Office of the Hunter College Senate
Room 1018 East Building   Phone: 772-4200

MINUTES
Meeting of the Hunter College Senate
13 April 2022

1   The 664th meeting of the Hunter College Senate convened at 3:44 PM via Zoom.

3   **Presiding:**   Laura S. Keating, 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 consistent with the procedures approved by the Senate for in-
8   person meetings, and they were enabled to vote using iClicker.

11   **Agenda:**   Chair Keating informed the body that the President would not report today. Also, two announcements had
12   been added on the Administrative Committee report. The agenda was adopted as revised.

15   **Report by the**
16   **Administrative**
17   **Committee:**

18   **a) Approved Curriculum Changes**
19   The following curriculum changes as listed in the attached reports Part I, II, and III dated 13
20   April 2022 have been approved as per Senate resolution and are submitted for the Senate's
21   information. Items: GR-1445 Nursing (Routine change in course), GR-1429 Biology (Routine
22   changes in course), UR-2453 Biology (Routine change in courses), GS-1430 Special Education
23   (Change in degree program), GS-1431Special Education (Change in degree program), GS-1432
24   Special Education (Change in degree program), GS-1433 Special Education (Change in degree
25   program), GS-1435 Special Education (Change in courses), GS-1436 Special Education (New
26   course), GS-1460 Curriculum & Teaching (Change in degree program), GS-1461 Curriculum &
27   Teaching (Change in degree program), GS-1462 Curriculum & Teaching (Change in degree
28   program), GS-1470 Curriculum & Teaching (Change in degree program), GS-1471 Curriculum
29   & Teaching (Change in degree program), GS-1446 Nursing (Change in course), US-2455
30   Curriculum & Teaching (Change in courses), US-2456 Curriculum & Teaching (New courses),
31   US-2457 Curriculum & Teaching (New course), US-2458 Curriculum & Teaching (Change in
32   degree program), US-2454 Biology (Change in courses), US-2459 Educational Foundations
33   (Change in course), US-2460A Curriculum & Teaching (Change in courses), US-2463A
34   Curriculum & Teaching (New courses), US-2473B Curriculum & Teaching (Change in courses),
35   and US-2461 Special Education (Change in course).

37   **b) Announcement**
38   The Administrative Committee decided to add an additional Senate meeting on 18 May or 25
39   May. The Senate will vote on the date at the next meeting on 4 May.

41   **c) Update on CUNY May 2021 grading memorandum**
42   Chair Keating said the following:

44   "I reported at the last meeting that the CUNY Faculty Governance Leaders were going to send a
45   letter to CUNY concerning the Grading Memorandum from May 22 2021. The letter as of this
46   morning was signed by 22 FGLs from 17 of the 18 undergraduate colleges. We hope to get a
47   signature from the remaining campus tomorrow and forward the letter by the end of the week. I
48   will update you at our May 4 meeting."
49   The letter with signatures as of April 13 is in Appendix II.

54   **Meeting of the Hunter College Senate**
55   **13 April 2022**

56
57   d)   **Adjusting the Senate Meeting Times to the New Bell Schedule**
58   On behalf of the Administrative Committeee, Chair Keating moved that the time of the Senate
59   meetings for the academic year 2022-2023 be changed to 3:50 PM – 5:20 PM.
60   The motion carried by unanimous consent.
61
62
63   **Committee**
64   **Report:**   **Committee on Charter Review**
65   The Second Reading of the proposed amendments to the **Charter for the Governance of Hunter**
66   **College**. The Second Reading is in Appendix III.
67
68   Chair Keating started by stating that the purpose of the Second Reading is to decide whether the
69   proposed revisions, or amended versions of them, will be forwarded for the Third Reading on 11 May
70   for a vote. Chair Keating reminded the body that amending the revisions proposed at the First Reading
71   requires a 3/4 vote of those present and voting, in favor or against. Abstentions are not included in
72   the vote count. Forwarding the revisions for the Third Reading requires at least a 3/4 vote of the total
73   number of voting members present.
74   To make calculations easier, Chair Keating moved to drop the option to "Abstain" from the voting
75   options in iClicker. The motion carried by unanimous consent.
76
77   Chair Keating asked the body for permission to consider the amendment to Article IV, Section 3 first,
78   then Article V, Section 1 and Section 3, and lastly, Article VIII, Section 16. There was no objection.
79
80
81   **Amendment to Article IV, Section 3**
82
83   FROM:
84   Each department shall be allocated ~~one seat for a faculty alternate~~.
85
86   TO:
87   Each department shall be allocated <u>two seats for faculty alternates</u>.
88
89   No motion for amendment of what was presented at the First Reading was made. The motion to
90   forward the proposed amendment for the Third Reading on 11 May meeting carried by unanimous
91   consent.
92
93
94   **Amendment to Article V, Section 1 and Article V, Section 3**
95
96   Professor Nicolai moved to amend the revision to Article V, Section 1 and Article V, Section 3
97   presented at the First Reading as noted below in bold and underlined. It was seconded.
98
99   **Section 1**
100   FROM:
101   At each of its first annual meetings following the new elections, the Senate shall elect from among
102   its voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary.
103
104   TO:
105   At each of its first annual meetings following the new elections, the Senate shall elect from among
106   its **<u>elected</u>** voting members a Chair, a Vice-Chair, a Secretary, ~~and such other officers as it deems~~
107   ~~necessary~~ **and such other officers as it deems necessary.** ~~and four members at large.~~**The Chair**
108   **shall be a full-time faculty with tenure or CCE. The Vice Chair shall be a matriculated full-**
109   **time student.** ~~The Chair shall be a full-time faculty member in the rank of Professor or~~
110   ~~Associate Professor on full-time appointment. The Vice Chair shall be a matriculated full-time~~
111   ~~student. The Secretary and three members at large shall be a HEO from an Academic~~
112

