MINUTES
Meeting of the Hunter College Senate
24 October 2018

1   The 618th meeting of the Hunter College Senate convened at 3:41 PM in HW room 714.

2

3   **Presiding:**   Thomas DeGloma, Chair

4

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

6

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

9

10   **Minutes:**   The minutes of 12 September and 26 September were circulated at the door and will be voted at the next
11   meeting.

12

13   **Committee**
14   **Report:**   **Update on the Middle States Work Groups for Standard II: Ethics and Integrity**
15   Professor DeGloma called on John Rose, Dean for Diversity & Compliance and Konstantino Krampis,
16   Professor of Biological Sciences, to present an update on the Middle States Evaluation.
17   The report is attached in Appendix II.

18

19   **Report by**
20   **the President**   **President Rabb said the following:**

21

22   "Thank you so much Tom. Before I turn the podium over to AccessABILITY, I would like to tell you that
23   we have a wonderful Search Committee for the Library Dean. The people who have agreed to serve are
24   Professor Maria Loh from Art and Art History, Professor Charles Drain from Chemistry, Professor Yang
25   Hu from Curriculum and Teaching, Stephanie Margolin and Margaret Bausman from the Library, and
26   students Sandra May-Flowers, Saif Zihiri and Claudia Paguay. Our kickoff meeting is Friday morning.
27   Our consultant has indicated that she has a full portfolio of applicants, so we will be moving ahead. We
28   appreciate this opportunity to fill this very important position at Hunter College. I hope you will help us
29   publicize the open sessions with the candidates; it is always good to have people come and hear from
30   them.

31

32   "I have a question - does anybody know what 2020 is going to be? The answer is - it will be our centurial
33   anniversary. Hunter College will be 150 years old in the year 2020. We are very excited to launch a very
34   wonderful celebration. We will be highlighting Hunter as a transformational institution in New York City.
35   We are going to highlight areas where Hunter has had a particular impact such as women's education, as
36   one of the first institutions to welcome African American women with open arms, and Hunter's role in
37   the arts having people like Robert Motherwell or Tony Smith on its faculty. We are collecting our really
38   extraordinary history around these and other themes. We will celebrate and try to bring back more of our
39   alumni and increase our endowments. I wanted to take a minute to introduce our very talented and
40   energetic new Executive Director of Alumni Relations and Annual Giving - Xochitl Gonzalez. Xochitl
41   has worked in event planning and also as a volunteer at another college's 200th anniversary, so she brings
42   with her a lot of experience. We are beginning this process now and working with many of our board
43   members and alumni, but we hope that anyone who is interested in our story--like Dr. David Hodges who
44   is a great historian and Dr. Sandra Clarkson—will become involved. We are hearing from people who say
45   Dr. Clarkson knows this and that, so I think you are drafted. We would love to have faculty and students
46   engaged in this conversation because the history is so rich. We are also hoping to create an anthology of
47   these stories, and as I said, to use the 150th anniversary to celebrate the extraordinary work that has
48   happened in this room. Those of you particularly who are alumni as well as faculty members have double
49   duty. Please find Xochitl and let her know if you will be able to join the committee and help us move
50   forward with this opportunity.

51

53 **Meeting of the Hunter College Senate**
54 **24 October 2018**

56 "Tom asked us to talk about something that is very important in this college and was part of Dean John
57 Rose and Prof. Krampis' presentation – our commitment to inclusivity and our accessibility programs.
58 We have 772 students registered in the Office of AccessABILITY and the office offers a whole range of
59 services. Please be part of our proactive outreach. If you find students in your classrooms with any type
60 of issue that may create a challenge for them to be part of the community, please send them to see the
61 wonderful leadership of our Office of AccessABILITY who I will introduce in a second. We are
62 committed to helping our students of all abilities have a full and impactful education. So, please help us
63 help anybody who even thinks they have an issue and can benefit from some support. We have the largest
64 disability service program in CUNY amongst the senior colleges, and since 2016, there has been an
65 increase of over 2% in participating students. Students are finding these services, and we are very glad
66 about that. Again, please help us make these referrals. I think that one wonderful statistic is that our
67 graduation rate of students registered with the Office of AccessABILITY has increased by 7% in the last
68 few years. We are very encouraged by this information as it indicates that we are providing services that
69 help students reach the goal of graduation. The AccessABILITY Office offers a range of support for
70 students who have physical disabilities which include chronic medical conditions, deafness or hard of
71 hearing - as well as learning disabilities, ADHD, mental health issues, autism, and other behavioral or
72 emotional needs. It is a really wide range of needs that this office covers, and if there is any kind of support
73 or concept that you think someone can benefit from, please send them to the office and let our experts
74 work with the student.

