

## MINUTES

### Meeting of the Hunter College Senate

### 14 May 2003

The 428<sup>th</sup> meeting of the Hunter College Senate was convened at 4:15 PM in Room W714.

**Presiding:** Alan Hausman, Chair

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

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

**Report by the President:** A summary statement of the President Raab's report is as follows. She said:

"I want to focus on the serious issue of the State budget and the impact on tuition. The Governor is expected to veto the budget from the Legislature today. Unfortunately, the Legislature did not restore any funding to the CUNY Operating Budget and that was an enormous blow. The good news is that the Legislature did restore TAP money, which is important and a blessing. They also restored money for SEEK, but there was no increase to the money in the Operating Budget. One way to close the gap in the operating budget would be layoffs and retrenchment, which the Chancellor is not doing and that is a very fortunate thing. The other option is equally as tragic, and that is to raise tuition. The number that appears in the budget is a \$950 increase. But I want to caution you that this is a cap on undergraduate tuition and not necessarily the increase that will come out. I think it is fair to say that everyone at 80<sup>th</sup> Street is doing everything they can to make it less than \$950. The Board of Trustees will be making a decision in June after the budget is passed. There have been rumors that the tuition increase is not enough to cover the operating budget gap, and that we are going to be cutting classes and eliminating adjunct budgets. There is absolutely no indication that this is the case. The goal as stated by 80<sup>th</sup> Street is to maintain the operating budget. We are in a difficult situation, but we have to be careful about rumors and about making things worse than they really are. I want to ask all of you today to help me in an effort to make sure that we reach out. We are gathering the scholarship money and we are pulling together all the funds that can be turned into scholarship money. It is our goal to try to make sure that no student has to leave this school this fall because of lack of funds. This year we gave out 595 scholarships through the Scholarship and Welfare Fund by being advocates with the group, and we will go back to donors to get them to make more funds accessible. We need faculty to help us identify students that may be at risk, and students need to get the word out to other students.

It is not a pretty picture, but the good news is the goal to keep the Operating Budget stable. If tuition is to go up, it is important that we at least get the money to continue to operate as we are operating, and that we try to help students stay in school. That is a particular message to graduate students as well, because the graduate tuition increase will be substantially more than the undergraduate increase. TAP is not available to graduate students and other forms of financial aid are less available. We need to get the message out to graduate students that there is scholarship money available and that we are going to do everything we can to help them. Give us a chance to try to help you through this tough time."

**Report by the Administrative Committee:** There was no report.

**Committee Reports:** Undergraduate Course of Study Committee – GER Modifications  
Professor Pam Mills presented the report dated 14 May 2003 on behalf of the committee. The following resolutions were on the floor:

**BE IT RESOLVED, that**

1. The Writing Requirement become a separate graduation requirement to be listed before the Foreign Language Requirement (see Attachment A). (Note: The GER would then consist of a Core Requirement, a Writing Requirement, a Foreign Language Requirement, and a Pluralism & Diversity Requirement, the latter three being graduation requirements.)
2. The three writing intensive courses may be taken in any "W" designated course at the 100, 200, or 300 levels.
3. The changes will apply to CUNY AA/AS degree holders who matriculate at Hunter as of Fall 2003, and may retroactively apply for all students who matriculated at Hunter as of Fall 2001, except for CUNY AA/AS degree holders who matriculated between Fall 2001 and Summer 2003; AND,

**BE IT FURTHER RESOLVED,** that the *Guidelines for Assigning "W" Designations* and the *Procedures for Preparing Curriculum Proposals* be changed to read as indicated in Attachments B and C respectively.

After discussion it was moved that resolution #3 be changed to read as follows:

The changes will apply to CUNY AA/AS degree holders who matriculate at Hunter as of Fall 2003, and may retroactively, if the student so chooses, apply to students who matriculated at Hunter as of Fall 2001, except for CUNY AA/AS degree holders who matriculated between Fall 2001 and Summer 2003; AND,

After discussion, Professor Johnson moved the following substitute motion: "that the General Education Requirement be replaced with the old Distribution Requirement."

After discussion the question on the motion to substitute was called and carried. The motion was defeated by voice vote.

The question on the motion to amend resolution 3 was called and carried. The motion carried and became part of the main motion on the floor.

