

MINUTES

Meeting of the Hunter College Senate

17 May 2017

- 1 The 600th meeting of the Hunter College Senate was convened at 3:40 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,
8 and clickers were distributed to them.
9
- 10 **Minutes:** Minutes of April 5 were approved as distributed. The minutes of May 3 and May 10 have been
11 circulated at the door.
12
- 13 **Report by**
14 **the President:** **President Raab said the following:**
15 “Thank you all for your incredible service this year. There are few items that I want to touch on. I
16 want to congratulate our colleagues in the school of education. There are over 700 undergraduate
17 education programs in the the country, and only 16 were ranked in the top tier, and Hunter was
18 included in this top tier.
19
20 “The budget was finalized and the good news and there as more state funding added for CUNY in
21 critical maintenance, capital, and operating. There will be a \$200 tuition increase a year for the next
22 four years to help support the operating budget. I want to stress to students that if this will cause a
23 hardship for you, please reach of to Vice President Ayravainen. We will do our best to assist any
24 student who is impacted by the tuition increases.
25
26 “While CUNY is in a stronger place with state funding due to the new contacts and the need to
27 support them, there will be a 1 percent budget cut for all institution next year. We will do our best
28 to handle this, and the good news is with strong management and care we have still been able to
29 hire new faculty this year and have many searches underway. When we know more about the
30 Excelsior Scholarship, I will report to you on it. We are still waiting to see what the rules will be
31 and how it will be implemented.
32
33 “Finally, many of you were close colleagues of Professor Peter Kwong who suddenly passed away.
34 We were working closely with him to create the Asian American Studies Center and will continue
35 to work on this in his honor. There will be a memorial service tomorrow night at the Kaye
36 Playhouse. We hope that many of you can join us tomorrow.”
37
- 38 **Report by the**
39 **Administrative** Professor DeGloma presented the report as follows.
40
- 41 **a) Approved Curriculum Changes**
42 The following curriculum changes as listed in the attached Report dated 17 May 2017
43 have been approved as per Senate resolution and are submitted for the Senate’s
44 information: US-2133 Urban Public Health (Change in degree program), US-2139 2133 Urban
45 Public Health (New Minor), US-2140 Computer Science (New Course), US-2127 Curriculum
46 & Teaching, Educational Foundations, And Special Education (New course), GS-1153
47 Romance Languages/Curriculum & Teaching (Change in degree program), GS-1159 Urban
48 Policy And Planning/School Of Nursing (New degree program), GS-1158 School of Nursing
49 (Change in courses), GS-1160 Educational Foundations (Change in degree program), GS-1161
50 Curriculum & Teaching (Change in degree program), GS-1164 Curriculum & Teaching
(Change in courses), GS-1166 Curriculum & Teaching (Change in degree program),

54 GS-1167 Curriculum & Teaching (Change in degree program), GS-1162 Curriculum &
55 Teaching, Educational Foundations, And Special Education (Change in degree program), GS-
56 1163 Curriculum & Teaching, Educational Foundations, And Special Education (New
57 Courses), GS-1168 Special Education (Changes in courses), GR-1170 Curriculum & Teaching
58 (Routine change in course), US-2142 Film & Media (Change in degree program), US-2143
59 Film & Media (New Minor), GS-1154 Computer Science/Curriculum & Teaching (New degree
60 program), GS-1155 Computer Science/Curriculum & Teaching (New degree program), GS-
61 1156 Curriculum & Teaching (New courses), GS-1157 Computer Science (New courses), GS-
62 1147 Various Departments in the School of Arts & Sciences (Change to various admissions
63 requirements for various programs), GS-1169 Curriculum & Teaching (New Courses), GS-
64 1174 Curriculum & Teaching (Change in degree program), GS-1175 Curriculum & Teaching
65 (Change in degree program), GS-1171 Curriculum & Teaching and Special Education (Change
66 in various degree programs admissions requirements), GS-1172 Curriculum & Teaching,
67 Educational Foundations, and Special Education (Change in degree program), and GS-1173
68 Curriculum & Teaching, Educational Foundations, and Special Education (Change in degree
69 program's progress standards).

