MINUTES
Meeting of the Hunter College Senate
25 October 2017

	The 604th meeting of the Hunter College Senate was convened at 3:37 PM in HW room 714.
Presiding:	Thomas DeGloma, Chair
Attendance:	The elected members of the Senate with the exception of those marked absent in Appendix I.
	Alternate Senators were formally seated in accordance with the procedures approved by the Senate, and clickers were distributed to them.

Report by Undergraduate Academic Requirements Committee:

Committee Chair, Professor Jason Young, presented the report containing three resolutions:

I. **C/NC Policy**

FROM:

Credit/ No Credit Policy

Credit/No Credit A system based on the non‑letter grades of Credit/No Credit, where Credit is the equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not averaged into the GPA; course requirements are the same as in the traditional grading system.

ALERT/NOTE: OTHER COLLEGES, GRADUATE SCHOOLS, PROFESSIONAL SCHOOLS, SERVICES AND EMPLOYERS MAY LOOK WITH DISFAVOR UPON THE USE OF THE CREDIT/NO CREDIT GRADING OPTION AND MAY EVEN CONVERT CREDIT TO C AND NO CREDIT TO F FOR THEIR PURPOSES.

ALERT/NOTE: ELIGIBILITY FOR SOME FINANCIAL AID GRANTS MAY BE AFFECTED BY THE CHOICE OF CREDIT/NO CREDIT GRADES. THIS MUST BE CHECKED BY STUDENTS BEFORE THE OPTION OF CREDIT/NO CREDIT GRADES IS TAKEN.

There are certain restrictions about how and when the student may choose the Credit/No Credit system:
1. A maximum of four courses (including repeated courses) at Hunter College may be taken on a Credit/No Credit basis excluding remedial/developmental courses and any courses with mandatory CR/NC grading.
2. Credit/No Credit grades are not allowed for students on probation.
3. When a student chooses the Credit/No Credit option and earns a D as the final grade, the student may choose to receive either the D or a grade of No Credit.
4. If (as a result of a student's request) a Credit/No Credit is given where it is not an allowed grade according to existing regulations, it will be converted to a letter grade by the Registrar's Office, Room 217 Hunter North. Credit grades will be changed to C; No Credit grades will be changed to F. With approval of the Senate, departments may prohibit the use of Credit/No Credit grades in major courses, especially in those areas in which outside certification is required. Credit/No Credit grades are not permitted in education, nursing, pre‑engineering, premedical, health sciences, nutrition and food science and prelaw. All students should check with their departmental advisers for specific policies.

52   ~~The Credit/No Credit system may be elected by students up until the beginning of the final~~
53   ~~exam (or the due date for handing in the last term paper, if there is no final exam).~~ Credit/No
54   Credit   forms   are   available   on   the   Office   of   the   Registrar   web   page   at
55   http://www.hunter.cuny.edu/onestop. Full instructions are included on the form. Credit/No Credit is
56   an agreement between a student and the student's instructor or professor. When departmental policies
57   allow, request forms must be accepted by the instructor. Students requesting grading according to this
58   system must satisfy whatever attendance requirement has been set by the instructor, complete all the
59   assignments and take the final examination. It should be noted that the grade of No Credit shall be
60   used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU.
61   ~~or IN. A No Credit grade may not override the FIN grade.~~

64   **TO:**

66   **Credit/ No Credit Policy**

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69   equivalent of A, B or C and No Credit is the equivalent of D or F. Credit/No Credit grades are not
70   averaged into the GPA; course requirements are the same as in the traditional grading system.

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82   system:

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108 **The Credit/No Credit system may be elected by students up until the scheduled last day of**
109 **classes for that semester/session as published in the academic calendar for that**
110 **semester/session.** Credit/No Credit forms are available on the Office of the Registrar web page at
111 http://www.hunter.cuny.edu/onestop. Full instructions are included on the form. Credit/No Credit is
112 an agreement between a student and the student's instructor or professor. When departmental policies
113 allow, request forms must be accepted by the instructor. Students requesting grading according to this
114 system must satisfy whatever attendance requirement has been set by the instructor, complete all the
115 assignments and take the final examination. It should be noted that the grade of No Credit shall be
116 used only to replace the academic grades of D and F. It shall not be used to replace the grades of WU.