The question on the main motion was called and carried. The resolutions as amended were approved by voice vote (see Appendix II).

It was moved that the Senate dissolve into a Committee of the Whole for five minutes of informal discussion. The motion carried. The Senate reconvened in formal session at 5:15 PM.

**New Business:** It was requested that the Director of Public Safety and Security be asked to update the Senate on a possible increase in crime at the campus.

Mr. Taylor moved "that the President's Committee on the Technology Fee be requested to establish a sub-committee to undertake a feasibility study and investigate the elimination of printing costs at all computer labs, or minimize costs if free printing cannot be instituted."

After brief discussion the question was called and carried. The motion failed, not having received the required minimum number of 33 votes.

The meeting adjourned at 5:28 PM because of the late hour.

Respectfully submitted,

Anthony Picciano,  
Secretary

## APPENDIX II

### GENERAL EDUCATION REQUIREMENT

The General Education Requirement is comprised of a Core Requirement and Graduation Requirements in: Writing, Foreign Language, and Pluralism & Diversity. Any number of courses from a major or minor may be used to satisfy Pluralism and Diversity requirements.

The list of courses satisfying the requirements is often updated. For the most recent list, please check the Registrar's web site at: <http://registrar.hunter.cuny.edu>.

#### Regulations for Core Requirement:

1. A course may be used to satisfy only one Core Requirement.
2. No more than two courses per department or program may be applied to satisfy Core requirements. Exceptions to this are courses in Stage 1: Academic Foundations.
3. All courses satisfying Core, Stage 2 Groups A through D must be from different departments or programs.
4. Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only one of these is permitted to fulfill a Stage 1 requirement, and only one a Stage 2 requirement.

(Note: Students who have declared two or more majors can use up to two courses from one of those majors to satisfy Stage 1 and Stage 2 of the Core. Only one of these is permitted to fulfill a Stage 1 requirement, and only one a Stage 2 requirement. Courses from minors and any additional majors can be used without limit to satisfy Stages 1, 2, and 3 of the Core, and the Pluralism & Diversity Requirement.)

#### Stage 2: Broad Exposure

These courses should be completed within a student's first three semesters (full time) or 45 credits (part time) at Hunter.

#### Stage 3: Focused Exposure

These courses are intended to give students the opportunity to study selected subjects outside their major department or program in greater depth than in Stage 2. Usually, these courses will be beyond the 100 level. Accordingly, it is strongly recommended that students take a first course in the same discipline. A student must take one course from Group A and one course from Group B in Stage 3.

Group	Credits	Description
A	3	Humanities or Visual and Performing Arts: One course beyond the introductory level is required, chosen from humanities or the visual or performing arts.
B	3	Social Sciences or Natural Sciences/Mathematics: One course beyond the introductory level is required, chosen from social sciences or natural sciences/mathematics.

#### Writing Requirement

The Writing Requirement (the "W" designation) ensures that all students have significant writing experiences. It is recommended that students fulfill the Writing Requirement early in their academic career in order to prepare effectively for advanced coursework and for the CPE. Students matriculating with fewer than 31 credits must take three courses in significant writing --"W" designated courses --at Hunter College. Transfer students matriculating with 31 to 59 credits must take at least two "W" designated courses at Hunter College. Transfer students matriculating with 60 to 90 credits must take at least one "W" designated course at Hunter College. ( ENGL 120 does not count as "W" designated course.)

NOTE: Specific sections of courses containing significant writing are listed with a W designation in the Schedule of Classes. Please note that *not all sections* of a course are necessarily offered with significant writing. To satisfy the Writing Requirement a section designated as W must be taken.

#### FOREIGN LANGUAGE REQUIREMENT

#### PLURALISM & DIVERSITY REQUIREMENT

### The General Education Requirement

(5/14/03)

### Introduction

All students who matriculate at Hunter College in Fall 2001 and later must fulfill the General Education Requirement (GER), a set of competencies, knowledge areas, and perspectives that Hunter College considers essential to the intellectual

development of its undergraduates. Students are strongly urged to complete most of the GER before going into their major and minor. Without the necessary background found in the GER, you may find yourself at a disadvantage in your major courses. *However*, students in highly structured programs, such as the sciences, mathematics, foreign languages, and BFA, BMus, and BS degree, should begin their major and minor courses and their Core requirements concurrently.

