	Kevin Nesbitt	A
	0			Luis Roldan (A)	A
Richard Lu		X	Library	Jocelyn Berger-Barera	A
Alexa Michel		X	Geography	Dana Reimer	A
Sandra-May Flowers		A	Religion	Barbara Sproul	X
	0		Library	Ajatshatru Pathak	E
	0		Medical Lab Science	Hongxing Li	A
Riana Khan		X	Philosophy	Ian Blecher	X
Kendra Cornelis		X	Sociology	Thomas DeGloma	A
Noam Sohn		A	Mathematics & Statistics	Sandra Clarkson	A
Alfie Corteza		A	Music	Christopher Buchenholz	X
	0		Philosophy	0	
	0		THHP	Sarah Jeninsky	E
Sohail Khan		A	Psychology	Joseph Lao	A
Shannon O'Rourke		X			
	0				
Demi Moore		X	**Ex-Officio**		
	0		President, USG	0	
Linda Yohannes		X	Vice President, Graduate Student Association	0	
Anam Khalid		X	President Alumni Association	Patricia Rudden	X
	0		President, HEO Forum	Denise Lucena-Jerez	A
	0		President, CLT Council	Amy Jeu	X
	0				
Jasmine Azeharie		X			
Dorothy Slater		A			
Christoper Cantor		X	**ADMINISTRATION**		
	0		Senators:		
Mila Adelman		A	HEO/CLA Representative	Brian Buckwald	A
Dine Butler		X	Vice President for Student Affairs	Eija Ayravainen	A
Michael Galka-Giaquinto		E	Senior Advisor to the President for Stude	William Tramontano	A
	0		Provost	Lon Kaufman	A
	0		Dean, School of Arts & Sciences	Andrew Polsky	A
	0		Alternate Senators (3):		
Bryan Terry		A	Dean of Education	Michael Middleton	X
	0		Special Counsel to the President & Dean	Laura Hertzog	X
Leonid Prog		X	School of Nursing	Gail McCain	A
	0				
Stephon Odom		X			
	0				
Zaiba Iqbal		X			
	0				
Raymer Contreras		X			
Serenity Colon		X			
Phuong Vo		X			
Saif Zihiri		A			

APPENDIX II

Hunter's Strategic Priorities

Standard III

Four priorities from Hunter's Strategic Plan for 2012-2020

- ▶ *1) Enhance Hunter's Academic identity as a Research Institution*
- ▶ *2) Foster Interdisciplinary Learning*
- ▶ *3) Broaden Opportunities for Student Success*
- ▶ *4) Deepen Engagement with NYC neighborhoods and institutions*

Main Question of Standard III

- ▶ Do all of Hunter's academic programs provide students with a coherent and rigorous learning experience?

Middle States Accreditation Hunter College Self-Study Design and Delivery of the Student Learning Experience

Angela Haddad & Michael Steiper Workgroup Co-Chairs

HUNTER COLLEGE SENATE MEETING

NOVEMBER 7, 2018

Role of Workgroup 3: Design and Delivery of Student Learning

Assess whether the College provides students with learning experiences that are characterized by rigor and are consistent with higher education expectations.

▶ A curriculum, at the graduate and undergraduate level, that is designed, delivered, and assessed by qualified faculty.

▶ An array of mission-driven learning opportunities that engage students and enable them to acquire essential skills.

▶ Sufficient resources to support the institution's academic programs and students' academic success.

▶ Professional and graduate programs with opportunities for the development of research, scholarship, and independent thinking required to pursue relevant careers or further study.

