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Two undergraduate programs are offered at Roosevelt House.

Human Rights Program

Public Policy Program
Introduction

Introduction: About Hunter College

Hunter College is part of The City University of New York (CUNY), the nation’s largest urban university. CUNY comprises 11 senior colleges, seven community colleges, a graduate school, a school of professional studies, a school of journalism, a school of public health and health policy, an honors college, and a law school.

Known for its rich and academically rigorous environment, Hunter College takes pride in a curriculum as diverse and wide-ranging as its community. Hunter faculty and students come from virtually every nation and culture in the world, enriching the Hunter community and the city with their myriad perspectives and experiences. The college seeks to help its students broaden their outlook on the world, achieve success in their chosen professions, and fulfill their personal, academic, and civic potential.

Originally called The Normal College, the school was founded in 1870 by Thomas Hunter to educate young women who wished to be teachers. Today Hunter is a coeducational, fully accredited college with a large, distinguished faculty in the liberal arts and sciences and in its professional schools. Hunter offers both undergraduate and graduate degrees and enrolls close to 23,000 students, making it the largest senior college in CUNY.

The college consists of six schools: the School of Arts and Sciences, the School of Education, the Hunter-Bellevue School of Nursing, the School of Urban Public Health, the School of Health Professions, and the Silberman School of Social Work. The schools offer more than 55 undergraduate programs, which lead to the degrees of bachelor of arts, bachelor of science, bachelor of fine arts, bachelor of music, and a bachelor of social work as well as 14 dual bachelor’s/master’s programs and scores of graduate programs. Each program of study provides students with skills to attain competence in a specialized field and a foundation of general knowledge. The fields of concentration may be chosen from the general areas of the fine arts, the humanities, the language arts, the sciences, the social sciences, and the applied arts and sciences, as well as in professional areas in accounting, education, health sciences, and nursing. A post-baccalaureate program in health careers preparation is available for students interested in taking coursework required for admission to schools of medicine, dentistry, nursing, veterinary science, etc.

Graduate students may matriculate in any one of over 70 master’s degree programs in the School of Arts and Sciences, the School of Education, the School of Urban Public Health, the School of Health Professions, the Hunter-Bellevue School of Nursing, and the Silberman School of Social Work. In addition, the graduate programs in teacher education and nursing include courses leading to post master’s certificates in several different areas. Details of the graduate programs are available in the graduate catalog at the Hunter College Welcome Center (Room 100 North Building), in the offices of the deans of each area, in the Cooperman Library, and on the Web at www.hunter.cuny.edu.

The Hunter College Campus Schools are devoted to the education of gifted students who reside in New York City. Opportunities are provided for students to engage in critical thinking and creative endeavors in an atmosphere of intellectual inquiry. Educational research and teacher education projects are features of collaboration with the School of Education at Hunter College. The elementary school (K to Grade 6) and the high school (Grades 7-12) model different educational strategies and serve as demonstration schools for students and teachers. For additional information, contact Lisa Siegman, Acting Director, at (212) 860-1291 or by e-mail at lsiegman@hccs.hunter.cuny.edu.

Manhattan Hunter Science High School is a science-focused early college high school funded in part by the Gates Foundation. It is a joint venture of Hunter and the New York City Department of Education. Students take college courses at Hunter during their junior and senior years. Many will pursue baccalaureate studies at Hunter and other City University colleges.
Accreditation

Hunter College is fully accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104-2680; phone: 267-284-5000. Hunter is approved as a degree-granting institution by the Trustees of the City University of New York and the Regents of New York State.

Academic programs with national accreditation or certification include the following:

- School of Arts and Sciences programs in Biochemistry and Urban Planning are accredited by the American Society for Biochemistry and Molecular Biology and the Planning Accreditation Board, respectively.

- School of Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Counsel on Rehabilitation Education (CORE), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- The baccalaureate degree in nursing programs, the master’s degree in nursing programs, and the Doctor of Nursing Practice program at Hunter College, CUNY, are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

- Silberman School of Social Work programs are accredited by the Council on Social Work Education.

- Health Professions programs are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association; the American Physical Therapy Association.

- School of Urban Public Health programs in nutrition are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND).

Institutional memberships

- Association of American Colleges & Universities (AAC&U)
- American Council on Education (ACE)
- American Association of State Colleges and Universities (AASCU)

Hunter College of The City University of New York
695 Park Avenue
New York, NY 10065
(212) 772-4000
http://www.hunter.cuny.edu/

Mission Statement

Hunter College of the City University of New York, a distinguished public university, values learning in the liberal arts and sciences as a cornerstone of individual development and a vital foundation for a more just and inclusive society. Continuing our long tradition of expanding opportunity, we welcome students from all backgrounds to engage in a rigorous educational experience that prepares them to become leaders and innovators in their communities and in the world. Hunter also contributes to intellectual discourse by supporting excellent scholarship and creative activity by its accomplished faculty.
Hunter undergrauate, graduate, and professional curricula challenge students to think critically – to approach problems from multiple perspectives, distinguish the questions each raises, and recognize the kinds of evidence each values. The college’s academic programs stress the significance of human diversity, emphasize research and artistic creation, and invite students to extend their education beyond campus. We cultivate the qualities our graduates need to thrive in their chosen careers and make a difference as active citizens.

We embrace our setting at the heart of New York City – we seek to draw on its energy, capitalize on its remarkable resources, weave it into the fabric of our teaching, research, and creative expression, and give back to it through our service and citizenship.

Statement of Institutional Learning Outcomes

We expect Hunter graduates to look outward and through ethical leadership to make a difference in their communities and in the world. A Hunter College education promotes personal development and self-awareness; it also fosters life-long learning and equips each student with the habits of mind, character, and confidence to embody our motto: The Care of the Future is Mine. Through engagement with the institution, both in and out of the classroom, Hunter College graduates are expected to develop the following knowledge, skills, and values:

**Acquire Broad and Specialized Knowledge**

Hunter graduates will have the breadth of knowledge to make a positive difference in a complex, diverse, and changing world.

**Research and Communicate Effectively**

Hunter graduates will communicate with clarity, coherence, and purpose. They will access information and integrate a variety of sources to frame original arguments.

**Think Critically and Creatively**

As critical thinkers, Hunter graduates will evaluate different types and sources of claims using appropriate evidence, and as creative thinkers, they will use novel ideas to better understand and shape the world around them.

**Practice Civic Engagement and Social Responsibility**

As active, informed citizens, Hunter graduates will be engaged with their communities and prepared to have an impact on the world.

**Value Pluralism and Diversity and Demonstrate Global Awareness**

With a cross-cultural education, Hunter graduates will understand diverse intellectual traditions and develop a sense of belonging to a large and diverse community.

**Computing and Technology Competencies**

Hunter College students will be able to use technological tools to undertake academic research, engage in creative activity, and/or manage data as is appropriate for their major course(s) of study.

College Governance
Hunter College

College Governance

Hunter College has several governing assemblies, most of which provide for student participation.