117
118 The questions was called and carried with 2 nays.
119
120 Motion does not carry by voice vote.
121
122 Clicker voting produced the following results: 29 in favor, 36 against, 18 abstentions.
123
124 Motion did not carry.
125
126 Motion to table until the next meeting carried by voice vote.
127
128
129 **Report by the** Professor DeGloma presented the report as follows.
130 **Administrative**
131 **Committee:** a) **Special Election for Vacant At-large Seats**
132 In accordance with Article IV, 2H i and ii of the Charter for a Governance of Hunter
133 College, the Administrative Committee is presenting the names of all nominees
134 received to date:
135
136 <u>Students</u>: Alexa Michel (Biology)
137 Milana Khaitova (Psychology and Biology)
138 Polina Safovich (Human Biology)
139
140 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
141 motion was approved by voice vote without dissent.
142
143 b) **Approved Curriculum Changes**
144 The following curriculum changes as listed in the attached Report dated 25 October 2017
145 have been approved as per Senate resolution and are submitted for the Senate's information:
146 Items: GR-1180 School of Social Work (Change in courses).
147
148 c) **Election of Ombuds Officer and Voting Procedures**
149 Professor DeGloma informed the Senate that only one candidate had been validated and had
150 submitted all required documentation.
151
152 The candidate, Professor Bill Williams (Mathematics & Statistics), presented a brief statement.
153
154 It was moved to forego the formal voting procedures. The motion carried and Professor Williams
155 was unanimously elected by voice vote without dissent.
156
157
158
159
160
161
162

d) **Election of Nominees for Search Committee for Vice President of Academic Affairs and Provost and Voting Procedures**

NOMINEES FOR CHAIR PANEL:
Prof. Sandra Clarkson, Mathematics and Statistics

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominee for Chair Panel. The motion was approved by voice vote without dissent.

NOMINEES FOR MEMBER PANEL:

FACULTY
1. Humanities & Arts:
> Prof. Sylvia Tomasch, English
> Prof. Omar Dahbour, Philosophy
> Prof. Michael Taormina, Romance Languages

2. Social Sciences:
> Prof. Deborah Tolman, Women and gender Studies
> Prof. Margaret Chin, Sociology
> Prof. Charles Tien, Political Science
> Prof. Jonathan Conning, Economics
> Prof. Laura Schor, History

3. Sciences & Mathematics
> Prof. Charles Drain, Chemistry
> Prof. Sean Ahearn, Geography
> Prof. Martin Bendersky, Mathematics & Statistics

4. School of Education:
> Prof. Sherryl Graves, Educational Foundations

5. School of Nursing, Health Professions, and Urban Public Health
> Prof. Judith Aponte, Nursing
> Prof. Khursheed Navder, Urban Public Health

6. School of Social Work/Library
> Prof. Lisa Finder, Library
> Prof. Philip Swan, Library
> Prof. Michael Lewis, School of Social Work

Tellers were appointed, and written ballots were distributed for the election of eight faculty members for the Member Panel. The count will be available at the next meeting, after paper ballots are received from Brookdale.

STUDENTS
> Michelle LaBarbera, Italian
> Mordechai Katz, MSW
> Cristina Zambrano, Chemistry
> Raima Zaman, Undeclared
> Alexa Wong, Chemistry
> Linda Yohannes, Bioilogy/Economics

It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees for Student Panel. The motion was approved by voice vote without dissent.