Participation Across Hunter College: Mission & Goals Workgroup Members

▶ Co-chair: Michael Steiper, Professor, Anthropology and Program Director, Human Biology
▶ Co-chair: Angela Haddad, Senior Associate Dean, School of Arts & Sciences
▶ Workgroup Members:
  ▶ Daniel Hurewitz, Professor, History
  ▶ Eric Schweitzer, Lecturer, Computer Science
  ▶ David Connor, Professor and Department Chair, Special Education
  ▶ Stephanie Margolin, Asst. Professor, Library
  ▶ Norma Hannigan, Clinical Professor, Nursing
  ▶ Kemile Jackson, Director, Pre-Health
  ▶ Mitch Ahlbaum, Director, ICIT
  ▶ Lev Sviridov, Director, Macaulay Honors College
  ▶ Demi Moore, Student
  ▶ Muhammad Farooq, Student

What We Learned and Confirmed in the Process

▶ Hunter College remains focused on the liberal arts and sciences while also expanding innovative and mission-driven learning opportunities directed at engaging our diverse student population.

   ▶ Interdisciplinary scholarship, academic programs, and learning opportunities

   ▶ The arts across the curriculum

   ▶ Community partnerships for experiential learning, scholarship and research: Belfer, Center for Nursing Research, Center for Translation and Basic Research

   ▶ Expanded opportunities for high achieving and engaged students: THHP, MHC, Cohort Programs, RISE, MARC, etc…

▶ Hunter attracts and retains a highly qualified and accomplished faculty.

▶ As Hunter expands online teaching resources and learning opportunities, we need to create a strategic vision for what we want this initiative to attain and how it fits into our strategic plan.

Contributing to the Self-Study

▶ We need you to share your thoughts and give us feedback.

▶ How can we increase and incorporate online learning into our undergraduate curriculum to improve student success and learning opportunities?

▶ How can we better inform the Hunter community about all the innovative programs and research happening on and off-campus?

▶ http://www.hunter.cuny.edu/middle-states

▶ The Chair, Middle States Visiting Team, will be on campus in November.

   ▶ Contact angela.haddad@hunter.cuny.edu or msteiper@hunter.cuny.edu to offer comments, questions, or ideas.

<div align="center">**APPENDIX III**</div>

<div align="center">**Draft Report from Undergraduate Academic Requirements Committee (UARC) regarding
Reconsideration of Hunter Policies Related to Course Transfers**</div>

The UARC was asked to review several of its policies related to the acceptability at Hunter of courses taken by transfer students at other institutions. This review comes in light of recent pressure by the CUNY Office of the University Registrar seeking to override Hunter's existing polices, all of which were approved in the past by the Hunter Senate or developed with Senate participation. The policies and the discussion about each policy issue are as follows:

1) Maximum number of credits students may transfer to Hunter.
   The Hunter Senate has previously passed limitations to the maximum number of transfer credits a student may count toward the Hunter undergraduate degree and has discussed this issue on multiple occasions over several years. These policies are also printed/posted clearly in the Hunter catalog. These limits are: a) 70 credits for student transferring from either CUNY community colleges or non-CUNY institutions, and b) 90 credits for students transferring from other CUNY senior colleges. Furthermore, Hunter has a residency requirement that specifies that at least half of the credits applied to the student's major must be taken at Hunter. (See Appendix I)

   During its meeting on October 18, 2018, the UARC discussed the pragmatics and pedagogical value of the existing limits and found no reason why these limits should currently be re-evaluated. The committee was particularly concerned with the fact that the Hunter community has previously considered the question of transfer credits in light of the defining characteristics and qualities of a Hunter education. Previously, this committee and the Senate have opted to strike a fair balance between having more stringent control over the courses a student graduating from Hunter must take to have a Hunter degree, on the one hand, and the need to alleviate residency requirements to allow transfer students to more easily come to Hunter, on the other hand. Out of these considerations emerged the above credit limits. The UARC feels that the conditions and requirements regarding the reasons for our current transfer credit limits have not changed and, more, these limits are important to the character of the Hunter educational experience. Therefore, despite recent pressure from the CUNY Registrar to override this rule and allow students to transfer greater numbers of credits, we uphold our current policies. The CUNY Registrar's attempt to override our policies and Governance procedures is not warranted. However, where special conditions may exist, students may file an appeal to the Senate Chair, who shall serve as the Hunter Transfer Appeals Officer, for reconsideration of the number of transfer credits accepted by Hunter. Note that academic departments handle issues pertaining to residency requirement for the major.