The Hunter College Senate

Room 1018 Hunter East

The Hunter College Senate, chartered in 1970, is the principal governance body of the college and the only such body that holds a Governance Charter with the CUNY Board of Trustees. The Senate has authority to determine college policy in matters related to:

1. Curriculum
2. Academic requirements and standards
3. Instruction and the evaluation of teaching
4. College development, including master plan
5. Computing and technology

Representatives of the faculty, student body and administration constitute the voting membership of the Senate and serve for a term of two years. The elected officers of the Senate include the chairperson, vice-chairperson, secretary and the chairperson of the Evening Council, who constitute the Senate Administrative Committee. There are 18 standing committees and a varying number of special and ad-hoc committees. These committees accomplish much of the work of the Senate. Reports and Resolutions from these committees are discussed and voted on at Senate meetings. Membership on committees is representative and open to all faculty and students by election of the full Senate from a slate recommended by the Nominating Committee and by member nominations from the Senate floor.

Regular meetings of the Senate are planned for two hours and are held twice a month. Additional monthly meetings may be called as needed.

Election of faculty and student membership to the Senate occurs during the spring semester.

Faculty members and students are encouraged to become involved in the meetings of the Hunter College Senate and its committees.

Further information may be obtained by visiting the Senate Office.

The Faculty Delegate Assembly

Room 1414 Hunter East

All Hunter faculty, full and part-time, are members of the Faculty Delegate Assembly, which serves to address faculty concerns regarding teaching, research, and the quality of professional life at Hunter and CUNY. We provide a forum for free and open consideration of significant issues at monthly general meetings. Each academic department in the college elects two members to attend these events, which are also open to all other members and usually include invited speakers from both inside and outside of the college. The FDA also hosts a coffee service in the faculty lounge at the 68th Street campus on most afternoons, organizes social events each semester, publishes a newsletter, The Faculty Voice, and is responsible for periodic updates of the Faculty Handbook.

The Student Governments
These elected student groups have an essential role in the life of the college by allocating the Student Activity Fee, as well as facilitating the chartering of student organizations. All of the elected officers serve as student representatives on campus-wide committees concerning matters of college policy. A few are Senators in the Hunter College Senate, while others are elected to serve as delegates and alternates at the University Student Senate (USS) meetings.

The objective of these student officers is to lead by example in fostering diversity and supporting the exchange of peaceful dialogue among the varied constituents on Hunter’s many campuses.

Hunter College Ombudsman

Room 1016 Hunter East

The ombudsman is empowered by the Hunter College Governance Charter to investigate complaints and grievances by any member of the college community (student, faculty, staff, or administration) about a problem or condition in the college. When requested and where possible, the anonymity of a complainant will be protected and names will not be used in any reports the ombudsman may make.

When someone feels unfairly treated or unjustly disadvantaged, the ombudsman can advise the person of the available appeals procedures, recommend corrective action to be taken by the appropriate college officers, or recommend changes in college procedures or regulations that would eliminate such injustices in the future.

The ombudsman may be reached at ombuds@hunter.cuny.edu or at (212) 772-4203.

Faculty Personnel and Budget Committee (FP&B)

Composed of the president, the provost and the chairs of departments, FP&B is concerned with appointment, reappointment, promotion and other faculty personnel matters.

Departmental Committees

Each department has bylaws approved by the Senate. These bylaws provide for a number of committees, most of which are open to student members. Further information is available in the appropriate departmental office.

College Name

The official name of the college, which must be used in correspondence and on application forms for employment, admission to graduate school and transfer to other institutions, is “Hunter College of The City University of New York.” Merely referring to “The City University of New York” or “CUNY” will result in the correspondence or application being sent to the Board of Trustees, thereby causing delay in processing.
Administration

- **President:** Jennifer J. Raab, JD
- **Provost and Vice President for Academic Affairs:** Lon S. Kaufman, PhD
- **Vice President for Student Affairs and Dean of Students:** Eija Ayravainen, MA
- **Vice President for Administration (Acting):** Lori Mazor, March, EMBA
- **Vice President for Finance and Budgeting (Acting):** Livia Cangemi, BS, CPA
- **Associate Provost and Assistant Vice President for Academic Affairs:** James Llana, PhD
- **Associate Provost for Faculty Affairs:** Jennifer Tuten, PhD
- **Ruth and Harold Newman Dean of the School of Arts and Sciences:** Andrew Polsky, PhD
- **Klara and Larry Silverstein Dean of the School of Education:** Michael J. Middleton, PhD
- **Dean of the Silberman School of Social Work:** Mary M. Cavanaugh, PhD
- **Joan Grabe Dean of the Hunter-Bellevue School of Nursing and Dean of the School of Health Professions:** Gail McCain, PhD, RN
- **Dean for Diversity and Compliance:** John Rose, JD
- **General Counsel and Dean of Faculty:** Carol Robles-Román, JD

Office of the Provost

About the Office of the Provost

Dr. Lon S. Kaufman is the Acting Provost and Vice President for Academic Affairs at Hunter College.

As the Chief Academic Officer, the Provost works with the President and Deans to oversee academic policies and activities. The Associate Provosts, together with the Provost's administrative and operations staff, support the Provost in carrying out these responsibilities. The Office of the Provost oversees each of the college’s academic units, together with major areas of institutional, academic and sponsored programs planning, assessment and support. Under the Provost are the two Roosevelt House academic Programs of Human Rights and Public Policy, and the SEEK Program (Search for Education, Elevation and Knowledge). Other areas under the Provost’s leadership can be seen on the Hunter College website: [http://www.hunter.cuny.edu/provost](http://www.hunter.cuny.edu/provost)

City University of New York Administration

Board of Trustees

- William C. Thompson, Jr., Chairperson
Hunter College

- Barry F. Schwartz, Vice-Chairperson
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- Una S. T-Clarke
- Lorraine A. Cortés-Vázquez
- Fernando Ferrer
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- Ken Sunshine
- Sandra Wilkin
- Timothy G. Hunter, ex officio student
- Martin J. Burke, ex officio faculty

- Chancellor Félix V. Matos Rodríguez
- Executive Vice Chancellor and University Provost José Luis Cruz
- Executive Vice Chancellor and Chief Operating Officer Hector Batista
- General Counsel & Sr. Vice Chancellor for Legal Affairs Derek Davis
- Senior Vice Chancellor for Institutional Affairs and Strategic Advancement and Special Counsel Glenda Grace
- Senior Vice-Chancellor and Chief Financial Officer Matthew Sapienza
- Vice-Chancellor and University Chief Information Officer Brian Cohen
- Senior Vice Chancellor for Labor Relations Pamela S. Silverblatt
- Vice-Chancellor for Communications and Marketing Maite Junco
- Vice-Chancellor of Human Resources Management Doriane K. Gloria
- Interim Vice Chancellor for University Advancement Andrea Shapiro Davis
- Senior Advisor to the Chancellor and Secretary of the Board Gayle Horowitz

Administration of Hunter College
Requirements for Admission

General Admission Criteria

Freshman Admission

Hunter College encourages students to apply who have demonstrated academic success with the potential to grow and contribute to the Hunter community. In addition to your completed Admission Application, the admission review process includes consideration of the following:

- High school/secondary school transcript/diploma or equivalent
- Overall Grade Point Average (GPA) and success in individual subjects
- Curriculum rigor
- College essay
- Letters of recommendation (optional)
- Evidence of demonstrated leadership and intellectual curiosity

*Hunter College will not utilize the SAT or ACT for the purpose of admission review for the Fall 2022 and Spring 2023 semesters.

Additional Requirements for Students Educated Outside of the U.S.

