MINUTES
Meeting of the Hunter College Senate
8 May 2013

The 550th meeting of the Hunter College Senate was convened at 3:44 PM in Room W714.

Presiding: Christa Davis Acampora, Chair

Attendance: The elected members of the Senate with the exception of those marked absent in Appendix I. Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and clickers were distributed to them.

Minutes: The minutes from February 6th, March 6th and 20th were approved as distributed.

A motion to change the agenda and make Old Business the next line of business carried without dissent.

Old Business: a) Resolution Re: The Establishment of the Hunter College School of Health Professions

Provost Vita Rabinowitz spoke in favor of the resolution.


RESOLVED, that the Hunter College School of Health Sciences shall be dissolved effective July 1, 2013;

RESOLVED, that the Hunter College School of Health Professions shall be established as a separate unit within Hunter College with all of the attributes and responsibilities of a School at Hunter effective July 1, 2013;

RESOLVED, the Dean of the Hunter College School of Nursing (“SON”) shall also serve as Dean of the Hunter College School of Health Professions;

RESOLVED, that the Department of Physical Therapy and the Department of Speech-Language Pathology and Audiology each shall be established in the Hunter College School of Health Professions each with all of the rights and responsibilities of a department effective July 1, 2013.

RESOLVED, that there shall be established a divisional Personnel and Budget Committee which shall be comprised of the Chair of each department in the School of Health Professions, two tenured members of the School of Nursing Personnel & Budget Committee elected by the majority of the members of the SON having faculty rank or CCE, and two tenured members of the School of Urban Public Health (“SUPH”) Personnel & Budget Committee elected by the majority of the members of the SUPH having faculty rank or CCE. The Dean of the SON and the Dean of the SUPH shall be invited to participate in the divisional personnel and budget committee with voice but not vote and shall alternate on an annual basis chairing such committee.
RESOLVED, that the Chairs of each of the departments that comprise the School of Health Professions, one tenured member of the Personnel and Budget Committee of SUPH who shall be elected by the majority of the members of the SUPH faculty having faculty rank or CCE, and one tenured member of the Personnel and Budget Committee of the School of Nursing who shall be elected by the majority of the members of the SON faculty having faculty rank or CCE shall serve on the College Faculty Personnel and Budget Committee with full voice and vote.

RESOLVED, that the resolutions of this Board of June 17, 1974, December 18, 1978, and June 23, 1997 be superseded.

After questions and discussion, voting by clickers produced the following results: 61 in favor, 4 opposed, and 4 abstentions. The resolutions carried.

b) Students Christina Chaise and Alex Lemell presented the following resolution:

RESOLUTION IN SUPPORT OF CLEAN CONSTRUCTION POLICIES AT CUNY

WHEREAS, construction sites create sustained exposure to concentrated levels of toxic diesel exhaust for workers, visitors, students, staff, and the surrounding community; and

WHEREAS, such pollution poses an increased risk of cancer, decreased lung function, aggravated asthma, respiratory symptoms, cardiovascular disease, and premature death, and

WHEREAS, the particulate matter (PM) in diesel exhaust consists of over 40 known air toxics, and is three times more likely to cause lung cancer than the combined effect of all other air toxics in the Environmental Protection Agency’s (EPA’s) National Air Toxics Assessment, and

WHEREAS, 32 percent of all mobile mono-nitrogen oxides (NOx) emissions and 37 percent of PM emissions are from the construction sector, and

WHEREAS, the EPA estimates that particulate matter, such as that found in diesel exhaust, is responsible for 15,000 premature deaths each year, and

WHEREAS, clean construction policies requiring the use of ultra low sulfur diesel fuel, stringent emissions standards on diesel vehicles and equipment, and the reduction of engine idling for construction vehicles all improve air quality and protect public health, and

WHEREAS, Hunter College, ever conscious of greenhouse emission-reduction initiatives such as PlaNYC and the “30 in 10” Challenge, is committed to increasing campus sustainability to combat the threat of climate change, and

WHEREAS, the College’s Commitment to Sustainability includes a dedication to “Evaluate and redesign all our operations to reduce their environmental impact,” “Strive to integrate the principles of sustainability in all business decisions,” and to “Consult with all campus stakeholders to identify sustainability goals and promote their achievement,” and

BE IT RESOLVED that the Hunter College Senate urges the adoption and implementation of formal clean construction policies at both Hunter College and CUNY.