2) Policy related to the minimum grade requirement for courses to be accepted by Hunter for transfer credit. In October 1999, and again in May 2008 and September 2008, the Hunter Senate reaffirmed the college's current grading system. As a result of these deliberations, the grades of C-, D+ and D- are not recognized as official grades at Hunter and grades below the D grade are treated as non-passing grades. The UARC discussed this policy as well as the current Hunter policy stating that grades below C will not transfer from non-CUNY schools and grades below D will not transfer

from CUNY schools. The CUNY Registrar has requested that Hunter accept the exact grade that students transfer from other CUNY colleges, including C-, D+ and D- grades. After reviewing current Hunter policies and discussing the matter, the UARC found no good reason for our current policies to change. Additionally, the UARC agreed that the Hunter Senate's past decisions on these matters constitute an important component of Hunter's identity as an academic institution. Further, the committee feels that as long as these policies continue to apply at Hunter, it is appropriate that they be applied equally to all students working toward a final degree at Hunter. In keeping with Hunter's Governance-approved practices, grades below C (including C- grades and all below) shall not be accepted from non-CUNY schools and grades below D (including the D- and F grades) shall not be accepted from CUNY schools upon transfer.

3) Policy related to transfer credit for courses that fall outside of the Hunter College curriculum, or for which no equivalent course of study exists at Hunter. In 2015, a list of CUNY courses associated with courses of study that fall outside of the College's curriculum was created by an ad hoc task force that included the Senate Chair, Arts and Sciences Dean's Office, Provost's Office, Registrar's Office, and others. It was determined that these are courses that are not germane to a Hunter education and therefore should not be accepted for transfer credit. The CUNY Registrar has requested that Hunter accept all courses transferred from a CUNY school regardless of their fit or relevance to the college or to its degree. The UARC discussed this matter and found that it is appropriate for the college to reject courses for transfer if those courses do not appropriately count toward a Hunter degree or fit within the mission and curriculum of the college. Further, the committee expressed that transfer students can and should understand that all of their courses will not necessarily transfer to a particular college when selecting a college to attend. A key concern here again is college identity and maintaining the meaning and integrity of our academic programs--and ultimately, of the degree-- offered at Hunter. As a result, UARC discussion suggested that Hunter should continue to accept only those transfer credits for courses that align with existing Hunter courses of study and/or with the curriculum as a whole.

Going forward, to better address the above issues, the committee recommends two administrative courses of action:

1) Hunter should continue the current practice of including on the acceptance letter sent to transfer students an itemized list of the courses that do not meet the grade cut-off requirement (related to item 2 above) and that do not align with the Hunter curriculum (item 3 above) with an explanation that the courses listed will not be accepted for transfer. This letter should also reiterate that there are limits to the number of transfer credits that can be accepted by Hunter (related to item 1 above). This measure gives students an opportunity for advance due diligence before they decide to enroll at Hunter.

2) The Hunter Senate Chair shall serve as the Transfer Appeals Officer for the college. Students may file an appeal if they feel the rules have been misapplied in their case, or that their circumstances merit special consideration. Such consideration shall focus on academic justifications (e.g. a rejected course actually has academic merit and should be recognized at Hunter) rather than practical ones (e.g. the student wants to graduate sooner and/or simply transfer all credits earned at another school).

Transfer (Advanced Standing) Admission

Students who attended a regionally accredited college or university after graduation from high school must file a CUNY Transfer (Advanced Standing) application. Transfer applicants are considered for admission with advanced standing if they have a minimum of a 2.5 average; some programs may be higher. Applicants with fewer than 24 credits must also satisfy freshman admission criteria.

Nondegree students who are in attendance at Hunter College as well as those who were previously enrolled, in addition to meeting the above stated criteria, must have had a minimum grade point average of 2.0 in their Hunter coursework.