- Official English translation of foreign records
- TOEFL, IELTS, PTE or Duolingo Test Scores

Transfer Admission
Hunter College encourages students to apply who have demonstrated academic success with the potential to grow and contribute to the Hunter community. In addition to your completed Admission Application, the admission review process includes consideration of the following:

- All college, university, and/or postsecondary school transcripts
- Supplemental application (for Selective Programs, if applicable)

Official transcripts must be supplied for every college, university or proprietary school you attended, including institutions outside of the U.S. Applicants do not have the discretion of omitting any part of their educational history. Omission of any postsecondary institution you have attended may result in a five-year bar from Hunter College and the City University of New York (CUNY).

**Additional Requirements for Students with Less than 24 College Credits**

- Applicants who have not obtained 24 or more college credits in an accredited U.S. college or university must submit their high school or secondary school transcript/diploma or statement of marks to be considered for admission.

**Additional Requirements for Students Educated Outside of the U.S.**

- Official English translations of foreign records
- TOEFL, IELTS, PTE or Duolingo Test Scores

*Applicants who have not obtained 24 or more college credits in an accredited U.S. college or university, must submit secondary school records in addition to postsecondary/university academic records to be considered for admission.

**Academic Preparation**

The best preparation for success at Hunter College is a full program of college-preparatory courses. The college recommends four years of English, four years of social studies, three years of mathematics, two years of foreign language, two years of laboratory science and one year of performing or visual arts.

In addition to providing a strong foundation for college-level coursework, the program recommended above fulfills the 16 units of high school work in academic courses required for admission to a CUNY senior college. High school students should check with guidance counselors to determine which courses are considered to be academically within the English, mathematics, science, social science, foreign language and fine and performing arts curricula.

Freshman admission to Hunter College is competitive. Applicants are considered for admission on the basis of the overall strength of their academic preparation, which includes SAT/ACT scores, high school academic average, the number of academic subjects and the distribution of those courses. A diploma from an accredited high school, an equivalency diploma or a United States Armed Forces diploma is also required for entrance to the college. Neither a high school certificate nor an IEP diploma is acceptable. For more information on how to prepare to apply to Hunter College, visit freshman admissions information.

**Advanced Placement and College-Level Courses Taken while in High School**

A maximum of 30 transfer credits can be awarded to students in a freshmen status through the following programs; College Entrance Examination Board Advanced Placement (AP), College-level Examination Program (CLEP), International Baccalaureate (IB) Exam and any college-level courses. Certain academic departments may have restrictions on the award of credits by examination. Check with the department.
Advanced Placement (AP)

Students need to score at least a 3 on the AP exam to earn credit and/or exemptions from requirements (some exams may require a 5). For more information on how Hunter evaluates AP exams for credit see our Advanced Placement (AP) Examination Course Equivalencies sheet.

International Baccalaureate (IB)

In accordance with CUNY policy, students have two ways to earn credit from an International Baccalaureate (IB) program:

- **30+ POINTS WITH AN IB DIPLOMA:** Students who have completed an IB Diploma with 30 points or higher may be awarded 30 credits (7 credits for each HL exam and 3 credits for each SL exam). See the International Baccalaureate Policy for more detailed information.

- **24-29 POINTS:** Students with 24-29 points may be awarded credits for HL (Higher Level) IB exams with a grade of “5” or better in accordance with the equivalencies in our International Baccalaureate Policy. SL (Standard Level) courses are not transferable with 29 points or less. An official IB transcript and diploma (if applicable) are required for credit review.

College Courses Taken While in High School

Students who have completed college-level coursework offered by an accredited college while in high school may receive credit for courses in which grades of C or better are earned (Grade of D or better if taken in the CUNY College Now Program). Students admitted prior to fall 2019 may only receive non-CUNY college credit for courses (with a grade of “C” or better) that were not used toward their high school graduation requirements.

An official college transcript(s) is required in order to be evaluated for college credit at Hunter.

Special Admissions Programs and Categories for Freshmen

CUNY Macaulay Honors College at Hunter College

The Macaulay Honors College at Hunter College attracts students with outstanding academic records who seek intellectual challenges in a supportive environment. Using the undergraduate online application available through the CUNY Web site (www.cuny.edu/apply), students select the Macaulay Honors College and then indicate Hunter College as their desired campus.

A student must enter the Macaulay Honors College as a first semester freshman and may seek admission for the following fall. The application deadline is December 1. For more information on the Macaulay Honors College, see Special Academic Programs of this catalog or inquire at the Macaulay Honors College Office, Room 630A Hunter East, (212) 650-3556.

ESL (English as a Second Language) Designation

Students whose secondary school education includes at least one year in a high school where a language other than English is the primary language of instruction are designated as ESL students. ESL students who are admitted to Hunter may be permitted to register even if they received failing scores (within a certain range) on the CUNY skills
assessment tests in reading and/or writing. (A passing score on the CUNY Math Assessment Test (CMAT) is required for ESL designation.

These students are tested for placement in appropriate developmental courses and receive special advisement regarding program planning. ESL students may take developmental English courses for two semesters and are permitted to enroll at Hunter for an additional two semesters before being required to pass the skills test. Additional information about placement and program planning for ESL students is available via the ESL Programs website: http://www.hunter.cuny.edu/english/esl-programs/about

**SEEK Program (Search for Education, Elevation and Knowledge)**

**About the SEEK Program (Search for Education, Elevation and Knowledge)**

SEEK is a higher education opportunity program at the senior (four-year) CUNY colleges. It was established to provide comprehensive academic support to assist capable students who otherwise might not be able to attend college due to their educational and financial circumstances. The Hunter College SEEK Program is located administratively under the Office of the Provost. Through collaborative efforts and shared resources, SEEK participants receive comprehensive support and guidance from orientation to graduation. They acclimate to the campus’ culture of engagement; learn how to navigate the College; increase their self and cultural awareness; utilize available campus resources and support services; and develop the study, problem-solving and critical thinking skills necessary to persist through college to graduation and beyond. The SEEK Program services include: four-week summer program (for incoming freshmen), Orientation for Success course, counseling (academic, career, personal and financial), tutoring (individual and group), educational workshops, need-based financial aid, peer mentoring program, and Chi Alpha Epsilon Honor Society (for eligible participants).

**Admission to the SEEK Program**

Freshman applicants are considered for admission to the SEEK program on the basis of the overall strength of their academic preparation, which includes SAT/ACT scores, high school academic average, the number of academic subjects and the distribution of those courses. Potential SEEK applicants are generally considered for admission with an academic profile that fall slightly below the general admission averages and demonstrate considerable financial need.

Transfer applicants are considered for the SEEK program if they meet the general admission criteria for all transfers and have been an active member of a SEEK, College Discovery or other Education Opportunity Program (EOP) at an accredited college. Transfer must submit proof of participation the program at the sending college to the Hunter College SEEK Office.

For additional information about SEEK, please call (212) 772-5725 or visit the program's website. See the Financial Aid sections of this catalog for additional information about financial eligibility for the SEEK Program.