After questions and discussion, voting by clickers produced the following results: 64 in favor, 4 opposed, and 3 abstentions. The resolution carried.
Committee GER Committee: Professor Pam Mills, Chair of the GER Committee, presented a revision of the Hunter Core Requirement. Below is a statement of what she said:

“Our Framework was meant to preserve our current GER. Many of CUNY’s implementation guidelines affect our requirements. We will present the changes to The Hunter Core Requirement in clusters. We attempted to clarify the first paragraph language. We added language regarding students that can be exempt from the English Composition and or the science categories. Students that are exempt receive credit in that category and don’t need to take anything instead. If a student is exempt from two English Composition courses, that category is considered fulfilled. We also included some language regarding STEM variant courses. CUNY says that if a student takes College Option courses at any CUNY school, the student takes those College Option credits when transferring to another CUNY. When that student comes to Hunter, part of their College Option will be fulfilled. In these revisions, we attempt to reconstruct the sequence for Foreign Language and Concentrated Study so that the student makes progress in the minor, 2nd degree, or certificate program. We want our students to take 200 level courses in a coherent program. That is our educational goal. Therefore, students won’t receive College Option credit until they declare the program. Every student must fulfill the concurrent course requirements, which are Writing Requirement and P&D, both tailored to their transfer status. We want our students to be good writers and to be aware of the diversity of the world. We included language on second degree students being fully exempt. We must also keep track of where the students first matriculated before transferring to Hunter. The first institution will affect the number of Common Core courses they must take.”

Provost Vita Rabinowitz expressed complete support for these revisions. The Senate Chair, Professor Christa Acampora, explained that our interpretations to this document must be consistent with our Framework, which passed the Senate on March 20th, 2012.

The body did a voice vote for each cluster of changes. See Appendix II for the amended Hunter Core Requirement.

Cluster #1
FROM:
INTRODUCTION
All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses in specific categories that Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations are meant to support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become competent citizens in the world of ideas.

TO:
INTRODUCTION
All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

Cluster #1 was approved by voice vote with one abstention.
Added:

*Students who receive an “exemption” for ENGL 120 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Cluster #2 was approved by voice vote with one abstention.

Cluster #3
FROM:
The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students may take all Hunter Focus classes in an area outside of their first major if they have the requisite language background; they may also take the majority of their Hunter Focus classes in a foreign language. Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

TO:
The Hunter Focus

Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts.

Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

FROM:

Language study sensitizes students to the differences between their own culture and others, an important factor in an interconnected and interdependent world.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. All foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable. The number of required credits in foreign languages ranges from 0 to 12, depending on a student’s language knowledge at the time of matriculation and transfer status.
Hunter Focus: Concentrated Study. This requirement is to encourage students to begin concentrated study outside of their major. Students who have gained fourth-semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within Concentrated Study, but take first steps toward it). The number of credit hours that must be completed in the Concentrated Study requirement depends on a student’s transfer status and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. (See Considerations for Transfer Students). (THE LAST SENTENCE should HAVE A LINK - REMOVE THIS TEXT AFTER LINKED).

TO:
Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world.

Students are required to complete up to 12 credits in a foreign language depending upon a student’s language knowledge at the time of matriculation and a student’s matriculation status. (See Considerations for Transfer Students). Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3 and Intermediate level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable.

Cluster #3 was approved by voice vote without dissent.

Cluster #4
FROM:
A course with a Pluralism and Diversity designation may also carry a “W” designation and at the same time may be a course that fulfills a part of the Hunter Core Requirement, or a major or minor or certificate requirement.

TO:
A course with a Pluralism and Diversity designation may also carry a “W” designation and may fulfill any other requirement.

CONSIDERATIONS FOR TRANSFER STUDENTS
2nd Degree Students. Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.

FROM:
• 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree
• 6 credits of Hunter Focus for students with an AA/AS degree
Minutes
Meeting of the Hunter College Senate
1 May 2013

TO:

- 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 6 credits of Hunter Focus for students with an AA/AS degree

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any "College Option" credits completed at a CUNY senior college toward the Hunter Focus.