116
117   ~~Department and three full-time faculty members in the rank of Professor, Associate Professor,~~
118   ~~or Doctoral Lecturer on full-time appointment. The remaining at-large seat shall be filled with~~
119   ~~one matriculated full-time student or faculty member in the rank of Professor, Associate~~
120   ~~Professor, or Doctoral Lecturer on full appointment. There shall be no more than two faculty~~
121   ~~members from one division.~~
122
123
124   **Section 3**
125   FROM:
126   The Chair, Vice Chair, and the Secretary of the Senate, together with the Chair of the Evening
127   Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate.
128
129   TO:
130   **The Administrative Committee of the Senate shall consist of T**~~t~~the Chair, Vice Chair, ~~and~~ the
131   Secretary of the Senate, ~~together with the Chair of the Evening Council (Article VIII. Section 16)~~
132   ~~shall constitute the Administrative Committee of the Senate,~~ together with four ~~elected~~ at-large
133   members **elected from its voting members. The election for the at-large seats on the**
134   **Administrative Committee shall follow immediately after the elections of the Officers of the**
135   **Senate** (Article V. Section 1). **The Administrative Committee shall reflect a diversity of**
136   **representation. There shall be no more than one faculty member from one department and**
137   **not more than two from a division as defined in Article IV, 1B.**
138
139   Debate followed.
140   iClicker voting to adopt the amendments to the revisions produced the following results: 42 in favor
141   and two against. The motion carried.
142
143   Voting by roll call to forward the amended revisions for the Third Reading on 11 May produced the
144   following results: 56 in favor and zero against. The motion carried.
145
146
147   **Amendment to Article VIII, Section 16**
148
149   FROM:
150   The Senate shall establish an **Evening Council**, consisting of one faculty member from each of the
151   divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-
152   large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2
153   student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition
154   the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of
155   Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government,
156   shall serve ex-officio without vote.
157
158   The Evening Council shall have the following responsibilities:
159   A.   To develop and recommend to the President of Hunter College required improvements in the
160   supporting services (library, business office, registrar, etc.) during the evening hours.
161
162   B.   To provide the Administrative Committee of the College Senate with agenda items of concern
163   to the Evening Council that are not the responsibility of other Senate committees.
164
165   C.   To identify, review, and give focus to matters of interest to the evening students and faculty,
166   with the right to express itself as an advisory body on these matters and to transmit its recom-
167   mendations to the cognizant authorities.
168
169   TO:
170   ~~The Senate shall establish an~~ **Evening Council**~~, consisting of one faculty member from each of the~~
171   ~~divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-~~
172   ~~large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2~~

176
177 ~~student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition~~
178 ~~the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of~~
179 ~~Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government,~~
180 ~~shall serve ex-officio without vote.~~
181 -
182 ~~The Evening Council shall have the following responsibilities:~~
183 ~~A. To develop and recommend to the President of Hunter College required improvements in the~~
184 ~~supporting services (library, business office, registrar, etc.) during the evening hours.~~
185 -
186 ~~B. To provide the Administrative Committee of the College Senate with agenda items of concern~~
187 ~~to the Evening Council that are not the responsibility of other Senate committees.~~
188 -
189 ~~C. To identify, review, and give focus to matters of interest to the evening students and faculty,~~
190 ~~with the right to express itself as an advisory body on these matters and to transmit its recom-~~
191 ~~mendations to the cognizant authorities.~~
192
193
194 No motion for amendment of what was presented at the First Reading was made. The motion to
195 forward the proposed amendment to abolish the Evening Council for the Third Reading on 11 May
196 meeting carried by unanimous consent.
197
198
199 **Nominating Committee Report**
200 Chair Keating called on Professor Lisa Marie Anderson, Chair of the Nominating Committee, to
201 present a report.
202
203
204 The Nominating Committee is submitting the following nominations for seats currently vacant on
205 Senate Committees
206
207 1. GOVERNANCE COMMITTEE
208   Faculty from Social Science: Benjamin Hett (History)
209
210
211 2. GRADE APPEAL
212   Faculty Alternate: Scott Gentile (Mathematics)
213
214
215 3. SELECT COMMITTEE ON STUDENT SUCCESS
216   Faculty: Calvin Smiley (Sociology)
217   Louisa Thompson Pregerson (Theatre)
218   Faculty Alternate: Alexandra Gil (Libraries)
219
220
221 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees.
222 The motion carried by unanimous consent.
223
224
225 **Report by Undergraduate Academic Requirements Committee**
226 Chair Keating called on Professor Kevin Sachs, Chair of the Undergraduate Academic Requirements
227 Committee, to give an update on the committee's work and present a Resolution on Deadline Change
228 to P/NC. Professor Sachs' report is in Appendix IV.
229
230
231
232

236
237   **PROPOSED DEADLINE CHANGE TO P/NC**
238
239   FROM:
240   In order to select P/NC for a course, a student must complete a form available from the Office of the
241   Registrar. The student must submit the form to the Office of the Registrar by 11:59 PM (Eastern
242   Time) ~~one calendar day prior to the last day of classes as indicated in the Hunter College academic~~
243   ~~calendar (also one day prior to the deadline to officially withdraw from a class with a grade of W).~~
244   Notification of the student's P/NC choice will be sent to the course instructor by the Office of the
245   Registrar. Students may not elect the P/NC grading option after these deadlines and there are no
246   appeals allowed for late election.
247
248   TO:
249   In order to select P/NC for a course, a student must complete a form available from the Office of the
250   Registrar. The student must submit the form to the Office of the Registrar by 5:00 pm (Eastern Time)
251   <u>ten calendar days prior to the first day of final exams, as provided in the CUNY academic calendar</u>
252   <u>in the fall and spring semesters.</u> **Exact dates are provided in the Hunter College academic**
253   **calendar.** <u>The deadline for winter and summer sessions is 5:00 PM (Eastern Time) two calendar days</u>
254   <u>before the scheduled last day of classes (or final exam day) as provided in the CUNY academic</u>
255   <u>calendar.</u> **Exact dates are provided in the Hunter College academic calendar.** Notification of the
256   student's P/NC choice will be sent to the course instructor by the Office of the Registrar. Students
257   may not elect the P/NC grading option after these deadlines and there are no appeals allowed for late
258   election.
259
260   There was a motion to adopt the Resolution. The motion carried by unanimous consent.
261
262
263   **Joint Report by the Undergraduate Course of Study Committee and the Graduate Course of**
264   **Study Committee regarding Modes of Instruction**
265   Chair Keating called on Professor Jeanne Weiler, Co-Chair of the Undergraduate Course of Study
266   Committee, to present a proposal for Adding Online and Hybrid Modes of Instruction Course
267   Approval Process (see Appendix V). Questions and then debate followed.
268
269
270
271   Due to the late hour, the meeting was adjourned at 5:24 PM.
272
273   Respectfully submitted,
274
275
276   Sarah Jeninsky
277   Secretary