**Honors Scholar Programs**

140 North Building  
(212) 396-6888  
scholarprograms@hunter.cuny.edu  
http://www.hunter.cuny.edu/scholars

Hunter College provides scholarships, support, and enrichment activities through academically themed cohort programs for incoming freshmen who demonstrate high academic achievement and potential. Programs offer 4-
Hunter College

year renewable scholarships, dedicated advisors and faculty and/or peer mentors, priority registration, priority access to residential housing, and an enriching academic experience through first-year seminar, common readings, and special co-curricular programming. There are six cohort programs:

Cohort Programs

Muse             Visual and Performing Arts
Yalow            Scientific Research and Medicine
Roosevelt      Civic Issues and Public Policy
Nursing          Leadership in the Field of Nursing
Athena           Philosophy and the Liberal Arts
Daedalus       Computer Science

The Office of Scholar Programs also houses Jenny Hunter and Janovic Scholars.

Early College Initiative High Schools

Starting for the fall 2019 semester, students applying from any of the 19 designated early college initiative high schools will follow the policies below when applying to a CUNY school:

All applicants, regardless of how many college credits attempted or earned while in high school, will apply to CUNY as freshman applicants.

As part of the admission review process, ECI/BHSEC applicants will be evaluated with both the freshman and transfer admission criteria. This practice will maximize their opportunity for admission by ensuring all of their college credits and college GPA factor into their review.

Transfer credits awarded to students upon matriculation will not affect their freshman status at the school for the purposes of advising, orientation, financial aid options, and available student services.

As freshman applicants, ECI students can apply to all honors programs and special programs that would be available to all freshman applicants, including but not limited to the Macaulay Honors College, Sophie Davis, and SEEK/College Discovery programs. AA or AS holders who accept the offer of admission for the Hunter College Macaulay Honors Program or any of the Honors Scholar Cohorts programs can only receive a maximum of 30 credits and must forfeit the additional credits earned from the Associate degree.

Applicants from the BHSEC schools will be required to submit official Bard college transcripts, since they are not part of the CUNY ECI Network.

Applicants from the ECI schools will not need to submit official college transcripts as their CUNY credits are available within CUNYfirst.

Transfer Credit Policy

Admission of Transfer Students and Transfer Credits

Students who, after graduation from high school, attended a regionally accredited college or university must file a CUNY Transfer (Advanced Standing) application. All previous college work of an applicant is taken into consideration in admission decisions. In a separate process, all coursework determined to be suitable by Hunter College academic departments will be awarded transfer course credit. All previous courses (including courses taken at Hunter with a non-degree student status) count in the calculation of the cumulative grade point average (GPA) for admission, even though some of these courses may not be awarded transfer credit.
Transcripts from all previously attended colleges must be submitted. Transcripts for courses that were in progress at the time of the application to CUNY must be submitted as soon as grades for such courses are available. Failure to supply the required documentation at the time of application to the College may result in the denial of transfer credit and, in case of fraudulent application, possible disciplinary action (up to a five-year expulsion from Hunter College and CUNY).

**Transfer Student Admission**

Transfer applicants are considered for admission with advanced standing if they have a cumulative 2.5 grade point average or better in all previous college work. Note that admission to some majors at Hunter requires a grade point average above 2.5 from previous colleges. For a list of such programs, please go to this page. Please check the program description in the Hunter College Catalog for the major program that you’d like to enter.

Admission to Hunter College does not guarantee admission to a particular program of study. If you seek admission in order to graduate with a specific academic major, please refer to the department website of the program of interest to learn admissions and/or major requirements.

Applicants with fewer than 24 credits must satisfy freshman admission criteria.

**Admission and Transfer Credits of Hunter College Nondegree Students**

Nondegree students who are attending Hunter College now or have done so in the past, must meet normal admission and transfer criteria, that is, an overall cumulative GPA of 2.5 in all previous coursework (including nondegree status courses at Hunter). They must also show a minimum GPA of 2.0 in their Hunter coursework for admittance as degree students. Once students are admitted as degree students, the nondegree Hunter credits will be counted as credits leading to a degree and courses from all previous colleges will be considered for transfer.

**Transferring Graduate Coursework**

Graduate courses taken as part of a graduate program may not be transferred as undergraduate courses or counted towards an undergraduate degree program. Decisions in these matters can be appealed by contacting the appropriate academic department or program.

**Transfer of Military Credits**

Hunter College may award up to fifteen (15) college credits, based on review of students’ military transcripts. The exact number of credits will be determined by a committee appointed by the Hunter College Senate, taking into account credit recommendations from the American Council on Education (ACE). All credits will be awarded as general elective credits. Students may apply to departments or programs to obtain specific course equivalencies.

**Transfer Credit Policy**

A. *What Courses Can Be Transferred In?*

1. Courses transferred for credit must be college-level courses from domestic regionally-accredited colleges or colleges recognized by the Ministry of Education in the country of origin.

2. Transferable courses should be similar in scope and content to courses offered for credit at Hunter College.

3. Course credits may be transferred if a grade of “C” or better was earned (“D” or better at CUNY institutions).

B. *How Do Transferred Courses Appear On the Hunter Transcript?*

1. The semester credit amount for each course generally remains the same when transferred. Credits coming from a school using a quarter system will be converted to the semester system using a .66 multiplication factor.
2. Courses and credits are transferred. Grades may or may not appear on the transcript, but they do not count towards the Hunter GPA. The student’s grade point average at Hunter is calculated solely on the basis of coursework taken at Hunter College. For information on the handling of E-Permit courses, see here.

3. Some courses are counted as exact equivalents of Hunter courses and may thus fulfill specific college or major requirements. Other courses may only be transferred as electives. The following databases contain lists of courses that have often been transferred in the past and have already been evaluated as specific Hunter courses:

For CUNY courses, please click here

For Non-CUNY courses, please click here

PLEASE NOTE: Some degree programs require specific minimum grades for the transfer of courses that are required for their major. If a transferred course with an exact equivalent has too low a grade for your intended major, it may be transferred in as an elective, which will count towards graduation, but will not count towards your major requirements. If you want a course to count for a specific major, you will need to retake it with a grade that satisfies the major department or program requirement.

C. How Many Credits Can Be Transferred In?

1. Regardless of any other circumstances, a student must complete a minimum of 30 credits in residence at Hunter College to obtain a Hunter College Bachelor’s degree. The maximum total number of credits that may be transferred to Hunter College is 90.

2a. Up to 90 credits can be transferred from accredited Bachelor’s degree-granting institutions.

2b. Of the maximum number of 90 transfer credits, up to 70 credits may be transferred which were taken as part of or in excess of required courses in an accredited Associate degree-granting program.

3. One-half of the credits required for a major, a minor, or an interdisciplinary program must be completed in residence at Hunter. If there is doubt about what courses can be transferred and counted for a specific major, minor, or program, questions should be addressed to the appropriate academic department.

D. What Types of Courses Do Not Transfer to Hunter College?

Examples of courses that generally do not transfer include: ESL/Remedial/Developmental courses; Freshman orientation/experience courses; certain military training; firemen/police studies; EMT training; secretarial/office technology courses; hospitality management; Non-CUNY nursing courses; medical professional training. For a listing of CUNY courses that have not been accepted for transfer, see here.

Special Policies For Students Who Transfer From CUNY Colleges With a Two-Year Degree

Students with an AA or AS (but not AAS) degree from a CUNY college will be deemed to have completed the CUNY Common Core requirements (for additional Hunter General Education requirements please visit this page).

Students with an AA or AS (but not AAS) degree from a CUNY college will be awarded a minimum of sixty credits and a maximum of seventy credits towards their bachelor’s degree.