FROM:
Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 30 credits

TO:
Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 31 credits

Cluster #4 was approved by voice vote without dissent.

Report by the Public Safety & Security Chief Operating Officer:
Please see Appendix III for the presentation by Len Zinnanti, Chief Operating Officer.

Report by the Ombudsman:
The College Ombudsman, Prof. Bill Williams, presented the following report:

**Ombuds Officer Report May 8, 2013**

A view of the cases presented to the Hunter College Ombuds Office during the academic year 2012/2013 is given below. In a glance, they are very similar to recent years, but there are several interesting points.

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<th>2012/2013</th>
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<tr>
<td>Totals</td>
<td>76</td>
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</table>

First notice that the parents are back. Several years ago, we were introduced to helicopter parents and their emergence into society: however a new term that has been adopted in professional circles is "snowplow" parents -- and it is clear why.

There were more students in the Ombuds Office during this academic year than last, most of which was attributable to Sandy. This storm created headaches of all kinds, and as a result, the fall semester was heavy.

Some years ago, the issue of narcissism in today's younger generation became quite visible. In some academic circles, it is a major focus of attention. Personally, I don't see this much among my own students, however I do see it in the Ombuds office.
Finally, notice that the number of faculty cases rose again after the previous year's drop. While I cannot say that the nature of the problems has changed, I think that we do need to consider if we tend to bully each other?

There is a literature on bullying in the workplace, and as many of you know, there have been articles about bullying in the Chronicles of Education. And it seems that colleges and universities are particularly vulnerable.

There are three reasons given for university vulnerability: 1. big egos, 2. an individualistic ethic and, 3. a tolerance for behaviors not accepted elsewhere. Moreover "mobbing", a group form of bullying, is also on the rise and the most likely workplace for mobbing is thought to be the university!

Again this year, I want to point out that the Hunter Ombuds Office has a staff of one, but that this works well in conjunction Student Services. I thank them.

It was moved that the meeting be adjourned. The motion carried and the meeting adjourned at 5:00 PM.

Respectfully submitted,

Lisa Marie Anderson
Secretary
The following attendance was noted from the meeting

(A)=Alternate, A=Attended, X=Absent, E=Excused

**Faculties**

**AFPRL**
- Anthony Browne X History Benjamin Hett A
- Milagros Denis-Rosario (A) X Richard Belsky (A) A
- Edgardo Melendez (A) X Thomas Head (A) X

**Anthropology**
- Ida Susser X Library Hal Grossman A
- Ignasi Clemente (A) A Mee’Len Hom A
- Jessica Rothman (A) A Danise Hoover (A) A

**Art**
- Malik Gaines X Jonathan Cain (A) A
- Tara Zanardi A Mathematics & Statistics Sandra Clarkson A
- Lynn Sullivan (A) A Robert Thompson A
- Drew Beattie (A) X Verna Segarra (A) X

**Biological Sciences**
- Shirley Raps A Patrick Burke (A) X
- Paul Feinstein A Music Jewell Thompson A
- Maria Figueiredo-Pereira (A) A Michele Cabrini (A) A

**Chemistry**
- Akira Kawamura A School of Nursing Anita Nirenberg X
- Pamela Mills (A) X Lorie Goshin (A) X
- Gary Quigley (A) X Theresa Yannaco (A) X

**Classical & Oriental Studies**
- Joanne Spurza A Philosophy Frank Kirkland X
- Lawrence Kowerski (A) A Omar Dabbour (A) X
- Virginia Teller (A) X Laura Keating (A) A

**Computer Science**
- Feliza Vasquez-Abad X Physics & Astronomy Marilyn Rothschild A
- Saad Mneimneh (A) X Noel Goddard (A) X
- Virginia Teller (A) X

**Curriculum & Teaching**
- Nadine A. Bryce (pending election) A Political Science Robyn Marasco X
- Jason Wirtz X Zachary Shirkey (A) A
- (A) Psychology Joseph Lao A

**Economics**
- Howard Chernick X Jason Young A
- Avi Liveson X
- Timothy Goodspeed (A) X Peter Moller (A) A
- (A) Romance Languages Michael Perna X

**Educational Foundations**
- Cynthia Walley A Rolando Perez A
- John Keegan (A) X Paolo Fasoli (A) X
- Arnold Wolf (A) X Monica Calabrito (A) X