70
71 **b) Senate Meeting Schedule Fall 2017/Spring 2018**

72 The Fall 2017/Spring 2018 Senate meeting schedule was adopted for the following
73 Wednesdays from 3:30 to 5:25 P.M.:

74
75

<u>FALL 2016</u>	<u>SPRING 2017</u>
76 August 30	January 31
77 September 13 and 27	February 14 and 28
78 October 11 and 25	March 14 and 28
79 November 8 and 29	April 18
80 December 6	May 2, 9, and 16

81

82 **c) College Calendar for Fall 2017/Spring 2018**

83 The attached university-wide College Calendar for 2017-2018, as issued by the CUNY Central
84 Administration, is submitted for your information as Appendix II

85
86 **d) Ceremonial Adoption of Candidates for Graduation**

87 Chair DeGloma moved for the ceremonial adoption of the list of candidates for diplomas and
88 degrees to be awarded in June 2017. The motion carried by voice vote without dissent.

89
90 **e) Election of Senate Officers**

91 The floor was open for nominations for Chair of the Senate.

92
93 Professor Thomas DeGloma (Sociology) was nominated.

94
95 It was moved that the Secretary be instructed to cast a single ballot in favor of the
96 nominee. The motion carried by voice vote without dissent and Professor DeGloma
97 was re-elected.

98
99 The floor was open for nominations for Vice Chair of the Senate.

100
101 Mr. Stephon Odom (At-Large) was nominated.
102
103

104 **Minutes**
105 **Meeting of the Hunter College Senate**
106 **17 May 2017**

107 It was moved that the Secretary be instructed to cast a single ballot in favor of the
108 nominee. The motion carried by voice vote without dissent and Mr. Odom was
109 elected.

110
111 The floor was open for nominations for Secretary of the Senate.

112
113 Ms. Dana Reimer (Geography) was nominated.

114
115 It was moved that the Secretary be instructed to cast a single ballot in favor of the
116 nominee. The motion carried by voice vote without dissent and Ms. Reimer was re-
117 elected.

118
119 The floor was open for nominations for Chair of the Evening Council of the Senate.

120
121 Professor Phillip Alcabes (School of Urban Public Health) was nominated.

122
123 It was moved that the Secretary be instructed to cast a single ballot in favor of the
124 nominee. The motion carried by voice vote without dissent and Professor Alcabes was
125 elected.

126
127 **Committee**
128 **Report:**

Committee on Charter Review

129 Professor Philip Alcabes, Chair of the Committee, presented the report dated 17 May 2017 for
130 the Third Reading and adoption of the proposed Amendments to the “*Charter for a*
131 *Governance of Hunter College*.”

132 The Third Reading-Proposed Amendments to the *Charter for a Governance of Hunter College*
133 are attached as Appendix III. Results will be emailed to the Senate as soon as the ballots are
134 counted.

135
136 **Old Business:**

Committee on General Education

137 Professor Manu Bhagavan announced that the draft institutional learning outcomes have been
138 unanimously approved to be released to the college community by the ILO Committee. The
139 information will be posted online in the coming days and a link to the page will be made
140 available from the Senate webpage. All are invited to review the institutional learning
141 outcomes and provide feedback. The document produced is the foundation for a larger college-
142 wide discussion to happen in the fall.

143
144 Professor Bhagavan and Professor Eckhard Kuhn-Osius presented Resolutions II and III
145 regarding the Hunter Focus Requirement.

146
147 II. THE REMOVAL OF THE FIRST LEVEL FOREIGN LANGUAGE FROM THE
148 WORLD CULTURES AND GLOBAL ISSUES CATERGORY

149
150 Be it resolved that first level foreign language courses will no longer be used to satisfy the
151 World Culture and Global Issues category. This policy is effective Fall 2017.