Special Policies For Transfer Students from SUNY Colleges

SUNY transfer students who have completed the entire 30-credit GER or an AA or AS or Bachelor’s degree from SUNY will be deemed to have completed the CUNY Common Core requirement (Note: To transfer 60 credits, all courses must meet the criteria of the “Transfer Credit Policy” above). SUNY transfer students who completed a portion of the 30-credit GER requirement will have those credits applied to the CUNY Common Core areas as appropriate additional Hunter General Education Requirements can be found here.

Second-Degree Students
Students admitted to Hunter with a Bachelor's degree from an accredited institution (Second-degree students) will be deemed to have completed all four parts of Hunter's General Education requirement (CUNY Common Core, Hunter Focus, Writing requirement, and Pluralism and Diversity requirement).

## International Admission

### Criteria

Admission of international students is based on two factors: meeting the academic criteria for admissions (see the freshman and transfer admission criteria section of the catalog) and English language proficiency.

Along with the admissions applications students educated outside of the U.S. need to submit:

- Copies of complete secondary school record
- Secondary school graduation diploma
- Any external examination certificates earned

If the documents were not issued in English, we require a word-for-word translation:

- Complete and literal (word-for-word) with no attempts to interpret or evaluate the credential
- Prepared in same format as the original document
- Typed on business or school letterhead stationery
- Signed by a translator attesting to familiarity with the foreign language

Official translations may be obtained from the following:

- Consulate or embassy of the country that is issuing the document
- Translation agency
- Immigrant or refugee association in the U.S. representing the country issuing the document
- The institution where the student studied
- Faculty member of U.S. high school, college, or university (must signify his/her academic department and rank)

Although the guarantee of sufficient financial resources to meet the cost of attendance is essential to maintaining one’s respective status, it does not solely determine admissions into Hunter College. For purposes of admission, an international student is defined as an applicant who currently holds a student (F-1) or Exchange visitor (J-1) visa or seeks to change such an immigration status upon enrollment. The Student and Exchange Visitor Program (SEVP) requires documentation of financial support before approving the issuance of a F-1 or J-1 Exchange Visitor status within the United States (if the admitted student is within the United States) and the State Department reviews financial status and substantial home ties of the applicant before issuing a visa, if the admitted student is overseas.

Applicants are responsible for the payment of all tuition and fees at the time of registration. Hunter College does not provide financial assistance to international students; they must be in a position to finance tuition, fees, room and board, insurance, books and incidental expenses. The estimated cost is $41,247 per year for undergraduate students and is subject to change. Hunter College does not make housing arrangements for students; it is essential that
students be prepared to make their own housing arrangements, preferably before pre-departure or upon arrival. Admitted undergraduate students may visit http://www.hunter.cuny.edu/livingathunter for more housing information.

International Students are not eligible to apply for fully online or hybrid (online and in class) programs at the College; this includes the Undergraduate RN to BSN Nursing Program.

**Non-English Speaking Applicants**

International applicants whose primary language is not English must demonstrate a firm command of the English language by scoring a minimum of 500 Paper-Based TOEFL, 6 (IELTS), 61 (IBT) and 44 Pearson Academic on the Test of English as a Foreign Language (TOEFL). No conditional admission is offered whereby a student may come to the college and spend a semester or year learning English.

All applicants to graduate programs in CUNY for whom English is not their first language must take one of three exams*: Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Pearson Test of English (PTE). Hunter College has until now accepted only the TOEFL exam. The IELTS is accepted by 3,400 institutions in the U.S. including Harvard University, Yale University, Princeton University, Brooklyn College and John Jay. The Economics department has requested that Hunter College accept the IELTS in addition to the TOEFL.

*RESOLUTION ON THE INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS) EXAM

Be it resolved that Hunter College will accept the following exams as proof of English Language proficiency as one of the graduate admissions requirements for international students: International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). Departments will be given the option of using one or both of those exams.

**International Students Office (ISO)**

Rooms 1109/1133 Hunter East Building
(212) 772-4864
E-mail: intlss@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/studentservices/is

The International Students Office (ISO) provides vital immigration-related information to international students, including F-1 and J-1 Exchange Visitor status or visa holders, including Fulbright students and other students with questions about their statuses to assist them in learning advocacy and status maintenance skills. The ISO also advises faculty/staff on matters of F-1/J-1 employment eligibility. Since the students’ academic progress is related to their respective immigration status, we refer all undergraduate international students to Academic Advising Services and graduate international students to their respective departments for educational planning for timely graduation from Hunter College.

The ISO is an important resource of immigration matters, such as the requirements for compliance with the Student Exchange and Visitors Information System (SEVIS) and the US Department of State. The ISO offers opportunities for off campus cross cultural and community engagement. The ISO issues SEVIS I-20/DS2019 forms to all newly admitted international students. It is also a strong liaison between the students and various offices within and off campus to help make the students’ transition to Hunter College easier. It also provides individualized advising and holds topical small group discussions throughout the academic year, such as employment options, immigration law, tax issues, and adaptation to both the United States (U.S.) educational systems and to the U.S. We assist students with change of employment authorizations. We work closely with CUNY’s Citizenship Now for matters regarding Permanent Residency and Naturalization.
Nondegree Students

Students who are not interested in earning a degree but wish to enroll in college credit bearing courses may be admitted as nondegree students. All students wishing to enroll at Hunter in a nondegree status must apply for nondegree admission from the Hunter College website www.hunter.cuny.edu. The application must be submitted along with verification of at least a high school diploma or 24 earned college credits. Neither a high school certification nor an IEP diploma is acceptable (see the nondegree application for further information.) A nondegree admission fee of $65 will be charged at the student’s first registration. Nondegree students may register for any course for which space is available at the time of registration, provided they have met the prerequisites and have taken and passed applicable placement exams. (Check with the appropriate departments for more information concerning prerequisites and placement exams.) Such students are permitted to attempt up to 12 credit hours before they are required to prove proficiency in Reading Writing and Math (see the catalog section on Testing) and, must either matriculate or leave the college when they have attempted 24 credits. Courses in which the student receives a grade of “W” do not count toward the 12- or 24-credit limitations.

Baccalaureate, master’s or doctoral degree holders (from a college or university accredited by a regional U.S. accrediting association) are exempt from the 24-credit limit, provided proof of the degree is submitted along with their application for admission.

Students in an F-1 or J-1 Visa status are not eligible to attend Hunter College in a non-degree status.

Credits earned at Hunter College as a non-degree student are automatically transferred into a degree program upon matriculation at Hunter. Those credits earned at Hunter will be accepted as residency credits.

The priority application deadlines for non-degree admission are:

Summer: March 15
Fall: May 1st
Winter: October 1st
Spring: November 1st

Applications submitted after the deadlines will be considered based on space available at the college.

Visiting Students

Students currently in attendance at other than CUNY colleges who wish to take courses at Hunter College may enroll as visiting students. Visiting students attend Hunter in a nondegree classification and are subject to the same rules and regulations. Along with the Application for Nondegree Admission, visiting students must present to the Office of Admissions a college transcript indicating the completion of at least 24 academic credits.

CUNY students wishing to take courses at Hunter should file an E-Permit at their home school.

Immunization Requirements

Immunization Requirements
Immunizations for Measles, Mumps and Rubella (MMR)

New York State Public Health Law 2165 requires all students entering a post-secondary institution to provide their health services center with proof of immunity to measles, mumps and rubella. This law applies to students born on or after January 1, 1957, who are registered for 6 or more credits (or its equivalent) regardless of degree or non-degree status at a CUNY campus.