**English**
- Chong Chon-Smith X School of Social Work Nancy Giunta X
- Michael Thomas A
- Cristina Alfar (A) A Mimi Abramovitz (A) X
- Barbara Webb (A) A

**Film & Media Studies**
- Gustavo Mercado A Sociology Mark Halling A
- Tami Gold A Joong-Hwan Oh (A) X
- Bill Herman (A) A Thomas Degloma (A) A
- Ricardo Miranda (A) A Sara Hines X

**Geography**
- Haydee Salmon A
- Jochen Albrecht (A) A
- (A) Theatre Dong Shin Chang A
- (A) School of Urban Public Health

**German**
- Lisa Marie Anderson A Mia Rovegno (A) A
- Eckhard Kuhn-Osius (A) A (A)
- Elke Nicolai (A) A Urban Affairs Stanley Moses X

**School of Health Sciences**
- Shahana Mahajan A Jill Simone Gross (A) A
- (A) School of Urban Public Health Lydia Isaac (A)
At-Large, Lecturers and Part-Time Faculty

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<thead>
<tr>
<th>Name</th>
<th>Department/Program</th>
<th>Students</th>
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<tr>
<td>Madlyn Stokely</td>
<td>Student Services</td>
<td>Matthew Evanusa</td>
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<tr>
<td>Taahira Maynard</td>
<td>Student Services (A)</td>
<td>Matthew Ramos</td>
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<tr>
<td>Barbara Barone</td>
<td>Mathematics &amp; Statistics</td>
<td>Andy Lall</td>
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<td>Brian Buckwald</td>
<td>Student Services</td>
<td>Ariela Hazan</td>
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<td>Jocelyn Berger-Barrera</td>
<td>Library</td>
<td>Eamon Pickard</td>
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<td>Sarah Chinn</td>
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<td>Shawn Rafeeq</td>
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<td>Sarah Jeninsky</td>
<td>Thomas Hunter Honors</td>
<td>Nicole Lyalin</td>
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<td>Elizabeth Beaujour</td>
<td>Classics</td>
<td>Kidus Gebrekidan</td>
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<td>Claus Mueller</td>
<td>Sociology</td>
<td>Joseph Franzese</td>
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<td>Bill Williams</td>
<td>Mathematics &amp; Statistics</td>
<td>Eileen Chen</td>
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<td>Gabriela Smeureanu</td>
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<td>Jimmy Qu</td>
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<td>Craig Harwood</td>
<td>Macaulay Honors</td>
<td>Madiha Wasti</td>
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<td>Christa D. Acampora</td>
<td>Philosophy</td>
<td>Ibrahim Alsaygh</td>
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<td>Barbara Sproul</td>
<td>Religion</td>
<td>Julia Camila Jones</td>
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<td>Benedict Joson</td>
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<td>Jason Sloan</td>
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<td>Vice President, GSA</td>
<td>Wilson Chow</td>
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<td>Anne Seifried</td>
<td>President, Alumni Assoc.</td>
<td>Sara Shenas</td>
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<td>Sarah Jeninsky</td>
<td>President, HEO Forum</td>
<td>Abdul Rad</td>
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<td>Amy Jeu</td>
<td>President, CLT Council</td>
<td>Patricia Colon</td>
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<td></td>
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<td>Christina Chaise</td>
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<td>Mauricio Bardales</td>
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<td>Candace Lawrence</td>
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<td>Sandrea Sicangco</td>
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<td>Dennis Luo</td>
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Ex-Officio

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Benedict Joson</td>
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ADMINISTRATION

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<tbody>
<tr>
<td>Bill Zlata</td>
<td>HEO/CLT Representative</td>
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<tr>
<td>Eija Ayravainen</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Len Zinnanti</td>
<td>Chief Operating Officer</td>
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<tr>
<td>Vita Rabinowitz</td>
<td>Provost</td>
</tr>
<tr>
<td>Dean David Steiner</td>
<td>Dean, School of Arts &amp; Sciences</td>
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<tr>
<td>Dean Jacqueline Mondros</td>
<td>School of Social Work</td>
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<tr>
<td>Dean Guil McCain</td>
<td>School of Nursing</td>
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TEMPORARY REALLOCATION OF SEATS (clickers)