222   **Meeting of the Hunter College Senate**

223   **25 October 2017**

Committee on General Education:	**Chair Thomas DeGloma gave the report on behalf of Prof. Lawrence Kowerski, Chair of the Committee on General Education, and Prof. Wendy Hayden, Chair of the Committee of the Committee on Academic Assessment & Evaluation. Below is a summary of what he said:**

"We have mentioned several times before that we are working on institutional learning outcomes and a framework for assessing general education requirements at the college. We are trying to stick to a timeline for the Senate to consider and adopt certain measures related to those issues. The Institutional Learning Outcomes, which were circulated at our meeting on October 11 and were posted on our website, came out of a college-wide committee co-chaired by Prof. Manu Bhagavan. At the time, Prof. Bhagavan was Chair of the Committee on General Education. The Committee on General Education worked with faculty, staff, and students from around the college and held a series of open workshops where members of the college community discussed what makes the Hunter experience unique what our educational objectives are at the college, and the overall characteristics of the Hunter experience. The workshops were well attended and considered a success. Overtime, there was a wide array of input and these learning outcomes were drafted. At the November 8 meeting, the Senate will be asked to discuss the draft. At the November 29 meeting, the Senate will be asked to vote on the institutional learning outcomes.

Simultaneously, the Committee on General Education and Committee on Academic Assessment and Evaluation have been hard at work creating a framework for the assessment of our general education requirements at Hunter. According to our last Middle States evaluation, this is something we should be doing. We need to engage in activity that attempts to answer whether the goals of our core education at Hunter are being achieved. The Senate will also be asked to review this framework. This document was also circulated at the October 11 Senate meeting. We are still receiving input for this document and it is still changing. The document basically says that faculty who teach courses which are linked to the core requirement should be the people assessing the outcomes of that category. The process is faculty driven. For example, faculty teaching English composition will assess the outcomes in English composition and faculty with courses in Individual and Society will assess the outcomes in the Individual and Society category. Not only do they assess, the faculty design the measures, decide what will be assessed, what will be done with the gathered data, and what improvements need to be made. The framework also says that the Senate committees involved in drafting the framework along with the administration and the relevant deans' offices should be involved with following-up with faculty to make this happen. Finally, the framework says we should have a 5-year assessment timeline."

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

Ombuds Officer Report October 25, 2017

A comparison of the cases presented to the Hunter College Ombuds Office during the academic years 2012-2017 is given below.

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Students	68	62	63	48	51	52
Faculty	3	11	3	10	3	7
Parent/Relative	0	4	0	2	2	7
Administrator	0	1	0	0	0	1
Other	0	0	0	1	0	0
Totals	69	76	66	61	56	67

282 First notice that the parents appear to have come, gone, and come again – vigorously. There were
283 helicopter parents, snowplow parents, and now what? The current wave does not appear to have
284 been named yet, but I do suspect it is part the recent wave of hostility and personal expectations
285 in our society. Did you read about the mother who called a professor and asked him to go over
286 to the dorm, make sure her son was awake and walk him to his class? Or the mother who called
287 a professor and wanted to perform her daughter's required internship for her because her daughter
288 was currently very stressed?

290 Beginning in 2014, there have been noticeably fewer students in the Ombuds Office than prior
291 to that time. While the reason for this is not totally clear, I suspect it is a result of the (relatively
292 new) Behavioral Response Team (BRT), a function within Student Affairs. And, once again, I
293 wish to point out that Student Affairs plays a key role in the functioning of the Ombuds Office.
294 Students often tell me about their positive experiences there and that is excellent. And, I often
295 refer students to particular areas within Student Affairs.

297 Many student problems are related to financial aid matters. As financial aid procedures and
298 processes become more predictable and understandable, the number of students with these
299 problems may also be reduced.

301 Next, the number of faculty cases increased again. I speculated that a previous pop-up in faculty
302 cases was a result of stress caused by Hurricane Sandy. We have had two spikes since then. Now
303 I am more suspicious that, in our society today, we are all simply mad at each other.

305 In particular, the number of faculty cases of "mobbing" increased again this year. You will recall
306 that "mobbing" is simply group bullying. It seems that faculty are very good at it. The specific
307 reasons seem to be big egos, an individualistic ethic, and a tolerance for behaviors not accepted
308 elsewhere. This behavior should be a concern for all of us.