Acceptable proof of immunity includes:

- Immunization cards/records from childhood (signed and stamped)
- Immunization records from previously attended schools
- Signed and stamped records from health care provider, or a copy of a dated lab report (also known as titer or serology) showing positive immunity to measles, mumps and rubella.

Meningococcal Meningitis Disease

Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease and vaccination to all students registering for 6 or more credits, whether they live on or off campus. Hunter College of the City University of New York is required to maintain a record of the following for each student:

a) Response to receipt of meningococcal disease and vaccine information signed by the student or student's parent or guardian (if student is under 18 years old)

b) Record of meningococcal meningitis immunization within the past 5 years; OR

c) Acknowledgment of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student. Students can submit this information electronically through their CUNYfirst account or by completing Parts 1 and 3 of the Immunization Records office Immunization Form. To learn more about meningitis and the vaccine, please consult physician using the Health Services Immunization Form or can do so electronically through their CUNYfirst account. To learn more about meningitis and the vaccine, please consult physician. You can also find information about the disease at http://www.cdc.gov.

Link for the Immunization Form: The form must be returned to the Immunizations Records Office, Room 307 Hunter North. For updated office hours call (212) 772-4800 or email wellness@hunter.cuny.edu. For further information please visit: health services.

Noncompliance of Immunization Requirements

Please note that students will not be allowed to continue at Hunter if they are not compliant with immunization requirements within 30 days from the first scheduled day of classes.

- Immunization Requirement Form

Senior Citizens

New York State residents 60 years of age or older may audit undergraduate courses at Hunter College on a tuition-free, space-available basis. Along with verification of having reached the age of 60 and New York State residency, applicants must file the undergraduate non-degree application to be considered for this program. Individuals over
the age of 60 who do not wish to audit their courses may receive academic credit provided the appropriate tuition is paid. Auditors receive neither grades nor academic credit for their courses. Individuals enrolling under this program pay fee totaling approximately $80 each semester.

Each semester we welcome over 500 lifelong learners to the Hunter community. Individuals over 60 years of age can audit undergraduate courses at Hunter tuition-free on a space-available basis. As an auditor at Hunter, you’ll benefit from world-class faculty and a diverse, dynamic student body, while enriching others through a multi-generational classroom experience.

In order to be admitted as a senior learner you must be a New York State resident and 60 years of age or older.

How To Apply

The application must be filed online.

If you are a first-time applicant, please submit the application available here.

If you have taken courses at Hunter previously, please submit the readmission application available here.

Required Documents

The following documents must be submitted with your application electronically:

- Proof of age (Medicaid card, or Driver’s License, or birth certificate, or passport)
- Proof of New York State address
- Immunizations: You will need to provide proof of 2 measles, 1 mumps and 1 rubella shot (MMR).*

Application Priority Deadlines

Fall Semester - August 10
Spring Semester - January 15
Summer Semester - July 5
Winter Session - Not available to senior learners

How much does it cost?

While the Senior Citizen Auditor program is free, there are processing fees that you will be responsible for each semester/session:

- $65 general fee due at the time of registration
- $15 consolidated services fee due at the time of registration

*Auditors are also responsible for the costs of any course materials, such as textbooks
Hunter College

Application and Registration Timeline

1. Once you have applied and submitted all of your documents, you will be notified of your admission status within 2-3 weeks via email. Write down your username, password, and CUNYFirst ID #.

2. Course registration will begin on the 2nd day of each semester. For exact dates and semester schedule, please visit the Academic Calendar.

3. You can pay your fees after you register for courses. Please review information on how to submit your payment.

Registration Tips

One you have been notified about your admissions and are ready to register for classes on the schedule registration date on the 2nd day of each semester, below are some tips to help you:

- Step 1: Claim Your CUNYfirst Account
- Step 2: Submit Proof of Immunization Requirements
- Step 3: Register for Classes via CUNYfirst
- Step 4: Obtain Permission to Register for a Course
- Step 5: Submit Payment

Class Offerings and Availability: Prepare a few courses you may be interested in before your registration date. Should your first choice course be full, prepare to have some alternatives.

Need Help?

Contact the admissions office by emailing srauditq@hunter.cuny.edu.

Re-Admission

Students who have previously attended Hunter College may apply for readmission as a matriculated or non-degree student. These applicants should apply for readmission to the college well in advance of the semester for which they wish to return. All students who are readmitted to Hunter College after an absence of 10 or more years must adhere to the undergraduate catalog requirements in effect at the time of their readmission to Hunter College. They are also required to fulfill their major department’s current course/degree requirements.

Applications for degree and nondegree readmission are available here: Readmission information. Students in good academic standing are generally readmitted to the college, whereas students who were dismissed for academic reasons or who left with a grade point average below 2.0 may be considered for readmission on a probationary basis. Readmission on probation is predicated on the expectation that the student will raise his/her grade point average above 2.0 within a reasonable amount of time. SEEK students who have not been in attendance for four or more semesters and/or have been in the program for 10 semesters will not be readmitted to SEEK.

The priority application deadlines for readmission are:
Summer: March 15
Fall: May 1st
Winter: October 1st
Spring: November 1st

Applications submitted after the deadlines will be considered based on space available at the college.

**Testing Requirements**

**Degree Students and CUNY Proficiency Requirements**

Degree seeking students enrolling at Hunter College must demonstrate proficiency in English (reading, writing) and math at the time of application, as outlined by The City University of New York.

**Nondegree Students and CUNY Proficiency Requirements**

Non-degree students may attempt up to 12 credits at Hunter College without demonstrating the CUNY Proficiency Requirements unless it is required for a particular course. Non-degree students are required to demonstrate CUNY proficiency requirements once 12 credits have been attempted; non-degree students must demonstrate proficiency requirements based on the same criteria set forth for Degree Students.

**The Hunter College Mathematics Placement Test (MPT)**

The Hunter College Mathematics Placement Test (MPT) is a timed, multiple choice, computer-based test. All students must take this test before they can register for any mathematics, statistics, science or liberal arts course at Hunter College that has a mathematics or statistics course prerequisite, unless they satisfy one of the few exemptions listed below. The exam does not affect acceptance to the college. However, it does affect which courses a student is eligible to take. Test results will be used to enable students to register in coursework at Hunter College for which they show competent preparation. Coursework is based on major requirements.

SAT, ACT, CLEP and New York State Regents test scores do not exempt a student from taking the MPT. Students may only take this exam one time.

There are two math courses with no prerequisites that can be used to satisfy the Hunter College Core Requirement in Math and Quantitative Reasoning (MQR Core) without taking the MPT:

Math 10000 Basic Structures of Mathematics, 3 credits, 3 hours
Math 10200 Mathematics and Everyday Life, 3 credits, 3 hours

All other mathematics and statistics courses have prerequisites that can be satisfied by competent scores on the MPT.

For entering freshmen, exemption is only given for a score of 4 or higher on an AP Calculus AB or Calculus BC Test. Students who score a 4 or higher will earn credit for calculus. Students, who have taken an AP Calculus AB or Calculus BC Test but do not yet know their score, need to take the MPT and plan for alternative coursework if their score turns out to be at least 4. (AP Calculus AB and Calculus BC test scores of at least 4 supersede the MPT score.)
- Transfer students are not exempt unless they have officially established course equivalency for all prerequisite mathematics and statistics courses required by the courses they need to take. Appropriate MPT scores are the only alternative to satisfy prerequisites when equivalency has not been officially established.