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<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Asian American Studies Program</td>
<td>Jennifer Hayashida</td>
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<tr>
<td>Program in Religion</td>
<td>David Cerequas</td>
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<tr>
<td>Women and Gender Studies Program</td>
<td>Jennifer Gaboury</td>
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</tbody>
</table>

Notes:
- A: Approve
- X: Oppose
APPENDIX II

The Hunter Core Requirement
(Effective Fall 2013)

INTRODUCTION
All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

The Hunter Core provides students with opportunities to sharpen their essential academic skills in writing, mathematics, scientific reasoning, and critical thinking. The Hunter Core also introduces students to a spectrum of distinctive perspectives with which various academic disciplines view our world, its past, and its future.

The Hunter Core is distinguished by its emphasis on foreign language study and its encouragement of concentrated student achievement in a subject outside the student’s first major. Hunter encourages all students to take an active role in planning their education, and to pursue and develop subjects of interest beyond what is required for their major.

HUNTER CORE
The Hunter Core includes
1. The CUNY Common Core, comprising 30 credits;
2. The Hunter Focus comprising 12 credits.

CUNY Common Core (CCCR, 30 credits)
The Hunter Core includes the courses required for the CUNY Common Core Requirement. The CCCR consists of courses in the categories:

a. English Composition (6 credits=2 courses)*
   1. English Composition 1 – ENGL 120 (3 credits)
   2. English Composition 2 (3 credits, see list of approved courses)

b. Math and Quantitative Reasoning (3 credits)**

c. Life and Physical Sciences (3 credits)**

d. Scientific World (3 credits)**

e. Creative Expression (3 credits)

f. U.S. Experience in its Diversity (3 credits)

g. World Cultures and Global Issues (3 credits)

h. Individual and Society (6 credits)
   1. One course from Humanities (3 credits)
   2. One course from Social Science (3 credits)

Students may take no more than two courses from one department or program to fulfill categories a.2 (English Composition 2) through h.

*Students who receive an “exemption” for ENGL 120 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Satisfying World Cultures and Global Issues: Students entering Hunter as freshmen will take an introductory language course for their World Cultures requirement. Exception: Students who do not need an introductory language course must take another course from the World Cultures category. Check your language status prior to registering for these courses.

The Hunter Focus
Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts.
Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

**Hunter Focus in Foreign Language.** The goal of the foreign language competency requirement is to help students attain cross-cultural knowledge and communicate in a language other than English. In studying foreign languages, their literatures and cultures, students acquire new perspectives on how people think, view the world, express themselves, and communicate with one another. Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world.

Students are required to complete up to 12 credits in a foreign language depending upon a student’s language knowledge at the time of matriculation and a student’s matriculation status. (See Considerations for Transfer Students). Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3 and Intermediate level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable.

**Hunter Focus: Concentrated Study.** This requirement encourages students to begin concentrated study outside of their major. Students who have gained fourth-semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within Concentrated Study, but take first steps toward it). The number of credit hours that must be completed in the Concentrated Study requirement depends on a student’s transfer status and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. (See Considerations for Transfer Students). It is necessary for students to declare a minor, second major, or certificate program. Credit for Concentrated Study is granted only for courses completed within that same declared course of study.

**Concurrent Course Requirements**

Hunter College requires students to take courses that are writing intensive and others that deal with issues of Pluralism and Diversity. These courses can be part of the Hunter Focus or any major or minor requirements, or electives.

**Writing Intensive Courses.** The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. Writing Intensive courses carry the designation “W” in the catalog and may be offered in any field. Students must complete 3 “W” designated courses. Transfer students may be required to take fewer courses, see “Considerations for Transfer Students” below. All “W” courses must be taken at Hunter College.

**Courses for Pluralism and Diversity.** This group of courses addresses topics that help students broaden their horizons and gain new perspectives. The Pluralism and Diversity courses are grouped into four categories (A, B, C, and D) that focus on scholarship about major practical or theoretical issues that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of:

A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas
B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans,
C. Women and/or issues of gender or sexual orientation,
D. Europe, including ways in which pluralism and diversity have been addressed.

One class in each category is required (transfer students, see below). Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category. A course with a Pluralism and Diversity designation may also carry a “W” designation and may fulfill any other requirement.