310 All in all, the numbers and types of cases from year to year seem to be similar and predictable.

313 Motion to limit the following debate to 30 minutes carried by voice vote without dissent.

315 **DACA** **Prof. Catherine Raissiguier, from the Women and Gender Studies Department, presented**
316 **Resolution:** **a renewed resolution.**

318 **RESOLUTION TO PROTECT AND SUPPORT DACA STUDENTS AT HUNTER**

320 WHEREAS On September 5, 2017 the Trump administration officially rescinded Deferred
321 Action for Childhood Arrivals (DACA): temporary protections for childhood arrival
322 immigrants, with a six month delay for current recipients, and

324 WHEREAS, according to the American Association of University Professors, 576,000 of
325 the approximately 800,000 individuals with DACA status are enrolled in college, and

327 WHEREAS there are hundreds of DACA students enrolled at Hunter College and thousands
328 across the CUNY system, and

330 WHEREAS the rescission of DACA threatens to significantly disrupt the education of these
331 students at Hunter and across the country, and

340   WHEREAS the rescission of DACA will adversely impact our college and university
341   community, and institutions of higher education across the country, while also disrupting
342   families, neighborhoods, communities, and workplaces across New York and across the
343   United States,
344
345   Therefore, be it resolved that the Hunter College Senate denounces the Trump
346   administration's decision to rescind DACA, and
347
348   Be it further resolved that the Hunter College Senate reiterates its commitment to protecting
349   and supporting students regardless of their immigration status as first stated in its
350   "Resolution to make CUNY a Sanctuary University and Hunter College a Sanctuary
351   Campus" approved on February 8, 2017, and
352
353   Be it finally resolved that the Hunter College Senate thanks the President, the
354   Administration, and the foundation for its support of DACA students and requests that the
355   Hunter College Administration develop a detailed plan (to be presented to the Senate) to
356   implement the above referenced Senate Resolution (especially items 3, 4 and 7) and
357   specifically, to the extent possible, to protect DACA students in light of new threats.
358
359   There was a motion to amend as follows:
360
361   "To protect DACA students ~~in light of new threats~~."
362
363   The question was called and carried.
364
365   The motion to approve the amendment carried by voice vote with one nay.
366
367   The question was called and carried.
368
369   Voting by clicker produced the following results: 70 in favor, 5 against, and 1 abstention.
370
371   The resolution was approved.
372
373
374   **New Business:**   **Prof. John Wallach shared a resolution that was passed by the Faculty Delegate Assemble**
375   **(FDA). The FDA resolution outlined several concerns with current practices at the college**
376   **regarding the position of Distinguished Lecturers and requested the Senate Administrative**
377   **Committee take action on these issues. A copy of the resolution can be requested from the**
378   **FDA.**
379
380
381   The meeting was adjourned at 5:19 PM.
382
383
384   Respectfully submitted,
385
386
387   Dana G. Reimer
388   Secretary