APPENDIX I

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

Faculty

Department	Name		
AFPRL	Anthony Browne		A
	Milagros Denis-Rosario	(A)	A
	Lázaro Lima	(A)	A
Anthropology	Jackie Brown		X
	Leo Coleman	(A)	A
	Milena Shattuck	(A)	A
Art & Art History	Harper Montgomery		X
	Reiner Leist		X
	Emily Braun	(A)	X
	A. K. Burns	(A)	A
Biological Sciences	Ben Ortiz		A
	Shirley Raps		A
	Paul Feinstein	(A)	X
	Carmen Melendez	(A)	X
Chemistry	Gabriela Smeureanu		A
	Nancy Greenbaum	(A)	X
	Brian Zeglis	(A)	X
Classical & Oriental Studies	Yasha Klots		X
	Joanne Spurza	(A)	X
	Doron Friedman	(A)	A
Computer Science	Sven Dietrich		X
	Felisa Vazquez-Abad	(A)	X
		(A)	
Curriculum & Teaching	Lacey Peters		A
	Jason Wirtz		X
		0 (A)	
	Tim Farnsworth		X
Dance	David Capps		X
	Maura Donohue	(A)	X
		(A)	
Economics	Randall Filer		X
	John Quiang Li		X
	Tim Goodspeed	(A)	A
	Avi Liveson	(A)	X
Educational Foundations & Couns	Goeum Na		X
	Jeanne Weiler	(A)	A
	Markus Bidell	(A)	X
English	Sarah Chinn		A
	Amy Robbins		A
	Nijah Cunningham		X
	Janet Neary	(A)	A
Film & Media Studies	Tami Gold		X
	Andrew Demirjian	(A)	A
	Larry Shore	(A)	X
Geography	Allen Frei		X
	William Solecki	(A)	X
		(A)	
German	Elke Nicolai		A
	Eckhard Kuhn-Osius	(A)	A
	Aine Zimmerman	(A)	A
History	Daniel Hurewitz		A
	Manu Bhagavan	(A)	X
	Jill Rosenthal		A
Library	Sarah Ward		A
	Jennifer Newman		A
	Mee' Len Hom	(A)	A
		(A)	

Department	Name		
Mathematics & Statistics	Sandra Clarkson		A
		0	
	Robert Thompson	(A)	A
	Barry Cherkas	(A)	X
Medical Laboratory Sciences	Abigail Morales		X
	Chad Euler	(A)	X
	Muktar Mahajan	(A)	X
Music	Jewel Thompson		X
	Michele Cabrini	(A)	X
		(A)	
School of Nursing	Carolyn Sun		A
	William Samuels		X
	Ellen McCabe		A
	Ah-Yun (Emily) Yeh	(A)	X
Philosophy	Laura Keating		A
	Frank Kirkland	(A)	X
	Omar Dahbour	(A)	A
Physics & Astronomy	Kelle Cruz		A
		(A)	X
		(A)	
Political Science	Robert Jenkins		A
	Jill Schwedler	(A)	X
	Michael Lee	(A)	X
Psychology	Roseanne Flores		A
	Darlene Defour		A
	Glenn E Schafe	(A)	X
	Michael Lewis	(A)	X
Physical Therapy	Leon Cohen		X
	Thomas Holland	(A)	X
		(A)	
Romance Languages	Paolo Fasoli		A
	Magdalena Perkowska	(A)	X
	Julie Van Peteghem	(A)	X
School of Social Work	Samuel Aymer		X
	George Patterson		A
	Marina Lalayants	(A)	X
	Keith Chan	(A)	X
Sociology	Mark Halling		A
	Mike Benediktsson	(A)	X
	Michaela Soyer	(A)	A
Special Education	Elaine Gale		A
	Imani Irving Perez	(A)	X
	William Longsworth	(A)	A
SLPA	Donald Vogel		X
	Nancy Eng	(A)	X
	JungMoon Hyun	(A)	X
Theatre	Louisa Thompson		A
	Jonathan Kalb		X
	Claudia Orenstein	(A)	X
Urban Policy and Planning	Lily Baum Pollans		A
	Victoria Johnson	(A)	X
	Matthew Lasner	(A)	X
School of Urban Public Health	Phil Alcabes		A
	Susan Cardenas	(A)	X
		0 (A)	
Women & Gender Studies	Jennifer Gaboury		A
	Catherine Raissiguier	(A)	X
	Rupal Oza	(A)	X

Students

Hunter Moran	A
Nafeeza Ali	X
Ariana Ahmed	X
Ariel Glazman	X
Fariha Uddin	A
Nicole Palmetto	A
Rida Akhlaq	X
Afrin Ansary	X
Jackson Rasenberger	X
Alia Codelia-Anjum	X
Amber Javenero	A
Tabia Ahmed	A
Auroa Hom	X
Christopher Orzech	X
Nicole Kuznetsov	X
Junia Sharmin	X
Noa Hacker	A
Sabina Marra	X
Umar Uddin	X
Viet Thanh Phan	A
Luisais Taveras	X
Yostina Girgis	X

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt		A
	Luis Roldan	(A)	X
Library	Jocelyn Berger-Barera		A
Library	Tony Doyle		A
Psychology	Stefan Schlussman		A
Economics	Kevin Sachs		A
Medical Lab Science	Hongxing Li		E
Religion	Ron Long		X
THHP	Jerry Press		X
	0	0	
Special Education	Gina Riley		A
Social Work	James Mandiberg		A
THHP	Sarah Jeninsky		A
Art and Art History	Peter Dudek		X

Ex-Officio

President, USG		0	
Vice President, GSA	Kamalpreet Kaur		X
President Alumni Association	Barbara Poseluzny		A
President, HEO Forum	Denise Lucena-Jerez		A
President, CLT Council	Amy Jeu		A

ADMINISTRATION

Senators:

HEO/CLA Representative	Lori Janowski		A
Vice President for Student Affairs	Eija Ayravainen		A
Provost	Valeda Dent		X
Dean, School of Arts & Sciences	Andrew Polsky		A
Dean of Education	Michael Middleton		A

Alternate Senators (3):

Dean of Social Work	Mary Cavanaugh		X
General Counsel & Dean of Faculty	Suzanne Piper		A
School of Nursing		0	A

APPENDIX II

To: CUNY Chancellor, Felix V. Matos Rodriguez
CUNY University Provost, Daniel E. Lemons
CUNY University Registrar, Vivek Upadhyay
Board of Trustees Committee on Academic Programs and Policies (CAPPR)
Chair of the University Faculty Senate, Martin Burke

Subject: The May 22, 2021, Policy & Procedure Memorandum from the University Registrar
(https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/CUNY-Uniform-Grade-Glossary-Policies-and-Guidelines-05222021-1.pdf)

We the undersigned CUNY Faculty Governance Leaders have respect for and honor the shared governance processes as established by the CUNY Board of Trustees and so write to you to express our concern that the issuance of the May 22, 2021, memorandum above did not conform to those processes. In that memorandum, without corresponding prior action by the CUNY Board of Trustees, the University Registrar stipulates in regard to policy changes noted below that "This Policy shall supersede and override all undergraduate and graduate program-level grading change policies currently in effect at CUNY colleges and schools" (see pp.9-10). The policies below concern aspects of the faculty's primary responsibility for determining whether students have met academic standards meriting a certain grade or their continued enrollment at the college. The CUNY Bylaws assign these responsibilities to a college's faculty in Article 8.5 and assign policy-making power on these issues to a college's academic governing body such as a Faculty/Academic Council in Article 8.6. Further, in the resolutions cited in 2.08 Governance of the University in the CUNY Manual of General Policy, the Board also gives campuses autonomy on these issues through its charge that campuses design their own governance plans, subject to its approval. Consistent with our acknowledging the Board and its Bylaws, policies, and processes, we thus respectfully ask that the appropriate authorities in the Chancellery take the following actions with regard to three areas below from the above memorandum:

1. On Grade Appeals:
A. *Retract* the Student Appeal and Grade Appeals Process sections on pp. 8-9. In particular, retract:
     i) The timing restrictions on p.8: "Appeals must be filed [by the student] within 30 calendar days of grade assignment in CUNYFirst" and the subsequent stages are to follow 30 days after.
     Rationale: The 30-day deadlines would start and/or expire within the January break and the summer annual leave period.

     ii) That the ruling of the department or college grade appeals committees be only a recommendation to the faculty member, who 15 days upon the receipt of the recommendation is to inform the Registrar of their "decision to either sustain the grade or submit a grade change."
     Rationale: Making the decision on the appeal only a recommendation to the instructor is inconsistent with a substantive student grade appeal process: it would render the appeal process without force and give students no real recourse from what they see to be faulty decision-making by their instructor. The proposed policy is also inconsistent with powers given to department or college bodies in some campus Governance Charters.

B. *Honor* the decisions made by campuses using their own approved grade appeal processes.
2. On FIN grades:
A. *Retract* on p.8: "An appeal instituted by a member of the faculty to change an administrative FIN must indicate that the work required to resolve the INC grade was in the instructor's possession prior to the INC deadline date."
     Rationale: This nullifies long-standing policies on some campuses that allow faculty to permit a student to turn in work after the INC deadline. There the opportunity for such extensions has benefitted many students over the years.

B. *Honor* the extensions granted to students beyond the INC deadline, if they are given by faculty according to policy approved by the campus policy-making body on academic matters.

3. On the removal of the 0.00 quality points from the WU (Withdrew Unofficially) so that receipt of a WU does not affect a student's GPA:
     We recognize that this change may be merited given the fact that there are often cases in which students end up with a WU and the application of 0.0 quality points to their GPA may be unfairly punitive. But a campus faculty/academic governance body

may legitimately decide that regular, repeated receipt of WUs by a student is not consistent with their being in good academic standing on that campus. Thus, colleges should be able to limit the times a student may receive a WU without effect on standing.

Thus, either *allow campuses to add policies* on how the number of WUs will affect student standing or, if there will be a CUNY-wide policy, *go through the proper academic policy-making process of consultation with campuses and approval of a policy by the CUNY Board of Trustees.*

In sum, our view is that unless the Board of Trustees has decided or will decide that there will be one universal grade appeal process at CUNY, or that a campus faculty cannot provide for a process of granting extensions for students to make up incomplete work prior to graduation, then the relevant existing campus-approved policies stand. Further, we think that the removal of the effect of an unofficial withdrawal on a student's GPA should be approved by the Board of Trustees and issued along with guidance on how campuses may factor the receipt of WUs into decisions about student standing.

Respectfully,

Baruch College: Terrence Martell, Chair, Faculty Senate
Borough of Manhattan Community College: Lesley Rennis, Vice-Chair, Academic Senate
Bronx Community College: Roni Ben-Nun, Chair, College Senate
Brooklyn College: Timothy Shortell, Chair, Faculty Council
City College of New York: David Jeruzalmi, Chair, Faculty Senate
College of Staten Island: Jane Marcus-Delgado, Chair, Faculty Senate
College of Staten Island: John Verzani, Chair, College Council
Guttman Community College: Andrea Morrell, Chair, Academic Senate
Hostos Community College: Ernest Ialongo, Chair, College Senate
Hunter College: Laura Keating, Chair, College Senate
Hunter College: Omar Dahbour, President, Faculty Delegate Assembly
John Jay College of Criminal Justice: Ned Benton, Chair, Faculty Senate
Kingsborough Community College: Scott Cally, College Council
LaGuardia Community College: Christina Bruns, Chair, College Senate
LaGuardia Community College: Rochell Isaac, President, Faculty Council
Lehman College: Anne Rice, Faculty Executive Committee
Lehman College: Joseph Fera, Chair, College Senate
New York City College of Technology: Philip Anzalone, Chair, College Council
Queens College: Kevin Ferguson, Chair, Academic Senate
Queensborough Community College: Steven Dahlke, Chair, Academic Senate
Queensborough Community College: Philip A. Pecorino, Chair, Faculty Executive Committee
York College: Aegina Barnes, Chair, Faculty Caucus

APPENDIX III

Charter Review- Second Reading

Article/ Section	Current	Proposed	Rationale
AMENDMENT TO THE NUMBER OF FACULTY ALTERNATES PER DEPARTMENT			
IV.3	Each department shall be allocated ~~one seat for a faculty alternate~~.	Each department shall be allocated <u>two seats for faculty alternates</u>.	The original addition of alternates was made for Art III.1 and Art IV.3 during Charter Revisions approved in 5-17-06. Here they both say 'one' alternate (approved by BOT at 6-26-06 meeting). In the BOT minutes, it is noted that the addition of provisions for alternates was the main change to the Charter to deal with Perez, along with reducing number of members from 202 to 100. Then in 2016, the number of faculty alternates in Art III.1 was changed to two but no corresponding change was made in the broader alternate statement in Art IV.3. This just seems to be an oversight and this revision makes that corresponding change.

AMENDMENTS TO THE EVENING COUNCIL			
VIII.16	The Senate shall establish an **Evening Council**, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.

The Evening Council shall have the following responsibilities:
A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.

B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.

C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cogni-zant authorities. | ~~The Senate shall establish an **Evening Council**, consisting of one faculty member from each of the divisions (as defined in Article IV. 1. B. ii) and two faculty members from the divisions serving at-large who teach a course(s) in the evening; one faculty member from the Library; 2 students and 2 student alternates who take course(s) in the evening; and a Chair elected by the Senate. In addition the Director of Evening Student Services, the Registrar, the Director of Admissions, the Director of Financial Aid, and the Evening Affairs Commissioner of the Undergraduate Student Government, shall serve ex-officio without vote.~~

~~The Evening Council shall have the following responsibilities:~~
~~A. To develop and recommend to the President of Hunter College required improvements in the supporting services (library, business office, registrar, etc.) during the evening hours.~~

~~B. To provide the Administrative Committee of the College Senate with agenda items of concern to the Evening Council that are not the responsibility of other Senate committees.~~

~~C. To identify, review, and give focus to matters of interest to the evening students and faculty, with the right to express itself as an advisory body on these matters and to transmit its recommendations to the cogni-zant authorities.~~ | The Evening Council became a standing committee of the Senate 1998. Prior to that, there was an Evening session Council with its own committees, that operated independently of the Senate and which predated the establishment of the Senate in 1971.