152
153 Rationale: Removing the first level foreign language from the World Culture and Global Issues
154 category will open up the bucket for students to take other courses. This change is expected to
155 diminish the number of students that have credits left to take in the Hunter Focus after
156 completing the Foreign Language Requirement.
157
158

162 After a brief discussion, the question was called and carried.

163
164 The motion to approve Resolution II carried by voice vote with 2 nays and 1 abstention.

165
166
167 III. TRANSFER STUDENTS TO CHANGE THEIR FOREIGN LANGUAGE

168
169 Be it resolved that transfer students are allowed to begin the study of a new language to fulfill
170 the Hunter Focus for the number of credits prescribed by their transfer status.

171
172 Rationale: Hunter College receives a number of transfer students with varying degrees of
173 foreign language competency. Forcing such students into a prearranged language sequence has
174 proven pedagogically ineffective.

175
176 Be it resolved that the catalog language be revised to reflect this policy as follows:

177
178 **FROM:**

179
180 **Appendix I: Hunter Core Requirement**

181 ...

182 **The Hunter Focus**

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

188
189 Hunter students are expected to attain fourth-semester proficiency in a foreign language,
190 regardless of where the learning took place. After this goal has been met, students should begin
191 concentrated study in an area outside of their first major. The composition of the Hunter Focus
192 will vary depending on students’ language proficiency at the time of matriculation. Students
193 who have to take a beginning language course but have already fulfilled their World Cultures
194 requirement with a different class may apply all 12 language credits to the Hunter Focus.
195 Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter
196 Focus by taking three “STEM variant” science courses in addition to the STEM courses used to
197 fulfill the CUNY Common Core.

198
199 **TO:**

200 **Appendix I: Hunter Core Requirement**

201 ...

202 **The Hunter Focus**

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

216 Hunter students are expected to attain fourth-semester proficiency in a foreign language,
217 regardless of where the learning took place. After this goal has been met, students should
218 begin concentrated study in an area outside of their first major. The composition of the Hunter
219 Focus will vary depending on students' language proficiency at the time of matriculation.
220 Students who have to take a beginning language course but have already fulfilled their World
221 Cultures requirement with a different class may apply all their language credits (0-12) to the
222 Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12
223 credits of Hunter Focus by taking three "STEM variant" science courses in addition to the
224 STEM courses used to fulfill the CUNY Common Core.
225

226
227 **FROM:**
228 **Hunter Focus**

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

- 232 • 12 credits of Hunter Focus for fewer than 30 credits transferred
- 233 • 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 234 • 6 credits of Hunter Focus for students with an AA/AS degree.

235 ...
236 **Foreign Language.** Hunter encourages all students to reach fourth-semester proficiency in a
237 foreign language. If transfer students have not fulfilled the fourth-semester proficiency
238 requirement, then students must apply the foreign language requirement towards the Hunter
239 Focus.
240

241 **TO:**
242 **Hunter Focus**

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

- 246 • 12 credits of Hunter Focus for fewer than 30 credits transferred
- 247 • 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*
- 248 • 6 credits of Hunter Focus for students with an AA/AS degree

249 ...
250 **Foreign Language.** Hunter encourages all students to reach fourth-semester proficiency in a
251 foreign language. Transfer students who have not attained fourth-semester proficiency in a
252 foreign language at the time of transfer must apply the foreign language requirement towards
253 the Hunter Focus. Students must either continue a language they have studied previously or
254 begin the study of a different language at Hunter for the number of credits required by their
255 transfer status.
256

257 **FROM:**
258 **Appendix II: Foreign Language Requirement**

259 All students must demonstrate foreign language proficiency at the 12-credit level or its
260 equivalent. ... **Students may earn credit for the first semester foreign language course**
261 **(level 10100) without completing the second course, only once.**
262
263
264
265
266

270 **TO:**
271 **Appendix II: Foreign Language Requirement**

272
273 Hunter encourages all students to reach fourth-semester proficiency in a foreign language, and
274 students who enter Hunter College as freshmen must do so. ... Students may earn credit for
275 the first semester foreign language course (level 10100) without completing the second
276 course, only once.