APPENDIX I

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

Faculty

Department	Name	(A)	Status	Department	Name	(A)	Status
AFPRL	Anthony Browne		A	Mathematics & Statistics	Sandra Clarkson		A
	Denis Milagros	(A)	X		Bill Williams		A
	Edgardo Melendez	(A)	E		Patrick Burke	(A)	E
Anthropology	Jackie Brown		A		Verna Segarra	(A)	A
	David Hodges	(A)	A	Medial Laboratory Sciences	Chad Euler		X
	William Parry	(A)	X		Robert Raffaniello	(A)	X
Art & Art History	Daniel Bozhkov		A		Muktar Mahajan	(A)	X
	Lynda Klich		E	Music	Jewel Thompson		A
	Susan Cole	(A)	A		Michele Cabrini	(A)	A
	Susan Crile	(A)	X			(A)	
Biological Sciences	Derrick Brazill		A	School of Nursing	Christine Ganzer		X
	Shirley Raps		A		Abigail Kotowski		A
	Paul Feinstein	(A)	X		Charles Reuter	(A)	A
	Maria Pereira	(A)	X	Philosophy	Omar Dahbour		A
Chemistry	Akira Kawamura		A		Frank Kirkland	(A)	A
	Gabriela Smeureanu	(A)	A		Christa Acampora	(A)	A
	Nancy Greenbaum	(A)	X	Physics & Astronomy			
Classical & Oriental Studies	David Petrain		A			(A)	
	Dai Fang	(A)	A			(A)	
	Shawna Leigh	(A)	E	Political Science	John Wallach		A
Computer Science	Lei Xie		E		Jill Schwedler	(A)	X
		(A)			Michael Lee	(A)	X
		(A)		Psychology	Roseann Flores		X
Curriculum & Teaching	Jason Writz		X		Jonathan Rendina		E
	Karen Koellner		A		Peter Moller	(A)	A
		(A)			Chris Braun	(A)	A
Dance	Maura Donohue		A	Physical Therapy			
	Carol Walker	(A)	X			(A)	
		(A)				(A)	
Economics	Avi Liveson		X	Romance Languages	Monica Schinaider		A
	Tim Goodspeed		X		Julie Van Peteghem	(A)	A
	John Li	(A)	X			(A)	
		(A)		School of Social Work	Carolyn Gelman		X
Educational Foundations & Counseli	Veronica Muller		A		Michael Lewis		A
	Alexander Fietzer	(A)	A			(A)	
		(A)				(A)	
	Leigh Jones		X	Sociology	Mark Halling		A
English	Sarah Chinn		X			(A)	
	Steven Wetta		X		Michaela Soyer	(A)	X
		(A)		Special Education	Elizabeth Klein		A
	Larry Shore	(A)	A		Jennifer Klein		E
Film & Media Studies					Elissa Brown	(A)	A
	Sissel McCarthy	(A)	A	Speech-Language Pathology and Audiology	Donald Vogel	(A)	A
	Isabel Pinedo	(A)	X		Michelle MacRoy-Higgins		A
Geography	Ines Miyares		E		Carol Silverman	(A)	X
	Shipeng Sun	(A)	A	Theatre			
		(A)			Jonathan Kalb		A
German	Elke Nicolai		A		Claudia Orenstein	(A)	A
	Eckhard Kuhn-Osius	(A)	A	Urban Policy and Planning	Victoria Johnson		X
	Ane Zmmeman	(A)	A		William Milczarski	(A)	A
History	Rick Belsky		A			(A)	
	Iryna Vushko	(A)	X	School of Urban Public Health	Phil Alcabes		A
	Jill Rosenthal		A		Steven Trasino	(A)	X
Library	Sarah Ward		A		Khursheed Navder	(A)	A
	Adina Milliken		X	Women & Gender Studies	Jennifer Gaboury		A
	Mee' Len Hom	(A)	A		Catherine Raissiguier	(A)	A
	Danise Hoover	(A)	A		Rupal Oza	(A)	X

Students			At-Large, Lecturers and Part-Time Faculty		
Mila Adelman	A		Student Services	Brian Maasjo	A
Maria Pia Sifuentes	X			Shannon Salinas (A)	X
Richard Lu	A		Library	Jocelyn Berger-Barera	A
Alexa Michel	X		Geography	Dana Reimer	A
Sandra-May Flowers	A		English	Meghann Williams	A
Milana Khaitova	X		Library	Ajatshatru Pathak	A
Polina Safovich	A		Medicial Lab Science	Hongxing Li	A
Sara Shanaj	X		Philosophy	Ian Blecher	X
Kendra Cornelis	X		Sociology	Thomas DeGloma	A
Noam Sohn	A		Urban Affairs & Planning	Elaine Walsh	A
Alfie Corteza	A		Urban Affairs & Planning	Laxmi Ramasubramanian	X
Lucien Formichella	X		History	Bernadette McCauley	A
Fatmata Barrie	X		THHP	Sarah Jeninsky	A
Alyssa Lombardi	E				
Shannon O'Rourke	X				
Asheley Siewnarine	X				
Demi Moore	A		**Ex-Officio**		
Daria Larine	X		President, USG		X
Saim Siddiqui	X		Vice President, Graduate Student Association		A
Linda Yohannes	E		President Alumni Association	Kim Haffner	A
Anam Khalid	X		President, HEO Forum	Terry Wansart	A
Nicolas Fuchs	X		President, CLT Council	Amy Jeu	X
Nibras Karim	X				
Jessica Flaherty	A				
Jasmine Azeharie	X		**ADMINISTRATION**		
Nouhaila Terrab	X		Senators:		
Christoper Cantor	A		HEO/CLA Representative	Brian Buckwald	A
Ilya Geller	X		Vice President for Student Affairs	Eija Ayravainen	A
Maneka Phiri	E		Vice President for Administration	Robert Pignatello	A
Dine Butler	A		Provost, Acting	Lon Kaufman	A
Michael Galka-Giaquinto	A		Dean, School of Arts & Sciences	Andrew Polsky	A
Hieu Dang	X		Alternate Senators (3):		
Cara Fitzgerald	X		Dean of Education	Michael Middleton	A
Melanie Lozier	X		Special Counsel to the President & Dean of Fa Laura Hertzog		E
Bran May	X		School of Nursing	Gail McCain	A
Sarah Lamsifer	X				
Sarah Mathew	X				
Leonid Prog	X				
Edward Friedman	A				
Soumya Misra	X				
Stephon Odom	A				
Jennifer Ulloa	X				
Jacqueline Rozado	X				
Rani Allan	X				