While the Evening Session Council used to address concerns and issues of students only attending night classes in the 70s and 80s when the student body was more clearly divided into day- and night-students, it lost its function over the decades, as did the Senate Evening Council with a changing student body adapting to a more flexible employment market. |

AMENDMENTS TO THE COMPOSITION OF THE SENATE ADMINISTRATIVE COMMITTEE			
V.1	At each of its first annual meetings following the new elections, the Senate shall elect from among its voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary.	At each of its first annual meetings following the new elections, the Senate shall elect from among its <u>elected</u> voting members a Chair, a Vice-Chair, a Secretary, and such other officers as it deems necessary. <u>The Chair shall be a full-time faculty with tenure or CCE. The Vice Chair shall be a matriculated full-time student.</u>	These changes reflect long-standing preferences of the Senate in the elections for Chair, Vice-Chair, and Secretary. First, these officer positions have been filled by faculty or student members of the Senate, that is, those elected to their seats rather than appointed, as are administrative members. Further, the Vice-Chair has been almost always, if not always, a student, and the Chair, a tenured faculty member. This revision still allows for a CCE-line faculty member to be elected as long as they have received the CCE, the equivalent of tenure for that position.
V.3	The Chair, Vice Chair, and the Secretary of the Senate, together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate.	<u>The Administrative Committee of the Senate shall consist of</u> ~~T~~the Chair, Vice Chair, ~~and~~ the Secretary of the Senate, ~~together with the Chair of the Evening Council (Article VIII. Section 16) shall constitute the Administrative Committee of the Senate~~ <u>together with four at-large members elected from its voting members. The election for the at-large seats on the Administrative Committee shall follow immediately after the elections of the Officers of the Senate (Article V. Section 1). The Administrative Committee shall reflect a diversity of representation. There shall be no more than one faculty member from one department and not more than two from a division as defined in Article IV, 1B.</u>	Since the beginning of the Senate, the Senate Administrative Committee has consisted of four members: the Chair, Vice-Chair, Chair of the Evening Session Council (then Evening Council) and a Secretary. Since it is proposed that the Evening Council be dissolved, to stay with the long-standing practice, there is one seat to be filled on the Senate Administrative Committee. In addition, it has become practice that Senate chairs extended invitations to additional faculty members to make the administrative committee more representative of the college as a whole. These members have not been voted on by the Senate. The proposed revision – the expansion of the Senate Administrative Committee – will address this issue by electing four at-large members and thereby expanding the committee to seven members.

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Meeting of the Hunter College Senate
13 April 2022

APPENDIX IV

"Good afternoon, everybody. I am here to tell you what the Undergraduate Academic Requirements Committee has been up to. We have been working on several projects but I think the main project that we have been working on has to do with allowing Hunter undergraduate students to major across award designations. For many years we believed at Hunter that this was not allowed either by CUNY regulation or by New York State regulation. We found out fairly recently that these prohibitions, which were largely legendary here at Hunter, did not exist at all. So, there were actually no prohibitions by CUNY or the State against majoring across award designations. Majoring across award designations would be, for instance if a student wanted to major in two majors - one in the B.A. category and one in the B.S. category, just as an example. So, we have been realizing that there was no prohibition either by the State or by CUNY but also recognizing that Hunter had no rule to allow it. If you actually look in the Hunter catalog, the only multiple majors that are allowed currently are within the B.A. designation. We have a lot of students who are interested in doing this. We regularly get students who request this, and we have had to turn them down. So, we are moving towards coming up with rules to allow students to do this. According to the CUNY Registrar, there are two ways of doing it. One would be a 120-credit option where the student gets one diploma in one major, but on their permanent transcript there will be a notation saying that they have these two majors from two different award designations. The other option is a 150-credit option which actually would allow the student to earn two diplomas. So, we are in the process of working on that.

"Related to that issue, as the number of multiple majors starts going up, we are looking at Hunter's policy on credit sharing either between majors or between majors and minors. The practice right now at Hunter is that as a default there is no credit sharing allowed between multiple majors or between majors and minors unless those programs have gone through curricular governance to pass things through the Undergraduate Course of Study Committee. So, we are talking about whether to leave the rule that way. There is some sentiment among faculty to actually allow credit sharing in an unlimited sort of way, in which case programs that wanted to restrict the amount of credit sharing would have to go through curricular governance.

"At this point, they are kind of separate and yet related issues. We really want to move them through together. We recently sent out a survey to department chairs, deans and other program heads just to find out from them what their concerns over these issues might be because we felt at the Undergraduate Academic Requirements that while we have some sense of what the main issues are, there may be issues that we are not thinking of that people down in the trenches and different programs might be aware of. So, we are actually in the process right now of evaluating that data. Our hope is to be able to come to you before the semester is over with a vote on these things. I actually was doubting whether we would be able to do that but since Laura has mentioned adding another meeting, I am more hopeful that we actually will be able to get these resolutions to you before the semester is over. So, we will keep our fingers crossed and see.

"Among other things that we are working on is, while I was going through the Hunter catalog as part of another project that I am doing for the Senate, I came to the section in the catalog on repeating courses, and I noticed that when we changed the Credit/No Credit policy to Pass/No Credit that never got reflected in that section of the catalog. Then, as I was reading through the policy on course repeats, I felt that the committee may want to look at the policies on course repeats anyway. So, we are just kind of doing this in a general sort of way to decide whether we want to make any major changes in that policy or not. I will keep you posted on that, but certainly, we will at least change the catalog to change references from the credit grade to the pass grade.

"A third thing that we are working on is something that we took up several semesters ago, and then, because there was some uncertainty on how to proceed with it, we kind of tabled it and put it aside for a while. It is military transfer credits. So, we have been talking about how to accept military transfer credits. The issues there are twofold: one is how many military transfer credits we are willing to accept at Hunter. The second is how we evaluate credits earned in the military in terms of what types of military credits are legitimately transferable to Hunter College versus which ones are not. We have a very able subcommittee who is working on these issues. I look forward to reporting more on this as we learn more.

"There are two other things we are working on but I want to kind of separate them a little bit. So, one is we are looking at making some kind of resolution in the Undergraduate Academic Requirements concerning the recent CUNY Memo on the changes in the definition for "WU" and also for the changes in procedures about Incompletes that become "FINs". I am not quite sure what form this may take. It may really just be a resolution stating our objections on various grounds to the changes that CUNY has made just to add to the effort that the governance leaders from the various colleges are putting together. So, we have a very full plate.