- Although CLEP exams are not given credit, they can be used to establish equivalency with prerequisites (see a math advisor for details if you have taken a CLEP math exam).

MPT is administered by the Hunter College Testing Center. Visit the Hunter College Testing Center’s website at https://www.hunter.cuny.edu/testingcenter for sample questions, related information, as well as available dates and times to take the examination. Inquiries pertaining to testing at Hunter College may be addressed by sending an email to testing@hunter.cuny.edu.

Opportunities for High School Students

College Now

Students at New York City public high schools may acquaint themselves with undergraduate life by participating in the College Now program at Hunter. Activities range from workshops for sharpening writing or mathematics skills to college-level courses across the arts and sciences. Each summer, the College Now program focuses on the sciences and mathematics by hosting high-performing students at the Summer Institute for accelerated coursework that is complemented by tutoring, college guidance and co-curricular activities. Admission to college-level courses offered through College Now is competitive. To qualify for college-level coursework, including the Summer Institute, a student must demonstrate mastery of basic mathematics and/or verbal skills, depending on the discipline, as measured by the SAT, PSAT and English language arts and mathematics Regents exams. College Now offerings, including credit-bearing courses, are provided at no cost.

For more information on how to apply, visit College Now.

College Credit Exams

There are a variety of exams available for high school students to gain college credit before they enroll. Currently, Hunter College accepts the Advanced Placement (AP) exam, the International Baccalaureate (IB) exam, GCE (The General Certificate of Education Advanced Level generally termed the GCE Advanced Level or more commonly the A-level). Hunter students may be granted as much as a year of degree credit (normally 30 credits) for Advanced Placement, International Baccalaureate, GCE, College-Level Examination Program (CLEP), Regent College Examinations (RCE), and College-Level coursework. Students who completed college-level coursework offered by an accredited senior or community college while in high school will receive credit for courses in which grades of C or better are earned. Official college transcripts must be submitted to the Office of Undergraduate Admissions and Recruitment for credits to be awarded. Students should not register for the same classes once they matriculate.

Advanced Placement (AP)

Students need to score at least a 3 on the AP exam to earn credit and/or exemptions from requirements (some exams may require a 5). For more information on how Hunter evaluates AP exams for credit see our Advanced Placement (AP) Examination Course Equivalencies sheet.

International Baccalaureate (IB)
In accordance with CUNY policy, students have two ways to earn credit from an International Baccalaureate (IB) program:

- **30+ POINTS WITH AN IB DIPLOMA**: Students who have completed an IB Diploma with 30 points or higher may be awarded 30 credits (7 credits for each HL exam and 3 credits for each SL exam). See the International Baccalaureate Policy for more detailed information.

- **24-29 POINTS**: Students with 24-29 points may be awarded credits for HL (Higher Level) IB exams with a grade of “5” or better in accordance with the equivalencies in our International Baccalaureate Policy. SL (Standard Level) courses are not transferable with 29 points or less. An official IB transcript and diploma (if applicable) are required for credit review.

**GCE**

The GCE traditionally comprised two levels: the Ordinary Level (O Level) and the Advanced Level (A Level). Hunter College awards 3-4 credit for A-Level subject results of A-E.

**CLEP**

Hunter College participates in the College Level Examination Program (CLEP), under which registered Hunter matriculated students can receive college credit by taking CLEP Subject Examinations. Only the subject Examinations listed in our CLEP Examinations handbook are honored. Please see the handbook for the Hunter’s minimum qualifying score for each exam.

Hunter College does NOT accept CLEP GENERAL EXAMINATIONS. No student can earn more than 30 credits for CLEP plus AP, IB credit.

**Tuition and Fees**

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<th>Tuition and Fees</th>
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**Effective Fall 2022 (subject to change for 2022-2023)**

All tuition and fee charges listed in this catalog and in any registration materials issued by the college are subject to change by action of the Trustees of the City University of New York without prior notice.

Students who now live in New York State but have had an address out of the state must submit proof of New York State residency. New students submit their documentation to the Admissions Office and continuing students to the Registrar’s Office. Applications for proof of New York State residency can be obtained in the Office of the Registrar, Room 217 Hunter North, Hunter College, 695 Park Ave., New York, NY 10065. If, at the time of registration, proof of New York State residence has not been approved, students must pay out-of-state tuition; if acceptable proof is submitted and subsequently approved by the Registrar’s Office during the semester, the tuition will be adjusted accordingly to the in-state rate.
Please note: Veterans who are not New York State residents are charged the same tuition rate as New York State residents for a period of 18 months from the first date of attendance at a CUNY college.

**Undergraduate – Matriculated**

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**Other Undergraduate**

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<td>*Enrollment on a “space available” basis only</td>
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**Graduate - other than Master’s in Social Work (MSW), Nursing (MS), Accounting (MS), Geoinformatics (MS), Nutrition (MS)-IPND, Education (MA and MS), Master of Fine Arts (MFA) in Studio Art, and Doctor of Nursing Practice (DNP), Doctor of Physical Therapy (DPT) and Doctor of Education in Instructional Leadership (EdD)**

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<tr>
<th>Resident</th>
<th></th>
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</thead>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
<th>Excess hours</th>
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<tbody>
<tr>
<td><strong>Residents</strong></td>
<td>$5,545/semester</td>
<td>$470/credit</td>
<td>$65/hour</td>
</tr>
<tr>
<td><strong>Non-Residents</strong></td>
<td>$855/credit</td>
<td>$855/credit</td>
<td>$85/hour</td>
</tr>
<tr>
<td><strong>Maintenance of Matriculation:</strong></td>
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<tr>
<td>Residents</td>
<td>$225.00</td>
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<tr>
<td>Non-Residents</td>
<td>$370.00</td>
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**Masters in Social Work (MSW) and Doctor of Nursing Practice (DNP)**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
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<tbody>
<tr>
<td><strong>Residents</strong></td>
<td>$7,315/semester</td>
<td>$620/credit</td>
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<tr>
<td><strong>Non-Residents</strong></td>
<td>$1000/credit</td>
<td>$1000/credit</td>
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**Master's in Nursing (MS) and Master's in Accounting (MS)**

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Academic excellence fee</th>
<th>Total per semester full-time</th>
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</thead>
<tbody>
<tr>
<td><strong>Residents</strong></td>
<td>$5,545/semester</td>
<td>$500/semester</td>
<td>$6,045</td>
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</table>
### Hunter College

<table>
<thead>
<tr>
<th>Part-time</th>
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</thead>
<tbody>
<tr>
<td><strong>Part-time</strong></td>
<td>$470/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$50/credit</td>
</tr>
<tr>
<td>Total per semester part-time</td>
<td>$520</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Non-resident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time or part-time</td>
<td>$855/credit</td>
</tr>
<tr>
<td>Academic excellence fee</td>
<td>$90/credit</td>
</tr>
<tr>
<td>Total per credit full- or part-time</td>
<td>$945</td>
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</tbody>
</table>

**Master of Science (MS) in Geoinformatics**

<table>
<thead>
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<th>Resident</th>
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<tbody>
<tr>
<td>Full-time</td>
<td>$5,545/semester</td>
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<tr>
<td>Academic Excellence fee</td>
<td>$160/credit</td>
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**Master of Science (MS) in Nutrition - Integrated Program in Nutrition and Dietetics (IPND)**