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25 October 2017

APPENDIX II

REPORT BY THE UNDERGRADUATE ACADMEIC REQUIREMENTS COMMITTEE

    I.   **Credit by Exam**

Be it resolved that the Classical and Oriental Studies Department be allowed to grant credit for the Jerusalem Examination as follows:

- Combined score of 150-159: Hunter equivalent HEBR 202
- Combined score of 160 or higher: Hunter equivalent HEBR 202 & 310

Students scoring 150 or higher have demonstrated the equivalent of successful completion of HEBR 202. It is strongly recommended that such students be exempted from the language requirement.

Rationale:

The committee reviewed the number of credits based on advance placement exams offered by other departments at Hunter and found sufficient variability that it felt the request by the Classical and Oriental Studies Department was in line with the practice of other departments.

The Catalog specifies exams, including Advanced Placement language-and-literature exams, for which students may earn credit. Because there is no Hebrew AP exam, numerous colleges instead offer credit for the Jerusalem Examination. The proposed policy is the same as the one that is currently in place at Brooklyn College. The proposed policy also reflects current Hunter practice in foreign languages in granting additional credits for AP foreign language literature courses."

    II.   **Clarification of WU grade**

Be it resolved that the WU grade be revised as follows:

A grade of WU indicates that the student has attended a minimum of one (1) class but has failed to demonstrate active participation in the course throughout the period following the official W deadline for that academic semester/session as indicated in the academic calendar. Active participation is established by accomplishing any one of the following: attendance at a class, submission of an assignment, taking of an exam or having any direct written communication with the instructor.

Be it further resolved that the INC grade be revised to include the following statement:

    Student must have consulted with the instructor before the scheduled final exam. A contract must have been completed between the instructor and student.

These statements are to be added to the catalog effective immediately.

The Committee also recommended that the Senate consider inserting a statement in all syllabi regarding WU grades."

FROM:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

Note: Hunter College implemented plus/minus grading in spring 1996 for undergraduate courses and in fall 1996 for graduate courses. We modified the undergraduate course GPA values and eliminated the grades "C–" and "D+" in spring 2000. These charts have also been updated to include the "WN" grade effective fall 2008.

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

Quality Points	Grade Definition	(GPA Index)
A+	97.5 – 100%	4.0
A	92.5 – 97.4%	4.0
A–	90.0 – 92.4%	3.7
B+	87.5 – 89.9%	3.3
B	82.5 – 87.4%	3.0
B–	80.0 – 82.4%	2.7
C+	77.5 – 79.9%	2.3
C	70.0 – 77.4%	2.0
D	60.0 – 69.9%	1.0
F	0.0 – 59.9%	0.0