"The last thing that we are dealing with is the Pass/No Credit policy because as you may know it just would not feel right to have the Undergraduate Academic Requirements reporting to you without talking about the P/NC policy. So, just when we thought it was safe to go back in the water, P/NC has come back. Essentially, what has happened is when we last visited P/NC which was when we

changed our policy from CR/NC to P/NC, we set a deadline for students to apply for P/NC as one day before the last day of classes that is one day before the deadline to withdraw from classes, as well. We have recently heard from the Office of the Registrar that this has been really unmanageable for them. Essentially, they get hundreds of these applications each semester, and they all come in at the very last minute. So, the deadline is the day before the last day of classes, most of these applications come in, and, as you may know, there are a lot of restrictions on the use of P/NC. Students can only use it four times. Students on academic probation cannot use it. There are some majors where it is prohibited or limited, and so on. The Registrar's Office actually has to vet these applications to see whether they are legitimate and can be granted or not. With so many applications coming in at the last minute, it is very difficult. They cannot give students timely responses because ultimately you would like a response to come in time where if you tell the student that they cannot use P/NC, maybe the student will turn around and want to withdraw. But, the way the things are now, it would be impossible for students to do that. So, they have asked for an earlier deadline. There was a lot of debate earlier on about deadlines. Early on, there was a debate where the Registrar's Office wanted a very early deadline but a lot of people said No, it should be as late as possible because students need more information before they can make an informed choice on P/NC. So, we had worked out a compromise, which actually passed in the Senate back in December of 2020. It was a compromise that everybody felt they could live with which is that the P/NC deadline (then it was called CR/NC) would be set for ten calendar days before the first day of final exams for Fall and Spring, and then, I think, two calendar days before the last day of classes in Winter and Summer. So, we felt this was the right compromise to bring to you because we have passed it already. Everybody felt comfortable last time, and I am hoping that everybody will feel comfortable this time. I do believe this cannot pass on a simple majority because we did not get this resolution to you early enough. The reason we are trying to rush it at this point is because apparently if this passes today, it can go into effect in Fall. If it waits any past today, it cannot go into effect until the following Spring. So, that is why you had no advanced notice.

"The old deadline said that the student had to make the request by 11:59 PM (Eastern Time), one calendar day prior to the last day of classes as indicated in the Hunter College academic catalog, which is also one day prior to the deadline to officially withdraw from a class with a grade of "W". What we have changed it to is the application must be made by 5:00 PM (Eastern Time), ten calendar days prior to the first day of final exams, as provided in the CUNY academic calendar in the fall and spring semesters. Exact dates are provided in the Hunter College academic calendar. The deadline for winter and summer is 5:00 PM (Eastern time), two calendar days before the scheduled last day of classes (or final exam day), as provided in the CUNY academic calendar. Exact dates are provided in the Hunter College academic catalog.

"We added those two sentences in bold so that people do not have to scratch their heads and figure out what it means ten calendar days prior to the first day of final exam. The Registrar will determine that. They will put it into the calendar so that students and faculty who look will be able to see it very plainly. So, that is the resolution that we are presenting to you."

APPENDIX V

Adding Online and Hybrid Modes of Instruction
Course Approval Process

Summary

The Senate curriculum committees, the Undergraduate Course of Study (UCSC) and the Graduate Course of Study (GCSARC), will review **proposed new courses** with single or multiple modes of online delivery instruction and, for **existing courses**, the addition of modes of instructions (MOIs) to their originally approved or grandfathered-in modality. The review will be initiated in the department by completion of the relevant proposal review form (see attached), require approval by a School or Divisional Committee, and then sent on to the appropriate Senate curriculum committee for review. Thus, the review for MOIs will follow the normal curricular review process.[1]

The decision to add an online or hybrid modality to a new or existing course begins at the departmental or program level. Departments/programs will have the option of adding more than one mode of instruction (MOI) to new or existing courses and have the ability to offer sections of a course with multiple modes of instruction during a single semester. Courses that were offered in either hybrid or online modalities prior to the emergency, that is, from Spring 2018 through Fall 2019, will be grandfathered in.

A grace period will take place for three semesters beginning Spring 2023 to allow departments the opportunity to offer courses in the mode(s) of instruction they deem most appropriate for their courses without having courses be formally approved by the Senate curriculum committees. This time will also allow for faculty discussions on what courses it makes sense to add mode(s) of instruction and provide sufficient time to prepare curriculum proposals to formalize their courses' modes of instruction.

General Principles Guiding the Offering of New and Existing Courses With Online or Hybrid Modalities

- The decision to offer an online or hybrid modality to a new or existing course originates in a department or academic program.
- A department or program offering a course using online or hybrid formats is consistent with their standards of academic quality, goals, and expectations.
- The use of online or hybrid modalities includes appropriate technology tools that promote engagement between instructors and students and foster student-student interactions.
- A course using online or hybrid formats to deliver instruction must be appropriate for the subject matter, the intended learning outcomes, and the needs and abilities of the students.
- Relative to the instructional formats of a course, students have the right to expect quality of instruction and access to their instructors, information about technology requirements prior to registration, and access to technology support services.
- The mode or modes of instruction for a new course or the addition of a new mode or modes of instruction to an existing course shall be approved using the normal curriculum processes of the department, School or Division, and College. (See Procedures Manual.)

Definitions

Synchronous: An instructional format where the Instructor and students meet virtually in real-time. There are scheduled class times and students must sign into a learning platform during required times. Students engage with instruction in online lessons and presentations and can have virtual class discussions.

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[1] The policy of the Senate in the past has been "that the responsibility for ensuring the content, curriculum pedagogy, assessment, format, and delivery of all instruction rests with the academic departments or equivalent units of the College. All changes in an of the above-mentioned areas must, as a rule, be approved by a departmental curriculum committee or equivalent body. If such changes are substantive, a curriculum proposal going through the established approval process is required." (Minutes of 4-21-2010, p. 5413) This policy establishes that adding a new mode of instruction to an existing course is now to be considered a substantive change.

Asynchronous: An instructional format where the Instructor and students engage with online material at different times. Asynchronous class meetings do not require students to log in to a virtual classroom at a specified time.

Online: A course which requires all contact hours to be held on line through either synchronous or asynchronous formats or both. Contact includes instruction, learning activities, and interactions. All instructional and non-instructional aspects of the course are fully online including examinations, quizzes, writing assignments, etc. There are no requirements for students to visit campus for testing, in-person orientations, etc. related to the course.

Hybrid: A course in which *some portion of face-to- face instruction has been replaced with online teaching and learning formats*. The instructor purposefully uses online instructional methods for direct instruction in lieu of coming to the classroom each session. The online instructional method of the class can be synchronous, asynchronous or a combination of both. As defined by CUNY, a hybrid class is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.

Hybrid/Testing: A course in which all direct instruction, learning activities and interactions are held on line with the exception of examinations or quizzes that are held in-person on campus.

Hybrid/HyFlex: A course in which online and face-to-face instruction occur at the same time in the same course section. Students have the option of physically sitting in the classroom, engaging in real-time synchronous learning through video streaming in the classroom, accessing class materials asynchronously any time, or participating as a flexible learner with a weekly choice of the instructional formats.

Traditional or In-Person: A course which direct instruction of curricular content is done on campus, in a designated space and, meets a fixed number of times per week. An In-Person class where material is provided online, via a learning management system or website, does not displace any of the required contact hours that would normally occur in a scheduled In-Person class.