277
278 The question was called and carried.

279
280 The motion to approve Resolution III carried by voice vote with out dissent

281
282
283 **Committee on Computing & Technology**

284 Professor Christa Acampora presented the Revised Syllabus Checklist on behalf of the
285 committee and said the following:

286
287 “Professor Kelle Cruz is unable to be here today to present this report to the body. The
288 committee took up the decision to amend the syllabus checklist. This is not a policy change but
289 a guide to best practices on what to have on your syllabus. They did this with an eye on online
290 courses and technology enhanced courses. They consulted with the curriculum committees and
291 others when updating the checklist. The checklist will be available on both the Senate and the
292 Provost’s Web pages.”

293
294 The checklist is attached as Appendix IV.

295
296
297 Due to the late hour, the meeting was adjourned at 5:25 PM.

298
299 Respectfully submitted,

300
301
302 Dana G. Reimer
303 Secretary

APPENDIX I

The following attendance was noted from the meeting

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

Faculty					
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A
	Denis Milagros	(A) A		Verna Segarra	A
	Eduardo Melendez	(A) X		Bill Williams	(A) A
Anthropology	Jackie Brown	X		Patrick Burke	(A) A
	David Hodges	(A) A	Medial Laboratory Sciences	Chad Euler	A
	Marc Edelman	(A) X		Robert Raffaniello	(A) A
Art & Art History	Daniel Bozhkov	X		Muktar Mahajan	(A) A
	Lynda Klich	A	Music	Jewel Thompson	A
	Susan Cole	(A) X			(A) X
	Susan Crile	(A) X			(A)
Biological Sciences	Derrick Brazill	A	School of Nursing	Christine Ganzer	A
	Shirley Raps	A		Abigail Kotowski	A
	Paul Feinstein	(A) X		Lynda Olender	(A) A
	Maria Pereira	(A) X	Philosophy	Omar Dahbour	X
Chemistry	Akira Kawamura	A		Laura Keating	(A) A
	Gabriela Smeureanu	(A) X		Christa Acampora	(A) A
	Nancy Grennbaum	(A) X	Physics & Astronomy		
Classical & Oriental Studies	David Petrain	A			(A)
	Dai Fang	(A) X			(A)
	Alex Elinson	(A) A	Political Science	Jill Schwedler	X
Computer Science	Lie Xie	X		John Wallach	(A) A
	Felisa Vasquez-Abad	(A)		Michael Lee	(A) A
		(A)	Psychology	Chris Braun	A
Curriculum & Teaching	Jason Writz	A		Jonathan Rendina	A
	Karen Koellner	X		Peter Moller	(A) X
		(A)	Physical Therapy	Peter Serrano	(A) X
Dance	David Capps	A			(A)
	Carol Dilley	(A) X			(A)
	Kathleen Isaac	(A) X	Romance Languages	Monica Schinaider	A
Economics	Avi Liveson	X			(A)
	Tim Goodspeed	X			(A)
	John Li	(A) X	School of Social Work	Michal Lewis	X
		(A)			
Educational Foundations & Cou	Veronica Muller	X			(A)
	Alexander Fietzer	(A) A			(A)
		(A)	Sociology	Mark Halling	A
					(A)
English	Leigh Jones	A		Michaela Soyer	(A) X
	Sarah Chinn	A	Special Education	Elizabeth Klein	A
	Steven Wetta	(A) A		Jennifer Klein	A
		(A)		Elissa Brown	(A) X
Film & Media Studies	Larry Shore	A	Speech-Language Pathology and Audiolo	Donald Vogel	(A) A
	Sissel McCarthy	(A) E		Michelle McRoy -Higgins	A
	Isabel Pinedo	(A) X		Carol Silverman	(A) A
Geography	Haydee Salmun	E	Theatre	Mia Rovegno	A
		(A)		Jonathan Kalb	A
		(A)		Claudia Orenstein	(A) X
German	Elke Nicolai	A	Urban Policy and Planning	Victoria Johnson	(A) X
	Eckhard Kuhn-Osius	(A) A			
	Aine Zimmerman	(A) X		Jill Gross	(A) X
History	Rick Belsky	A	School of Urban Public Health	Phil Alcabas	A
	Iryna Vushko	(A) X		Steven Trasino	(A) A
	Mary Roldan	X		Khursheed Navder	(A) A
Library	Sarah Ward	A	Women & Gender Studies	Jennifer Gaboury	A
	Mee Hom Lee	A		Catherine Raissiguier	(A) X
	Adina Mullikin	(A) A		Rupal Oza	(A) X
	Danise Hoover	(A) A			