CR	Credit earned (equivalent to A, B, C)	–
NC	No credit granted (equivalent to D or F)	–
W	Official withdrawal (cannot be assigned by instructor)	–
WU	Unofficial withdrawal (assigned by instructor) (counts a F)	0.0
		–
INC	Term's work incomplete. This may include absence from final examination.	–
FIN	F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester.	0.0
#F, #FIN, #WU	failing grade course repeated (No longer used effective spring 2013)	
WN	Never attended. (equivalent to an F grade for fall 2008, spring 2009 and summer 2009 ONLY)	
*WN	Unofficial withdrawal (Student never attended) – Not counted towards GPA (No longer used effective spring 2013)	
Y	Year's course of study – must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade.	–
AUD	Auditor – No Credit (Undergraduate students only)	–
Z	No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. see the instructor or department chair for a change of grade	–
&	(preceding a letter grade): authorized course was repeated	
*	(preceding a letter grade): unauthorized course was repeated (No longer used effective spring 2013)	–
WA	Administrative withdrawal – Proof of immunization not provided	–
WD	Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session)	
AB	Absent from final exam, discontinued fall 1988	

TO:

Grading Definition

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F).

Note: Hunter College implemented plus/minus grading in spring 1996 for undergraduate courses and in fall 1996 for graduate courses. We modified the undergraduate course GPA values and eliminated the grades "C–" and "D+" in spring 2000. These charts have also been updated to include the "WN" grade effective fall 2008.

Retention Standards The Board of Trustees has mandated uniform student retention standards for all the colleges that are part of the City University system. Under these standards, decisions about whether or not students may continue in a CUNY college are made on the basis of the grade point average (GPA). In order to make these decisions, course grades are assigned quality points (which count toward the GPA), as shown in the following table:

Quality Points	Grade Definition	(GPA Index)
A+	97.5 – 100%	4.0
A	92.5 – 97.4%	4.0
A–	90.0 – 92.4%	3.7
B+	87.5 – 89.9%	3.3
B	82.5 – 87.4%	3.0
B–	80.0 – 82.4%	2.7
C+	77.5 – 79.9%	2.3
C	70.0 – 77.4%	2.0
D	60.0 – 69.9%	1.0
F	0.0 – 59.9%	0.0

CR	Credit earned (equivalent to A, B, C)	–
NC	No credit granted (equivalent to D or F)	–
W	Official withdrawal (cannot be assigned by instructor)	–
WU	Unofficial withdrawal (assigned by instructor) (counts a F) <u>(A grade of WU indicates that the student has attended a minimum of one (1) class but has failed to demonstrate active participation in the course throughout the period following the official W deadline for that academic semester/session as indicated in the academic calendar. Active participation is established by accomplishing any one of the following: attendance at a class, submission of an assignment, taking of an exam or having any direct written communication with the instructor.)</u>	0.0
		–
INC	Term's work incomplete. This may include absence from final examination. <u>(Student must have consulted with the instructor before the scheduled final exam. A contract must have been completed between the instructor and student.)</u>	– –
FIN	F from incomplete; an administrative grade used when INC reverts to F; this occurs if grade is not made up by the end of the following semester.	0.0
#F, #FIN, #WU	failing grade course repeated (No longer used effective spring 2013)	
WN	Never attended. (equivalent to an F grade for fall 2008, spring 2009 and summer 2009 ONLY)	
*WN	Unofficial withdrawal (Student never attended) – Not counted towards GPA (No longer used effective spring 2013)	
Y	Year's course of study – must complete entire year of study. Students cannot graduate with a Y grade on record. See the instructor for department chair for a change of grade.	–
AUD	Auditor – No Credit (Undergraduate students <u>only</u>)	–
Z	No grade submitted by instructor (an administrative grade which cannot be assigned by the instructor). Students cannot graduate with a Z grade on record. see the instructor or department chair for a change of grade	–
&	(preceding a letter grade): authorized course was repeated	

*	(preceding a letter grade): unauthorized course was repeated (No longer used effective spring 2013)	–
WA	Administrative withdrawal – Proof of immunization not provided	–
WD	Withdraw Drop (Dropped after Financial Aid Certification date during the second or third week of classes. Indicates that student has attended at least one class session)	
AB	Absent from final exam, discontinued fall 1988	

Rationale:
The change is an attempt to clarify the WU grade. The change to the INC is to further differentiate between the INC and the WU.