*The General Education Requirement* is comprised of the *Core Requirement*, consisting of designated courses at various academic levels, and three graduation requirements: *the Writing Requirement*, *the Foreign Language Requirement* and *the Pluralism and Diversity Requirement*. Transfer students who have earned an AA/AS degree from a CUNY college and who matriculate in Fall 2003 and after are exempt from the Core requirements of the GER, but must fulfill the three graduation requirements of Writing, Pluralism & Diversity, and Foreign Language. Transfer students who have earned an AA/AS degree from a CUNY college and who matriculate between Fall 2001 and Summer 2003 are exempt from the Core Requirement and the Writing Requirement. Evaluated transfer credits sometimes can be used to fulfill the GER requirements. All transfer students should carefully check their evaluated courses against the GER. Students transferring from a CUNY school without an AA or AS degree should seek an advisor to help determine which courses they may use to satisfy Core requirements. For overlaps and restrictions on these different requirements, and their relation to major and minor requirements, see the section below on Regulations.

### Summary

**The Core Requirement**, comprised of designated courses, is divided into three sequential Stages: 1- Academic Foundations; 2-Broad Exposure; and 3-Focused Exposure.

**Stage 1-Academic Foundations:** (Students should complete this stage within their first 30 credits.) The Academic Foundations Stage includes courses in mathematics, composition, and history that provide students with the analytic, interpretive, communication, and historical competencies and perspectives critical to academic success.

**Stage 2-Broad Exposure:** (Students should complete this stage within their first 45 credits.) The Broad Exposure Stage continues with courses in the social sciences, humanities, arts, and natural sciences to introduce students to a broad range of disciplinary perspectives and areas of knowledge.

**Stage 3-Focused Exposure:** (Students should complete this stage within their first 60 credits.) This Stage requires students to select *advanced courses outside their major* (students with more than one major should see the Regulations, below). The Focused Exposure Stage includes courses in areas that the student has selected to study in greater depth, in the expectation that more advanced students should do more analysis and research.

**Graduation Requirements:** comprised of the Writing Requirement, the Foreign Language Requirement, and the Pluralism and Diversity Requirement.

1 **Appendix II (continued):**

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**Writing Requirement:** The Writing Requirement (the "W" designation) ensures that all students have significant writing experiences. It is recommended that students fulfill the Writing Requirement early in their academic career in order to prepare effectively for advanced coursework and for the CPE. The maximum number of writing intensive -- "W" designated -- courses a student must take is 3 (see the section below on Writing Requirement). All "W" courses must be taken at Hunter. The "W"-designated courses are indicated in the Schedule of Classes each semester.

**Foreign Language Requirement:** The goal of this requirement is to provide facility in a language other than English and to enable students to access non-English literatures. In learning a foreign language and studying its literature and cultures, students acquire new perspectives on how peoples think, view the world, express themselves, and communicate with one another. Language learning expands one's ability to create and discover new meaning in one's own language and culture. An awareness of contrasting cultural concepts sensitizes students to the differences between their own culture and others - increasingly important as the communities of the world have become so interconnected and interdependent. This is a graduation requirement. The requirement of four semesters of language courses or an equivalent combination of college and high school courses is fulfilled only if all four semesters are completed in the same language.

**Foreign Language Requirements for Different Degrees:** All BA, BFA, and BMus students must fulfill a graduation requirement of intermediate (fourth semester) foreign language proficiency. It is recommended that students begin the first two semesters of foreign language proficiency within their first 30 credits at Hunter. Although intermediate foreign language proficiency is required only by the time a student graduates, gaps in language instruction are very undesirable and it is strongly recommended that students complete all their foreign language requirements in consecutive semesters. Students in BS programs should check the requirements for their specific program. Students who change from a BS to a BA program must meet the foreign language requirement for the BA degree.

**Pluralism and Diversity Requirement** is comprised of designated courses in four groups (A, B, C, D). A course can satisfy only one of these four groups, though it may also satisfy a requirement in the Core, and in the minor and major.