Students

Maria Pia Sifuentes	A
Sandra-May Flowers	X
Sara Shanaj	X
Kendra Cornelis	X
Noam Sohn	A
Alfie Corteza	A
Lucien Formichella	A
Famata Barrie	A
Alyssa Lombardi	E
Shannon O'Rourke	A
Asheley Siewnarine	X
Demi Moore	A
Daria Larine	A
Saim Siddiqui	E
Linda Yohannes	A
Anam Khalid	A
Nicholas Fuchs	E
Nibras Karim	A
Jessica Flaherty	E
Mila Adelman	A
Nouhaila Terrab	E
Christopher Cantor	A
Nicole Parker	X
Hieu Dang	X
Cara Fitzgerald	X
Meliane Lozier	X
Bran May	X
Sarah Lamsifer	X
Sarah Mathew	X
Edward Friedman	A
Stephon Odom	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Brain Maasjo	A
	Shannon Silenas	(A) X
Geography	Dana Reimer	A
English	Meghann Williams	A
Classical & Oriental Studies	Shawna Leigh	A
Medical Lab Science	Hongxing Li	A
Philosophy	Ian Blecher	A
Sociology	Thomas DeGloma	A
Urban Affairs & Planning	Elaine Walsh	A
Urban Affairs & Planning	Laxmi Ramasubramanian	E
History	Bernadette McCauley	A
THHP	Sarah Jeninsky	A

Ex-Officio

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

ADMINISTRATION

Senators:		
HEO/CLA Representative	Briam Buckwald	A
Vice President for Student Affairs	Eija Ayravainen	A
Vice President for Administration	Robert Pignatello	A
Provost, Acting	Lon Kaufman	A
Dean, School of Arts & Sciences	Andrew Polsky	A
Alternate Senators (3):		
Dean of Education	Michael Middleton	A
Special Counsel to the President & Dean	Laura Hertzog	A
School of Nursing	Gail McCain	A

Appendix II

THE CITY UNIVERSITY OF NEW YORK
2017-2018 ACADEMIC CALENDARS

FALL 2017

August 2017:

F 25Classes begin

September 2017:

M 4.....LABOR DAY - COLLEGE IS CLOSED

Tu 19.....Classes follow a Thursday schedule

W 20 - F 22.....No classes scheduled

F 29 - Sa 30.....No classes scheduled

October 2017:

M 9.....College is closed

November 2017:

Tu 21.....Classes follow a Friday schedule

Th 23 - Su 26.....THANKSGIVING RECESS - COLLEGE IS CLOSED

December 2017:

W 13.....Reading Day

Tu 14 - W 20.....Final Examinations

W 20.....End of Term

Su 24 - M 25.....COLLEGE IS CLOSED

Su 31.....COLLEGE IS CLOSED

January 2018:

M 1.....COLLEGE IS CLOSED

SPRING 2018

January 2018:

Sa 27Classes begin

February 2018:

M 12.....LINCOLN'S BIRTHDAY - COLLEGE IS CLOSED

M 19.....PRESIDENTS' DAY - COLLEGE IS CLOSED

Tu 20.....Classes follow a Monday schedule

March:

F 30- Sa 31.....Spring Recess

April 2018:

Su 1- Su 8.....Spring Recess

W 11.....Classes follow a Friday Schedule

May 2018:

Th 17.....Reading Day/Final examinations

Th 17 - Th 24.....Final Examinations

Th 24.....End of Term

M 28.....MEMORIAL DAY - COLLEGE IS CLOSED

Appendix III
Third Reading of Proposed Charter Amendments
17 May 2017

Article/ Section	Proposed Amendment	Actions
VIII.21	<p>There shall be a Committee on Food Services and Facilities, consisting of three faculty members, three students, <u>one staff member represented by the HEO Forum and one staff member not represented by the HEO Forum</u>, and the College Business Manager to serve as a Chairperson ex-officio, all Committee members to have a vote. The Committee shall be responsible for advising the administration concerning all food services at the College, including the quality, variety, prices, and presentation of the food, as well as dining facilities. An annual review of all contracted food services shall be part of the Committee's responsibility. <u>The Committee will meet at least once per semester, and report to the Senate at least once per year.</u></p> <p>The Committee shall be responsible for advising the administration concerning all food services at the College, including the quality, variety, prices, and presentation of the food, as well as dining facilities. An annual review of all contracted food services shall be part of the Committee's responsibility. <u>The Committee shall also be responsible for making recommendations to the Administration on the college facilities, including but not limited to the state of classrooms and other teaching facilities, common areas, and access (including but not limited to corridors, doorways, elevators, and escalators), particularly in regard to the teaching/learning activities of the College.</u></p>	<p>Amendment introduced from the floor on May 3 during the Second Reading.</p>

<p>VIII.12</p>	<p>There shall be a Committee on Departmental Governance, consisting of one faculty member from each division (as defined in IV.1.B.ii), 2 students and 2 student alternates, <u>one HEO representative from an academic unit</u>, and one member of the administration (all with vote). The Committee on Departmental Governance shall: (a) make recommendations to the Senate on standards for Departmental By-laws <u>for divisions, schools, departments, and all degree and/or certificate granting programs</u>; (b) review Departmental By-laws and Amendments approved by <u>divisions, schools, departments, and all degree and/or certificate granting programs</u> and make recommendations for Senate action; (c) make recommendations to the Senate on alleged infractions of Departmental By-laws <u>of divisions, schools, departments, or degree and/or certificate granting programs</u>.</p>	<p>Sticking “departmental” throughout.</p> <p>Adding the clause “one HEO representative from an academic unit”. Amendments from the floor on May 10.</p> <p>Amended on the floor on May 10. Adding “divisions, schools, departments, and all degree and/or certificate granting programs” to a, b, and c.</p>
----------------	---	---



SYLLABUS CHECKLIST

Recommendations based on Best Practices

Course Information

- Course name, number & section
- Course mode of instruction (see below)

-
- **P** - In-Person. No course assignments and no required activities delivered online.
 - **W** - Web-Enhanced. No scheduled class meetings are replaced, but some of the course content and assignments, as well as required or optional activities, are online.
 - **PO** - Partially online. Up to 32% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **H** - Hybrid (Blended). Between 33% and 80% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **O** - Online. More than 80% but less than 100% of scheduled class meetings are replaced with online activities or virtual meetings.
 - **FO** - Fully online. 100% of scheduled class meetings are replaced with online activities or virtual meetings. All of the class work, including exams, is online.
-

- Class days and times (dates, times and location of online meeting room of real-time online meetings)
- Class location (room number and building)
- If using Blackboard, list of [supported web browsers](https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)
(https://help.blackboard.com/Learn/Administrator/Hosting/Browser_Support)

Contact Information

- Instructor's name & title
- Hunter email address
- Office: room number and building
- Office phone number
- Office hours: day(s), times, and link to online meeting room for virtual office hours. Webpage and/or social media (e.g., Twitter, LinkedIn, Skype)
- Teaching assistant(s): name(s) and contact information
- Department office information: room/building, phone number