76 "We receive federal funding and are required to make Hunter programs and classes accessible to students.
77 For us it's not just a requirement, it's the right thing to do. In addition to the federal money allocated to
78 this office, we allocate part of our tax levy budget to support our Office of AccessABILITY because, as I
79 said, it is a very important commitment on the part of Hunter College. We work and focus on physical
80 access to Hunter buildings and classrooms as well as personal services such as sign language interpreting
81 services, notetaking, access to Braille, electric formats, and the entire range of support for students with
82 disabilities through accommodations. With that, I am very happy to introduce Sudi Shayesteh who is the
83 Director of the Office of AccessABILITY, Leslie Ader who is our Associate Dean of Student Affairs, and
84 of course Ejia Ayravainen who will talk more specifically about the range of services we offer. They are
85 here to take any questions and hear your ideas, now and in the future. Stay in touch with us about how we
86 can improve these services for our students and help make our educational programs and degrees
87 completely accessible to all.

89 **Report by**
90 **the Office of**
91 **AccessAbility**   **Sudi Shayesteh, Director of the Office of AccessABILITY** presented the report.
92   The report is attached in Appendix III.

94 **Report by the**
95 **Administrative**
96 **Committee:**   **a) Approved Curriculum Changes**
97   The following curriculum changes as listed in the attached Report dated 24 October 2018 have
98   been approved as per Senate resolution and are submitted for the Senate's information: Items:
99   US-2195 Jewish Studies Program (New Courses, Add P&D), US-2199B Mathematics and
100   Statistics (Change in courses, Add to STEM/MQR), US-2200 Mathematics and Statistics
101   (Change in degree program), US-2201 Mathematics and Statistics (Change in degree program),
102   US-2202 Mathematics and Statistics (New courses, Add to STEM/MQR), US-2203 Chemistry
103   (New course), US-2204 Classical and Oriental Studies /Arabic (New course), US-2205 Classical
104   and Oriental Studies/Arabic (New degree program), US-2196 English (New course), US-2197
105   English (Change in courses), US-2198 English (Change in degree program), US-2203 Chemistry
106   (New course), US-2208 Chemistry (Change in degree program), US-2209 Chemistry (Change in
107   degree program), US-2206 Curriculum & Teaching, Educational

111
112   Foundations, and Special Education (Change in degree program), US-2207 Curriculum &
113   Teaching, Educational Foundations, and Special Education (Change in degree program), US-
114   2193 Classical & Oriental Studies/Japanese (New courses), GS-1218 Chemistry (New course),
115   GS-1209 Special Education (Change in degree program), GS-1210 Special Education (New
116   course), GS-1211 Special Education (Change in courses), UR-2210 Chemistry (Change in
117   courses).

118
119   b)   **Results for Nominees for the Search Committee for Chief Liberian and Dean of the Library**
120   Below is the list of the Search Committee members selected by the President.

121
122   <u>**Nominees for Chair Panel:**</u>
123   Dean Andrew Polsky, School of Arts & Sciences

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125   <u>**Nominees for Member Panel:**</u>

126
127   **FACULTY (5)**

128
129   1.   Humanities & Arts:
130   Prof. Maria Loh, Art & Art History

131
132   2.   Sciences & Mathematics
133   Prof. Charles Drain, Chemistry

134
135   3.   School of Education
136   Prof. Yang Hu, Curriculum & Teaching

137
138   4.   Library
139   Stephanie Margolin
140   Margaret Bausman

141
142   **STUDENTS (3)**
143   Sandra-May Flowers (Theatre)
144   Saif Zihiri (Religion/Political Science)
145   Claudia Paguay (Media Studies/Urban Studies

146
147   **Committee**
148   **Report**   **Committee on Computing and Technology**
149   Professor DeGloma called on Professor Michaela Soyer, Chair of the Committee on Computing and
150   Technology, to introduce **Technological Competencies at Hunter College.** Discussion and questions
151   followed. The report is attached in Appendix IV.