**Considerations for Transfer Students**

**2nd Degree Students.** Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.
CUNY Common Core. All CUNY transfer students retain completion of the CUNY Common Core requirements when transferring to Hunter College. Transfer students who have earned an AA/AS degree from an accredited institution and who matriculate in Fall 2013 and after will have fulfilled the CUNY Common Core requirements by obtaining the AA/AS degree.

Hunter Focus
All transfer students, including CUNY transfers, must complete the Hunter Focus. The number of credits required to complete the Hunter Focus varies with the number of credits transferred as indicated below:

- 12 credits of Hunter Focus for fewer than 30 credits transferred
- 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 6 credits of Hunter Focus for students with an AA/AS degree

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any “College Option” credits completed at a CUNY senior college toward the Hunter Focus.

Foreign Language. Hunter encourages all students to reach fourth-semester proficiency in a foreign language. If transfer students have not fulfilled the fourth-semester proficiency requirement, then students must apply the foreign language requirement towards the Hunter Focus.

Concentrated Study. Hunter encourages all students to delve deeply into another area in addition to their major by completing a minor, a second major, or a certificate program. Transfer students who have fulfilled the foreign language requirement should apply Hunter Focus courses towards a minor, second major, or certificate program.

Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 31 credits
- 2 for students who transfer between 31-59 credits
- 1 for students who transfer 60 or more credits

Pluralism and Diversity. Transfer students must take courses in Pluralism and Diversity according to the schedule below:

- 4 courses for students who transfer fewer than 31 credits – one from each Group (A, B, C, and D).
- 2 courses for students who transfer 31 or more credits. These two courses must come from Groups A, B, or C and the two courses cannot come from the same Group.
APPENDIX III

Campus Security Update

May 8, 2013

Secure Campuses

68th Street
East Building
North Building
West Building
Thomas Hunter Hall

East Harlem: Silberman Bldg.,
Art Dept. MFA Bldg., 41st Street
New Art Dept. MFA Bldg. at 205
Hudson Street
Overall Crime Stats
(September 1, 2007 – April 30, 2013)

Trespassing & Property Related Crimes

Property Related Crime Descriptions

- **Theft:**
  - **Petit Larceny:** stealing of property ≤ $999
  - **Grand Larceny:** stealing of property ≥ $1000

- **Burglary:** theft of an item by unlawful entry

- **Robbery:** theft of an item on a person

- **Trespassing:** unlawful entry of premises

- **Criminal possession of stolen property:** having possession of an item that is known to have been stolen
Other Crime Descriptions

- **Harassment**: the intentional and repeated disturbing of another person by committing acts which place such person in reasonable fear of physical injury.
  - **Aggravated Harassment**: anonymous communication with intent to annoy or cause alarm

- **Criminal mischief**: the intentional destruction of property

- **Criminal Tampering**: interfering or manipulating with the property of another person with the intent to cause substantial inconvenience or disruption
Beware of your Belongings

- Cellphones
- Bags
- Laptops
- Books
- Jackets

NYPD has an "Operation ID" program to register electronic devices, thus making them harder to sell and easier to potentially catch thieves.

- 68th St Campus: 18th Precinct, 155 E 67th St
- Brookdale Campus: 16th Precinct, 230 E 21st St
- Silberman Building: 20th Precinct, 120 E 110th St.
- Art Dept. MFA Building at 41st St., Milliken South, 357 35th St.
- New Art Dep. MFA Building at 205 Hudson Street, 1st Precinct, 18 E 14th Place
- Campus Schools: 19th Precinct, 182 E 102nd St.

New OneCard

- Target date to begin transition is mid-July
- Contactless system, no swiping
- New cards have chip w/ encryption technology

Contacting Public Safety

The Office of Public Safety can be reached at:

- 212-772-4447 (Central Command)
- Hunter.cuny.edu/publicsafety
- PublicSafety@hunter.cuny.edu
- West Building WB-122

Emergency Contacts:

- 68th St. Campus  (212) 772-4444
- Silberman Building  (212) 396-7777
- Brookdale Campus  (212) 481-4444
- Campus Schools  (212) 860-1264
- Art Dept. 41st St. MFA Building  (212) 216-9182