Course Materials

- Required (and suggested) readings / texts: full citation with ISBN and link to [online bookstore](http://hunter.textbookx.com/institutional/)
(<http://hunter.textbookx.com/institutional/>)
- Instructional technologies (e.g., Blackboard, Mastering, WileyPlus)
- Materials on reserve in the library
- Other materials

Additional considerations for online course materials:

- Display materials in formats that can be viewed on most computers and mobile devices (.doc, .pdf, .mp3, .mp4).
 - Instructional materials, such as Word, Powerpoint, PDF, videos and other digital formats, should be created to be accessible to all learners, including students with disabilities, and should be compliant with CUNY's IT Accessibility Statement (<http://www2.cuny.edu/accessibility/statement/>).
 - Evaluate websites and digital content assigned to students for compliance with accessibility standards. Guides such as National Center on Disability and Access to Education Cheat Sheet (<http://ncdae.org/resources/cheatsheets/accessibility.php>) are recommended.
-

Course Description

- Pre-requisites: required courses and skills (e.g. web searching for images, participation in online forums, video creation, or specific software)
- Teaching philosophy & approach
- Goal/Rationale
 - Statement/s of intent or vision
 - How the course will benefit students (e.g., position them to take other courses or advance toward a particular career; enhanced program-level competencies)
- ❖ Learning Outcomes: Specific measureable results, expected subsequent to a learning experience (**required on all syllabi by Senate resolution**)
 - Knowledge (cognitive): Knowledge of disciplinary content that students learn Skills (behavioral): The learned capacity to do something
 - Attitudes and values (affective): Changes in views and beliefs about an issue or problem
 - Abilities: Integration of knowledge, skills, and attitudes in complex ways that require multiple elements of learning

Course Calendar & Content

- Class meeting dates and topics
- Schedule: instructor-set or self-paced
- Holidays/other non-meeting dates/days when classes follow a different schedule (e.g., a Wednesday that follows a Monday schedule)
- Last date to drop a course (delete from record) / Last date to drop without a W
- Assignments, projects, exam dates

Grading Method & Scale

- A clear and explicit explanation of evaluation methodology
 - Format and weight of course performance requirements – participation, quizzes, assignments, homework, projects, exams, etc.
 - Indication of grading rubric(s), if applicable
- Policy for late and missed assignments and exams

Communication

- Preferred method to contact instructor for urgent / non-urgent matters
- Time zone for online course

Meeting of the Hunter College Senate

17 May 2017

- Estimated instructor response time for emails / phone calls
- Estimated instructor response time for feedback on assignments
- Expectations for appropriate behavior in online forums and consequences for violation

 Resources (include all that apply)

- Websites and online resources
- Laboratories and studios
- Study groups / review sessions
- Tutoring (e.g., from peers, at college learning centers)
- Example/s of excellent performance for applicable requirements
- Library homepage or course guide created by librarian
- E-reserve password
- Technical support information
- Other types of help

 Essential Policy Information: *Accompanying each item should be a statement indicating how each**will have an impact on grades (if applicable).*

- Attendance/lateness policy
- Policies for late work / missed tests / Incompletes
- Policy for extra credit
- Policy on the use of instructional technologies (e.g., Blackboard)
- Expected time commitment
- Expectations of frequency for checking email and course site

❖ **Hunter College Policy on Academic Integrity** (*required on all syllabi by Senate resolution*)

"Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures."

❖ **ADA Policy** (Suggested language from the Office of AccessABILITY)

"In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230."

❖ **Hunter College Policy on Sexual Misconduct** (*required on all syllabi by Senate resolution*)

"In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/about/administration/offices/ia/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

Syllabus Change Policy

- Sample language: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- Indication of how students are expected to find out about changes to the syllabus (e.g., via Blackboard, class attendance, etc.)

Additional Resources

- Office of Assessment <http://www.hunter.cuny.edu/academicassessment>
 - ACERT - Academic Center for Excellence in Research & Teaching <http://acert.hunter.cuny.edu>
 - Technology Teaching & Learning Group, ICIT <http://www.hunter.cuny.edu/ttlg>
-