152
153
154   The meeting was adjourned at 4:50 PM.

155
156
157   Respectfully submitted,

158
159
160   Dana G. Reimer
161   Secretar

APPENDIX I

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

Faculty

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

Students

Joelle Tirado		
	0	
Richard Lu		X
Alexa Michel		X
Sandra-May Flowers		A
	0	
	0	
Riana Khan		X
Kendra Cornelis		X
Noam Sohn		A
Alfie Corteza		A
	0	
	0	
Sohail Khan		A
Shannon O'Rourke		X
	0	
Demi Moore		X
	0	
Linda Yohannes		X
Anam Khalid		X
	0	
	0	
	0	
Jasmine Azeharie		X
Dorothy Slater		A
Christoper Cantor		X
	0	
Mila Adelman		A
Dine Butler		X
Michael Galka-Giaquinto		E
	0	
	0	
	0	
Bryan Terry		A
	0	
Leonid Prog		X
	0	
Stephon Odom		X
	0	
Zaiba Iqbal		X
	0	
Raymer Contreras		X
Serenity Colon		X
Phuong Vo		X
Saif Zihiri		A

At-Large, Lecturers and Part-Time Faculty

Student Services	Kevin Nesbitt		A
	Luis Roldan	(A)	A
Library	Jocelyn Berger-Barera		A
Geography	Dana Reimer		A
Religion	Barbara Sproul		X
Library	Ajatshatru Pathak		E
Medical Lab Science	Hongxing Li		A
Philosophy	Ian Blecher		X
Sociology	Thomas DeGloma		A
Mathematics & Statistics	Sandra Clarkson		A
Music	Christopher Buchenholz		X
Philosophy		0	
THHP	Sarah Jeninsky		E
Psychology	Joseph Lao		A

Ex-Officio

President, USG		0
Vice President, Graduate Student Association		0
President Alumni Association	Patricia Rudden	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	X

ADMINISTRATION
Senators:

HEO/CLA Representative	Brian Buckwald	A
Vice President for Student Affairs	Eija Ayravainen	A
Senior Advisor to the President for Stude	William Tramontano	A
Provost	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	X
Special Counsel to the President & Dean	Laura Hertzog	X
School of Nursing	Gail McCain	A

APPENDIX II

Middle States Accreditation
Hunter College Self-Study
Ethics and Integrity

John Rose & Ntino Krampis
Workgroup Co-Chairs
Standard II Ethics & Integrity

HUNTER COLLEGE SENATE MEETING

OCTOBER 24, 2018

Hunter's Strategic Priorities

▶ Hunter's Middle States Committee selected four priorities from Hunter's Strategic Plan for 2012-2020 to analyze:

▶ *1) Enhance Hunter's Academic identity as a Research Institution*

▶ *2) Foster Interdisciplinary Learning*

▶ *3) Broaden Opportunities for Student Success*

▶ *4) Deepen Engagement with NYC neighborhoods and institutions*

▶ Standard 2: does Hunter consistently meet its commitment to honesty and integrity, in both internal and external constituencies?

Role of Workgroup 2: Ethics and Integrity

Assess whether the College is faithful to its mission, and how it honors its commitments on a range of topics.

▶ Commitment to academic freedom and fostering a climate of respect

▶ Accurate and truthful communications for tuition, awards, student opportunities

▶ Establishing and effectively communicating essential policies such as:

  ▶ Regulatory compliance and conduct of research

  ▶ Conflicts of interest on research and employment

  ▶ Resolving student complaints and grievances

  ▶ Non-discrimination, fair hiring, and promotion

Participation Across Hunter College: Ethics & Integrity Workgroup Members

▶ Co-chair: Konstantinos Krampis, Associate Professor, Biological Science

▶ Co-chair: John T. Rose, Dean for Diversity and Compliance

▶ Workgroup Members:

  ▶ Colleen Barry, Director, Student Conduct

  ▶ Joe Foelsch, Director, Public Safety

  ▶ Frank Flamino, Associate Dean, School of Nursing

  ▶ Justin Garson, Associate, Professor, Philosophy

  ▶ Galia Galansky, Executive Director, Human Resources

  ▶ Michael Hoyt, Associate Professor, Psychology

  ▶ Elise Jaffee, Director Pre-Law & Roosevelt Scholars

  ▶ Jonathan Kalb, Professor, Film & Media

  ▶ Karlene Roberts, Research Associate

  ▶ Jason Williams, Associate Director, Student Communications

  ▶ Juliana Pepaj, Student

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What We Learned in the Process

▶ Hunter College has fostered an environment of deep, abiding and authentic respect.