Department/Program Roles and Responsibilities in Developing and Offering Online or Hybrid Course Modalities

There are a number of considerations that should guide departments/programs in planning for online or hybrid course modalities. These include:

- The addition of online formats to courses or the creation of new courses with online formats does not inadvertently make a major, certificate, or degree program violate the 50% NYSED ruling and become defined as an online or distance education program;[2]
- There are grounds for believing that students will benefit from online or hybrid formats and the flexibility they provide in the course;
- The provision of online or hybrid modalities for a course meets the department's goals, standards, and expectations for student learning and how learning outcomes will be assessed;
- The time commitment for untenured faculty members to create and/or teach an online/hybrid course is balanced appropriately with their other responsibilities (teaching other courses, research and service);
- Instructors (full-time and adjuncts) are sufficiently trained to teach a course in any instructional modality;
- The addition of online or hybrid course offerings does not negatively affect a department's use of their classroom spaces.
- For a course with multiple sections, the department has criteria by which to determine the appropriate number of sections to be offered with which online modes of instruction.

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[2] "Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. " (from http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0).

Curriculum Review Process for the Approval of New or Existing Courses Adding Online or Hybrid Instructional Modalities

Grandfathering of Existing Courses Taught Hybrid or Online Spring 2018 – Fall 2019

Courses taught four semesters prior to the COVID emergency of Spring 2020 will be identified by the Registrar's office and lists of such courses provided to departments. A course will be grandfathered in as approved for a relevant online modality if it is identified as having been taught in at least one hybrid or online section during Spring 2018 through Fall 2019, and departments would like to continue offering the course in at least one section in that modality.

If a department would like to offer a course in a different online instructional modality from what was previously taught and grandfathered in, the department will need to go through the normal curricular approval process for that course after the grace period.

Departments would have the right to request a course be grandfathered in if it does not appear on the Registrar's list and was offered previously in a hybrid or online section. Such requests are to be submitted to the relevant Senate Curriculum committee by e-mail.

Adding Modes of Instruction to Courses During the Grace Period

All departments will have a three-semester grace period Spring 2023 - Spring 2024 to offer courses in any modality without having those courses go through the Senate curricular review process. Departments will have the option of offering existing courses in any mode of instruction during the grace period. The mode of instruction can differ between sections of courses and can change from one semester to the next during this period. Departments shall also have the option of offering new courses with an online or hybrid format during the grace period that shall be treated as "experimental courses" subject to the restrictions of regular experimental courses, including the two-semester limit on offering the course before formalizing it through the normal curricular process. (See Procedures Manual.)

However, during this grace period, departments will need to get started on submitting curriculum review proposals to formalize new courses or add instructional modalities to existing courses permanently in time for registration for Fall 2024. Typically, it takes two to three semesters before an approved course appears in CUNYfirst and is available for student registration.

Approval Process for New and Existing Courses in Adding Modes of Instruction After the Grace Period

The mode or modes of instruction options for a new or existing course shall become part of each new curriculum proposal. The instructional mode(s) for new and existing courses shall be approved under the normal curricular approval process.

New Courses: For new courses that were offered as "experimental" during the grace period (and only offered for a maximum of two semesters) the department shall put forward a new course proposal through the normal curriculum processes. ***Departments shall have the option of submitting a new course with multiple modes of instruction***. The process for approving new courses with one or more modes of instruction shall be the same as the approval process that currently exists for new courses. However, for each mode of instruction proposed for the new course, a corresponding rationale and syllabus is required. (See attached New Course Proposal Form.)

Existing Courses: For existing courses, (except for those courses that have been grandfathered in) approval for adding a new instructional mode(s) shall be reviewed using the normal curriculum processes. The addition of one or more modes of instruction shall be treated as a substantive change and follow the existing curricular review process. The review will be initiated in the department by completion of the proposal review form (see attached), require approval by a School or Divisional Committee, and sent on to the appropriate curriculum committee for review. ***Note that this approval process will not require a departmental representative to present a proposal at the divisional/school or curriculum committee meetings as is usual practice. This is to help expedite the process***. The committees will review the proposals and communicate with departments via email. A rationale and attached syllabus will be required for each mode of instruction being proposed.

The Senate curriculum committees shall institute several criteria in reviewing the proposed mode(s) of instruction for a course. As stated, the proposal requires a rationale for the change or addition of a mode of instruction. The rationale should be based on

considerations of the principles set forth above. In addition, the curriculum committees shall review syllabi to ensure that students are able to understand the expectations and requirements of the course such as:

- **course information** (whether the class is online, hybrid, hybrid/testing or HyFlex, *synchronous, asynchronous* or *both* learning formats; class days, times and location of online and in-person meeting rooms);
- **communication and instruction** (what online tools such as Blackboard, Zoom, Voicethread, Padlet, weekly modules, etc. will be used for instruction and how and where office hours will be held);
- **expectations for student participation** (what counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation);
- **assessment** (how students will be assessed and cheating mitigated) and,
- **information on course accessibility** (video captioning, etc.).

Once a course is approved, the approved modes of instruction shall be recorded with the Registrar. This will allow a department/program in future semesters to schedule a course in sections with those approved modes of instruction according the departments' needs.

Timeline

March 29, 2022: UCSC and GCSARC committees vote on revised Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction.

April 13, 2022: Proposal for the Curriculum Approval Process for new and existing courses to add multiple or new modes of instruction presented to the Senate and voted on.

May 2022: Departments notified of steps moving forward to add modes of instruction to courses.

February 2023 – May 30, 2024: Grace period where new and existing courses may add online or hybrid modalities without going through the normal curricular review process.

Department/Program/School of ....
New Course Proposal
(This form should be used to propose a **new course.** If you are proposing a course with more than one modality (i.e., in-person, online, hybrid and HyFlex) you only need this one form. However, you must submit a rationale (#2 g below) and syllabus for each mode of instruction (MOI) proposed.)

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Contact Hours (per week)	
Credits	
Liberal Arts	[ ] Yes [ ] No [ ] Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	
Core Requirement	____ Not Applicable ____ English Composition ____ Math and Quantitative Reasoning ____ Life and Physical Science ____ Scientific World ____ Creative Expression ____ U.S. Experience in its Diversity ____ World Cultures and Global Issues ____ Individual and Society (Humanities or Social Sciences:_____)
List all attributes and requirements (W, P&D, STEM, GER, majors, minors, etc.)	
Mode(s) of instruction: (e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/Hyflex (HF) Online (O)	

- Course Description:
    A. A brief description for the College Catalog.
    B. Writing Requirement: the number of papers and their approximate length, the extent to which library or electronic research is expected, or a statement of other writing requirements. Any absence of a formal writing requirement must be specified.