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5 **A. Guidelines for Including U.S. History Courses in Stage 1: Academic Foundations**

6 Courses for this requirement in Academic Foundations (Stage 1) must meet the criteria approved by the Senate:

- 7  
8 1. The course must be at the introductory level in U.S. History, examining a broad range of topics over a period of at  
9 least 100 years or more.  
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11 2. The course can be organized either linearly or topically, with individual topics explored in chronological order.  
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13 3. The approach to U.S. History must explore a variety of events, individuals, institutions, and issues in concert,  
14 emphasizing the connections and relationships among them.  
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16 4. Primary historical documents should be utilized throughout the course to supplement interpretive texts and  
17 scholarship.  
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19 5. The course should emphasize the historical contexts that have led to social and political change, how change occurs,  
20 and how individual eras, including the modern era, have been influenced by the past.  
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22 **B. Guidelines for Assigning "W" Designations to Writing Intensive Courses**

- 23 1. ENGL 120 must be a pre-requisite or co-requisite.  
24 2. The course must be offered at least every two years.  
25 3. The syllabus must state that over 50% of the course grade is based on written work. The 50% can be achieved in a  
26 number of ways, but cannot be limited to in-class essay exams. Writing due dates must allow faculty feedback prior  
27 to the final exam.  
28 4. Decimalized courses that are experimental and 400-level courses are excluded.  
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31 **Excerpts from**  
32 *Procedures for Preparing and Submitting Curriculum Proposals*  
33 *for College Approval*  
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35 **II. Format for GER: Core Requirement Proposals**

36 The summary heading should clearly state the applicable General Education Requirement (GER) Stage  
37 and Group [e.g., *Proposal for GER Core Requirement Stage\_, Group*].  
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39 List the following:  
40

- 41 **1. Course Number, Title, Hours, Credits**  
42 **2. Pre- and/or Co-requisites**  
43 **3. Specify which of the following GER Stages and Groups will be satisfied by taking this**  
44 **course:** (Note: The description of the GER Core Requirement and U.S. History Guidelines are stated in Appendix A,  
45 pp. 8-9)

46 Stage 1: Academic Foundations--Group A, B, or C

47 Stage 2: Broad Exposure—Group A, B, C, D, or E

48 Stage 3: Focused Exposure—Group A or B

49 **Note:** Proposals to add already existing courses of Stage 3 Focused Exposure that meet the description may  
50 be submitted directly to the Senate Office (E1018) for consideration by the Senate's Undergraduate Course  
51 of Study Committee. Such proposals should either state a range of courses satisfying Focused Exposure  
52 (e.g., all courses at the 200 and 300 level, except..."), OR provide a listing of courses by stating the course  
53 number, title, and pre- or co-requisites.  
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55 **4. Rationale**

56 Address why the course or range of courses fits within a specific GER Core Requirement.  
57

58 **5. Sample Syllabus**  
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60 **Appendix II** (continued):  
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62 **III. Format for GER: Writing Requirement Proposals**

63 The summary heading should clearly state "Proposal for GER: Writing Requirement – Addition of "W"  
64 Designation."

65  
66 List the following:

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- 68 **1. Course Number, Title, Hours, Credits**
- 69 **2. Pre- and/or Co-requisites**
- 70 **3. Sample Syllabus OR**

71 **Approved Statement on Department Policy for Writing Intensive Courses that is in accord with the**  
72 **following Senate-approved *Guidelines for 'W' Designation:***

73 **Guidelines for Assigning "W" Designation for Writing Intensive Courses**

- 74 1. ENGL 120 must be a pre- or co-requisite.
- 75 2. The course must be offered at least every two years.
- 76 3. The syllabus must state that over 50% of the course grade is based on written work. The 50% can be  
77 achieved in a number of ways, but cannot be limited to in-class essay exams. Writing due dates must allow  
78 faculty feedback prior to the final exam.
- 79 4. Decimalized courses that are experimental and 400-level courses are excluded.
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81 **IV. Format for GER: Pluralism & Diversity Requirement Proposals**

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83 **Appendix A**

84 **Guidelines for General Education/Core Requirement Proposals**

85 **Stage 1: Academic Foundations**

86 **This Stage involves basic academic skills needed for success in the liberal arts and sciences. Accordingly, students**  
87 **should complete this Stage as early as possible, preferably within their first 30 credits at Hunter. Exemption may be**  
88 **granted on the basis of placement exams or other criteria as determined by the Hunter College Senate. Such**  
89 **exemptions do not yield credit unless they are based on the successful completion of college courses.**

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91 **Group A: English Composition**

92 This requirement introduces expository writing and academic discourse. Through reading, writing, and rewriting, students learn to  
93 generate, explore, and refine their own ideas, analyze and evaluate intellectual arguments, take positions and support them persuasively,  
94 and write with sound grammar, varied sentence structure, logic, and coherence.