▶ The core principle of academic freedom is a deeply ingrained assumption of the Hunter faculty.

▶ Hunter College follows ethical standards with regard to all aspects pertaining to the responsible conduct of research.

▶ Hunter College represents itself with honesty and truthfulness in public relations announcements, as well as in internal communications.

Contributing to the Self-Study

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

▶ How well do faculty in your department understand relevant institutional policies?

▶ How well do faculty understand the relevant compliance obligations, (e.g. JCOPE, IRB?)

▶ How has the College's commitment to honesty, truthfulness shaped your teaching, research, and service?

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

▶ Next meeting for our Workgroup is early November.

    ▶ Contact john.rose@hunter.cuny.edu or kk104@hunter.cuny.edu if you want to join. We welcome the engagement.

APPENDIX III

Office of AccessABILITY - Overview of Program Services

The Law:

All public or private schools that receive federal funding are required under Section 504 of the Rehabilitation Act to make their programs accessible to students with disabilities.

All the programs of postsecondary institutions, including extracurricular activities, must be accessible to students with disabilities. The schools can do this in several ways: by providing architectural access to buildings, including residential facilities; by providing aids and services necessary for effective communication, like sign language interpreters, Braille or electronic formats and assistive listening devices; and by modifying policies, practices and procedures, such as testing accommodations and access to school facilities for service animals. Accommodations and program modifications should be individually designed to meet the needs of the student with a disability.

Accommodations and modifications of policies and practices are not required when it would fundamentally alter the nature of the service, program, or activity or give rise to an undue financial or administrative burden. (National Network: Information, Guidance &Training on ADA)

National Trend:

- Nearly 1 in 5 people have a disability in the U.S. (U.S. Census Bureau, 2010).

- Students with disabilities account for about 13% of the nation's students in preschool through high school settings (National Center for Education Statistics [NCES], 2013).

- Students with disabilities account for about 3.5% of all undergraduate students enrolled in college (NCES, 2010). (At PSU 3.4 % of students)

- It is difficult to ascertain true enrollment estimates of college students with disabilities due to the nature of self-reporting and collegiate standards (Rickerson et al., 2004; Sharpe et al., 2004).

- There is evidence that an increasing number of students with disabilities are entering college.

Hunter College's Current Stats:

- 2.2% increase in number of students since 2015-16

- 14% increase in number of tests administered via our program since 2015-16

- 44% decrease in use of human note takers in classrooms due to below factors:

    -Faculty tends to posts class notes on blackboard more often

    -Students use digital devices i.e., digital recorders, LiveScribe pens, and Sonocent technology to manage their note taking needs.

    -Students also use shared notes and faculty notes.

- 7% Increase in the number of students' graduation since 2015-16

• Average 3.5% annual employment rate post-graduation as per LEADS Project

Provision of Reasonable Accommodations/Academic Adjustments

• Provide access to education by **mitigating or reducing functional limitations.**

• Must be **supported by documentation** and determined on a **course-by-course and case-by-case basis.**

• Should **not compromise** a course's **essential requirements**.

Accommodation Examples include:

  • Advising and academic coaching

  • Extended time for exams and quizzes

  • Note-taking assistance

  • Accessible instructional media (e.g., books accessible formats, enlargement of course materials, etc.)

  • Assistive technology (e.g., screen readers, text-to-speech software, Smart Pens)

  • ASL interpreting / Captioning in-person or remote

  • Priority registration

  • Consideration given to flexed attendance policies

  • Course substitutions

Students Responsibilities:

  • Must meet a college or university's **standard admissions requirements** for all students.

  • Must meet a college or university's **essential requirements for courses or programs** either with or without reasonable accommodations.

  • Must **disclose their disabilities** and **initiate disability services.**

  • Must **provide documentation** related to substantial functional limitations in a major life activity to determine qualification for services ONLY to the office of AccessABILITY who will verify need and advocate/recommend on behalf of the student.