Transfer admissions decisions and determinations of advanced standing are made by the Hunter College Admissions Office on the basis of work done as a matriculated student at regionally accredited two- and four-year colleges and universities. Only courses in which a student has earned a grade of C or better (D from CUNY colleges) can be accepted for transfer. Transfer credit will not be granted for any remedial, developmental or ESL coursework.

Graduate coursework is not transferrable to the undergraduate degree program.

Transfer students from CUNY community colleges who have earned an AA or AS degree are admitted to the college, awarded junior status and considered to have satisfied core course requirements. However, depending upon the major selected at Hunter, some students may need more than 60 additional credits in order to complete Hunter's bachelor's degree requirements. Transfer students from CUNY colleges who have not earned a two-year AA or AS degree and transfer students from non-CUNY colleges are awarded credit for previous work on a course-by-course basis. All transfer students, including those entering with CUNY AA and AS degrees, must fulfill the college's foreign language and Pluralism and Diversity, and Writing requirements.

The maximum total number of credits that may be transferred to Hunter College is 90. There is a 70-credit limit on the number of credits that may be transferred from two-year institutions.

Applicants are required to report and provide transcripts for all previous college coursework including coursework that was in progress at the time of application. Failure to do so may result in disciplinary action and the denial of transfer credit.

Transfer Students from CUNY Community Colleges

Transfer students from CUNY community colleges who have earned an AA or AS degree are admitted to the college, awarded junior status and considered to have satisfied core course requirements. However, depending upon the major selected at Hunter, some students may need more than 60 additional credits in order to complete Hunter's bachelor's degree requirements. Transfer students from CUNY colleges who have not earned a two-year AA or AS degree and transfer students from non-CUNY colleges are awarded credit for previous work on a course-by-course basis. All transfer students, including those entering with CUNY AA and AS degrees, must fulfill the college's foreign language requirement.

The maximum total number of credits that may be transferred to Hunter College is 90. There is a 70-credit limit on the number of credits that may be transferred from two-year institutions.

Applicants are required to report and provide transcripts for all previous college coursework including coursework that was in progress at the time of application. Failure to do so may result in disciplinary action and the denial of transfer credit.

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 60 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 60-credit point, or changed their major/program, by the end of the drop/add period of the semester are ineligible for TAP financial aid. To declare or change a major, students should print a Major Declaration Approval form at registrar.hunter.cuny.edu/subpages/forms.shtml, 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.

APPENDIX IV

Technological Competencies at Hunter College[1,2]

The technology competencies as they are presented below are formulated such that departments, programs and other academic units may interpret and assess them as is appropriate for their particular area and course of study.

Research and Productivity

Hunter College students will be proficient in the skills to undertake academic research across different technological platforms and devices using critical thinking and sound understanding of what is appropriate for the work they are conducting.

Hunter College students will use current technologies to produce and manage effective and accessible documents, which may include reports, research papers, newsletters, films, research posters, or other documents as appropriate for their course(s) of study.

Hunter College students will be able to use technological tools to manage data as is appropriate for their course(s) of study.

Communication and Collaboration

Hunter College students will be able to communicate and share information ethically with peers, faculty, employers and the general public using different digital tools, selecting those most appropriate for their field(s) of study and/or work.

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[1] These competencies are designed to be utilized in coordination with information literacy competencies as they are developed by the Hunter College library.

[2] The expectations above will not be interpreted to violate Office of Civil Rights guidance on accessibility law, that the technology schools use must be "equally effective" for people with disabilities or otherwise "schools must provide accommodations or modifications to ensure that the benefits of their educational program are provided to these students in an equally effective and equally integrated manner." For example, if e-books are used, they must be determined to be accessible to students with disabilities. (The United States Department of Education Office for Civil Rights. (2011),"Frequently asked questions about the June 29, 2010, Dear Colleague letter")
 Similarly, other technology must be determined to be accessible or to have accommodations available that meet the requirements, before ability to use the technology may be expected of Hunter College graduates.