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96 **Group B. Quantitative Reasoning**

97 The goal of this requirement is to develop competence in mathematical and quantitative reasoning, including the use of numerical and  
98 graphical data in making judgments on personal, professional, and public issues. Students who place out of MATH 125 are exempt from  
99 this requirement.

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101 **Group C: U.S. History**

102 This requirement introduces portions of the history of the United States covering periods of time sufficiently long to reveal  
103 the historical dynamic and bring understanding of the historical contexts that have created our social and political  
104 institutions. It emphasizes the importance of the historical perspective and method, an understanding of how, where, and why  
105 change has occurred over time, and an awareness that the world we live in has been influenced by the past.

106 **Guidelines for U.S. History Courses:**

107 Courses proposed for U.S. History must meet the following criteria approved by the Senate:

- 108 • The course must be at the introductory level in U.S. History, examining a broad range of topics over a period of 100 years  
109 or more.
- 110 • The course can be organized either linearly or topically, with individual topics explored in chronological order.
- 111 • The approach to U.S. History must explore a variety of events, individuals, institutions, and issues in concert, emphasizing  
112 the connections and relationships among them.
- 113 • Primary historical documents should be utilized throughout the course to supplement interpretive texts and scholarship.
- 114 • The course should emphasize the historical contexts that have led to social and political change, how change occurs, and  
115 how individual eras, including the modern era, have been influenced by the past.

116 **Appendix II (continued):**

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118 **Stage 2: Broad Exposure**

119 **These courses should be completed within a student's first three semesters (full time) or 45 credits (part**  
120 **time) at Hunter.**

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**Group A: Survey of Literature Written in English**

This requirement is meant to increase students' understanding and appreciation of literature written in English. Courses emphasize close readings of representative texts chosen to familiarize students with various authors, periods, and genres - fiction, drama, and poetry - and to provide a firm foundation for further literary study. Written assignments include quizzes, papers, and a midterm and final exam.

**Group B: Social Science: People and their Societies**

The goal of this requirement is to introduce students to the understanding of individual and collective human behavior. Students should be aware of the geographic, political, social, economic, historical, and psychological effects on the human environment. By studying human relations and the human experience, students should learn the methodologies as well as the nature, scope, and limits of specific disciplines in the social sciences.

**Group C: Humanities: Cultures and Ideas - Literature, Philosophy, Classics**

This requirement is meant to introduce students to the human intellectual heritage, the wisdom, and the vision expected of well-educated members of the global human community. The study of texts, thoughts, cultures, and human values should nourish the mind and the spirit, inspiring an enduring love of learning. The humanities are strongly linked to other fields of higher education and vital to the health of society.

**Group D: Visual and Performing Arts: Media, Art, Dance, Film, Music, Theater**

This requirement is meant to introduce students to significant works of the creative imagination, familiarize them with a medium of creative expression, and enable them to actively participate in individual aesthetic and creative experiences. Through critical analysis, research, and direct involvement in creative work in a particular medium, students should develop an appreciation of the interrelations of intellectual and emotional responses to the arts and letters.

**Group E. Natural Sciences:** (Specify whether course is to be listed under *Laboratory* OR *Non-Laboratory Courses*)

The goal of this requirement is to introduce students to the concepts and ways of thinking of the natural sciences. The sciences have intrinsic intellectual value, pursuing basic questions about the workings of the universe and the world around us. Students should be conversant with the rapid pace of scientific advances and able to make informed decisions about scientific matters in the public domain.

**Stage 3: Focused Exposure**

**These courses are intended to give students the opportunity to study selected subjects outside their major department or program in greater depth than in Stage 2. Usually, these courses will be beyond the 100 level. Accordingly, it is strongly recommended that students take a first course in the same discipline. A student must take one course from Group A and one course from Group B in Stage 3.**

**Group A: Humanities or Visual and Performing Arts**

**Group B: Social Sciences or Natural Sciences/Mathematics**