  • Must engage in **self-regulated learning** because they are **not entitled** to the same level of academic support that they may have received in high school.

  • The required documentation and request for accommodations must be made with **sufficient time for the program to arrange accommodations**. It may take at least two weeks for the college to implement accommodations such as Reader, Note Taker, Sign Language Interpreter, CART Services, etc.

  • Students must obtain an **Accommodation Card** from Access Center (300N) following registration with the program for self-identification purposes.

  • Students must present the Accommodation Card and necessary forms to instructors in a timely manner and work with each instructor to arrange the requested accommodations.

<u>College's Responsibilities:</u>

- Hunter College will **comply with Section 504 of the Rehabilitation Act and ADA of 1990** to provide equal access to its programs and services for students with disabilities.

- The Office of AccessABILITY will work with each student to **identify and provide appropriate and reasonable accommodations**/academic adjustments.

- A program **counselor will be assigned** to the student.

- Students will be **referred for additional services** available on the campus.

- Upon request, the program will **provide information in accessible formats** to students with disabilities, as supported by documentation.

- Provide or **coordinate reasonable accommodations** for students with disabilities in courses, programs and services.

- **Maintain appropriate privacy** of records and communications in regard to students with disabilities, except where permitted or required by law.

- A **grievance procedure** is available to assist in resolving disputes arising in the process of determining eligibility and reasonable accommodations.

<u>Faculty Responsibilities:</u>

- Recognizing that providing accommodations to students with disabilities is a **shared responsibility** which necessitates collaborative efforts from all academic departments
- Warrant that the program information along with details of their **course requirements** are listed on their syllabus

- Warrant that students are **referred appropriately** without infringing on their confidential information

- Warrant that **accommodations are met** in classroom or for testing by the office of AccessABILITY (do not attempt to accommodate without consulting the program)

- If the disability is visible and you are awaiting official notification of needed accommodations, **provide assistance as appears appropriate** during the interim.

- Provide **printed material** for classroom instruction in alternate format, if requested; non- academic departments should indicate in program publications, brochures, etc. that **alternate format** is available upon request.
- Utilize, and be responsive to the use of, **assistive equipment/technology** or modifications that will facilitate effective communication for students with disabilities.
- **Communicate concerns** directly with the Office of AccessABILITY for appropriate mitigation, further accommodation and or advise.

- Make sure to **respond to communications** regarding students' accommodations and concerns in a timely fashion

- Upon invitation, the program can provide presentations on ins and outs of the services, process', regulations and dos and don'ts of accommodations to the faculty/ adjunct instructors which is highly recommended.

<u>Program Resources:</u>

- Access and Technology Center- A computer laboratory and a social hub for students

- Reasonable Accommodation (online) Guide for Faculty and Staff

- Implementation of HTC Vive (Virtual Reality lab) to assist faculty and staff with multi modal teaching, as well as helping students to practice presentations, or use different (Tactile, Visual, Auditory) learning styles

- LEADS Project- Employment placement for Students with Disabilities

- Eye to Eye Project a nationally known mentoring program for students with Learning Disabilities who are placed at Wagner Middle School providing mentorship and collaborative art projects to middle school students with LD – the project was incepted in 2014 and since then we have had 18 students participating in the project.

- Summer Project Pass for students on Probation, with INC grades/ low GPA

- Student "PossAbilities" Club

In-house collaborations and presentation:

- Academic Departments Presentation and Trainings, Hunter HS Orientation, Silberman School of Social Work & School of Education (Field placement collaboration), C.O.R.E Steering Committee, Financial Aid, Admissions, Career Services, Study Abroad, Commencement, Library, College Testing, Communications, ICIT, Facilities

- ACERT membership and presentations

National and State-Wide Memberships & Collaborations:

- AHEAD- Association of Higher Education and Disability

- NYSDSC- NYS Disability Service Council-

- COSDI- CUNY Council on Students with Disability Issues-

- CF Disability Coding revision committee-

- Higher Education & Disability (HEDS) 2H2 Forms Revision Committee-

- Reasonable Accommodation Guide for faculty and Staff Committee-

- CUNY Accessibility Conference-

APPENDIX IV

Technological Competencies at Hunter College[1,2]

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

Research and Productivity

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

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

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

Communication and Collaboration

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

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

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