- Rationale: (Justification)
    - A. Nature of the proposed course:
        1. If the proposed course is part of a new academic program, refer to the overall objectives of the program (i.e., on a cover sheet or Appendix)
        2. If the proposed course is part of an established academic program, present a rationale that includes:
            a. The advantages offered by the proposal and/or the needs met by the course (i.e., student, departmental, community, job market needs);
            b. The way in which the proposed course relates to other courses within the department of origin;
            c. The way in which the course relates to courses in other departments, divisional or interdisciplinary programs (if appropriate, possibilities for interdisciplinary use might be given);
            d. Justification for any substantial overlap with other courses in the college curriculum, indicating the unique/specific focus of the course proposed;
            e. Please specify if this course was offered as a topics or experimental course in the past and state the prefix and number.
            f. List of courses, if any, which are to be withdrawn when the new course is adopted.
            g. Reason(s) for proposing the course as "online" (e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

    *Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:

    "Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. "

    (from http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0).

    - B. The following additional information must be supplied in the special instances noted:
        1. When ENGL 12000 is to be specified as a Pre- or co-requisite, the rationale must justify this in terms of the writing that is to be done in the course.
        2. In the case of courses given in non-organized classes such as field work, internship, independent study, etc., an explanation must be given as to how the student will earn the credits consistent with the student effort required in organized classes. It should be noted that a course may not carry more credits than contact hours. Laboratory courses usually carry one credit per two contact hours.

- Projected Enrollment

- Consultation Statement
    a) Is the proposed change likely to affect other Departments or Programs?
        [ ] NO   [ ] YES – If yes, list department/program: _____
        Specify the nature of the consultation:

    b) Is this course cross-listed? If so, please list all courses affected.

    c) Does this affect the Library?   [ ] NO   [ ] YES
        Have you consulted the subject liaison?   [ ] NO   [ ] YES
        For new courses or programs, please consult.

    - **Sample Syllabus**: (attach):

In addition to the recommendations on the Syllabus Checklist (link below) please make sure the following areas are addressed on the syllabus for the proposed online courses:

(http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-1.pdf)

1. <u>Course information</u>: Whether class is synchronous/asynchronous/hybrid/in-class learning; class days, times and location of online meeting room.

2. <u>Communication and Instruction:</u> The online tools (Blackboard, Zoom, VoiceThread, Padlet, weekly modules, etc.) that will be used for instruction; how office hours will be held.

3. <u>Expectations for Student participation:</u> What counts as student participation and how it will be graded; camera policy for synchronous classes; specific equipment/software required for student participation.

4. <u>Assessment:</u> How students will be assessed; (*how cheating will be mitigated.)*

5. <u>Accessibility: Mark yes or no below,</u>
   a. Are video materials captioned? Yes ____   No ____
   b. Are word documents and powerpoint slides readable by screen readers?
   Yes _____ No_____

   For more information on how to make this course accessible for students, see:
   https://www.cuny.edu/accessibility/content/
   https://guides.cuny.edu/accessibility/powerpoint

   Additional support for online accommodations in the course is offered through the *Center for Online Learning* (https://hunter.cuny.edu/center-for-online-learning/

Department/Program/School of ....
Addition of Mode of Instruction (MOI)
Substantive Change

This form is to be used for existing courses where a department wants to add a new mode or modes of instruction to a course. For example, if a course has been offered only In-Person (prior to the pandemic emergency in Spring 2020) and the department would like to add an Online or Hybrid modality, this form should be completed and a syllabus attached. If there is more than one modality being added, use a separate form and attach a syllabus for each mode.

Course Title	
Prefix & Five Digit Course Number	
Pre and/or Co Requisites (specify which are pre-, co-, or both)	
Hours (per week)	
Credits	
Description	
Liberal Arts	[ ] Yes [ ] No [ ] Not Applicable
Grading Scale: Undergraduate A-F; Graduate A-C, F; C/NC	

Core Requirement	____ Not Applicable
	____ English Composition
	____ Scientific World
	    ____ Math and Quantitative
	       Reasoning
	    ____ Creative Expression
	    ____ Life and Physical Science
	    ____ U.S. Experience in its
	       Diversity
	    ____ World Cultures and Global
	       Issues
	    ____ Individual and Society
	       (Humanities or Social
	       Sciences:_____)

List all other designations (W, P&D, STEM, GER, Foreign Language, majors, minors, etc.)	
Mode of instruction: (see syllabus checklist, e.g. In-person (P) Hybrid (H) Hybrid/TEST (HT) Hybrid/HyFlex (HF) Online (O)	

Rationale: (Indicate reason(s) for adding a new mode of instruction, e.g., pedagogical, curricular, programmatic, resources, equity, etc.)

Note once there is an Online/Hybrid/HyFlex format added to the course and the course is a major requirement, the major or program must be registered with NYSED in the distance education format if 50 % or more of the major requirements can be completed online, as stated below:

"Colleges and Universities located in or operating in New York State that offer degree or certificate programs in which a major portion (i.e., 50% or more) of the requirements can be completed through study delivered by distance education must have those programs registered in the distance education format with the Office of College and University Evaluation (OCUE) of the State Education Department. "

(from http://www.nysed.gov/college-university-evaluation/review-process-approval-programs-distance-education-format-0).

Consultation Statement:

a)   Is the proposed change likely to affect other Departments, units, or programs?
[   ] NO   [   ] YES – If yes, list department/program: _____
Specify the nature of the consultation:

b)   Is this course cross-listed? If so, please list all courses affected.

c)   Does this affect the Library?   [   ] NO   [   ] YES
Have you consulted the subject liaison?   [   ] NO   [   ] YES
For new courses or programs, please consult.

Syllabus (attach):
In addition to the recommendations on the Syllabus Checklist please make sure the following areas are addressed on the
syllabus: (http://www.hunter.cuny.edu/provost/repository/files/Hunter%20College%20Syllabus%20Checklist_Aug2020%20-
1.pdf)

1.   Course information: Whether class is synchronous or asynchronous learning; class days, times and location of
online meeting room.

2.   Communication and Instruction: The online tools (Blackboard, zoom,voicethread, padlet, weekly modules, etc.)
used for instruction; how office hours will be held.

3.   Expectations for Student participation: What counts as student participation and how it will be graded; camera
policy for synchronous classes; specific equipment/software required for student participation

4.   Assessment: How students will be assessed; (*how cheating will be mitigated.)*

5.   Accessibility: Mark yes or no below,
a. Are video materials captioned? Yes ____   No ____
b. Are word documents and powerpoint slides readable by screen readers?
Yes _____ No_____

For more information on how to make this course accessible for students, see:

https://www.cuny.edu/accessibility/content/
https://guides.cuny.edu/accessibility/powerpoint

Additional support for online accommodations in the course is offered through the *Center for Online Learning*
(https://hunter.cuny.edu/center-for-online-learning/)