<table>
<thead>
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<th>Resident</th>
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</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$5,545/semester</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$150/credit</td>
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</table>

<table>
<thead>
<tr>
<th>Non-resident</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>$10,260/semester</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$150/credit</td>
</tr>
</tbody>
</table>
Master's in Arts (MA), Master's in Science (MS and MSEd) and Advanced Certificates in Education in the categories of:

- General Education across Adolescent, Childhood, and Early Childhood levels
- Special Education across Adolescent, Childhood, and Early Childhood levels
- Creative Arts Education and TESOL across K-12 levels
- School Building Leadership and TESOL across K-12 levels
- Applied Behavior Analysis
- Educational Psychology
- Rehabilitation Counseling and Visual Rehabilitation and Orientation and Mobility
- As well as Master's in Science (MS) Degrees in the programs of School Counseling and Mental Health Counseling

<table>
<thead>
<tr>
<th></th>
<th>Resident</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-time</td>
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<tr>
<td></td>
<td></td>
<td>$5,545/semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Excellence Fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$50/credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$470/credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Excellence Fee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$50/credit</td>
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<tr>
<td></td>
<td></td>
<td>Total per credit part-time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$520/credit</td>
</tr>
</tbody>
</table>
### Master of Fine Arts (MFA) in Studio Art

<table>
<thead>
<tr>
<th>Resident</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Full-time</strong></td>
<td>$5,545/semester</td>
</tr>
<tr>
<td>Academic Excellence Fee</td>
<td>$40/credit</td>
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<tr>
<td><strong>Part-time</strong></td>
<td>$470/credit</td>
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<tr>
<td>Academic Excellence Fee</td>
<td>$40/credit</td>
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<tr>
<td>Total per credit part-time</td>
<td>$510</td>
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</table>

### Doctor of Physical Therapy (DPT)

<table>
<thead>
<tr>
<th>Resident</th>
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</thead>
<tbody>
<tr>
<td><strong>Level I full-time</strong></td>
<td>$6,595/semester</td>
</tr>
<tr>
<td><strong>Level I full-time for continuing students (enrolled prior to academic year 2017-2018)</strong></td>
<td>$5,985</td>
</tr>
<tr>
<td><strong>Level I part-time</strong></td>
<td>$685/credit</td>
</tr>
<tr>
<td><strong>Level II</strong> (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter)</td>
<td>$4,130</td>
</tr>
</tbody>
</table>

** Rate for full-time resident students in cohort entering academic year 2017-2018 or after.

<table>
<thead>
<tr>
<th>Non-resident</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>$1,075/credit</td>
</tr>
<tr>
<td><strong>Level II</strong> (applies only to students who entered prior to fall 2017. Level II eliminated for cohorts who entered fall 2017 and thereafter)</td>
<td>$7,930</td>
</tr>
</tbody>
</table>
### Excess Contact Hours for Graduate courses that have more contact hours than credit hours

| NY State residents per excess contact hour | $65 per excess contact hour |
| non-NY State residents | $85 per excess contact hour |

### Doctor of Education in Instructional Leadership

#### Resident

| Full-time | $8,340 |
| Part-time (6 credits) | $4,170 |
| Per credit | $695 |

#### Non-resident

| Full-time | $12,960 |
| Part-time (6 credits) | $6,480 |
| Per credit | $1,080 |

### Combined BA-MA Program:

Students in combined programs are charged the undergraduate rate for undergraduate credits and graduate rate for graduate credits to a maximum of the full-time rate for graduate students required to earn a combined BA-MA degree in that particular program. A combined BA-MA degree ranges from 120 to 141 credits.

### Student Activity Fees

#### Fall and Spring

| Undergraduate full-time | $85.10 |
| Undergraduate part-time | $55.05 |
## Hunter College

<table>
<thead>
<tr>
<th>Summer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$13.45</td>
</tr>
<tr>
<td>Undergraduate part-time</td>
<td>$27.15</td>
</tr>
<tr>
<td>Graduate</td>
<td>no fee</td>
</tr>
</tbody>
</table>

## Other Required Fees

### Consolidated Services Fee:
- All students, including Senior Citizens: $15

### Technology Fee:
- All students, except College Now and Senior Citizens
  - Full-time: $125.00
  - Part-time: $62.50

### General Fees
- Late Payment Fee - Monthly until balance is paid in full: $15.00
- Late Registration Fee: $25.00
- Change of program fee: $18.00
- Maintenance of matriculation (Resident): $225.00
- Maintenance of matriculation (Non-resident and foreign): $360.00
- Excess hours - contact hours in excess of credit hours - (Residents): $65/hour
- Excess hours - contact hours in excess of credit hours - (Non-Residents): $85/hour
- Duplicate Identification Card Fee: $10.00
- Special Examinations Fee - first each semester: $25.00
- Special Examinations Fee - each additional after the first exam: $5.00
- Thesis Binding Fee: $15.00
- Transcript Fee: $7.00
- Readmission (except graduate non-matriculated): $20.00
Refunds

Cancellation Policy
The college’s cancellation policy is both published on the website and detailed on student’s online bills. The policy is also outlined in the schedule of classes.

CUNY Policy This policy relates to all students who withdraw from courses prior to the 1st day and through the 4th week of class. The refund policy is as follows:

- 100% tuition and fees prior to first official day of term
- 75% tuition only prior to first day of 2nd week of term (fees are not refundable)
- 50% tuition only prior to first day of 3rd week of term (fees are not refundable)
- 25% tuition only prior to first day of 4th week of term (fees are not refundable)

Federal Title IV Funds/Pro-Rata Refunds Students who completely and officially withdraw or unofficially withdraw from ALL their class(es) and received Federal Financial Aid are subject to a Return of Title IV Funds Calculation. The college will calculate how much Title IV aid has been earned by the student based on a period of attendance. The unearned portion of the Title IV funds must be returned to the US Department of Education by the college and the student. It is recommended that all students who have financial aid and plan to withdraw from classes seek the advice of the Office of Financial Aid before taking any action.

Information for Veterans

VA Pending Payment Compliance
In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

Prevent nor delay the student’s enrollment;
Assess a late penalty fee to the student;
Financial Aid Application Procedure

Complete the Free Application for Federal Student Aid (FAFSA) on the Web online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). When the student completes the FAFSA (Free Application for Federal Student Aid), Hunter College should be included among the colleges to which the application information is reported. When the FAFSA is processed, CUNY will receive an electronic record of the student’s application information. The student may be required to provide additional documentation to the Office of Financial Aid to verify the application information or to clarify any discrepancies in the application.

New York State resident students can apply for both federal and New York State aid during a single on-line session. After completing FAFSA on the Web, New York State residents are able to link to the TAP on the Web Form, which is pre-filled with their FAFSA data.

Financial Need

All funds from federal financial aid programs administered by the Office of Financial Aid are awarded on the basis of financial need, with the exception of the Federal Direct Unsubsidized Loan and the Federal Direct PLUS (Parent) Loan.

When the student applies for federal student aid, the information that is reported on the FAFSA is used in a formula, established by the U. S. Dept. of Education and approved by the U.S. Congress, that calculates the Expected Family Contribution (EFC), the amount that the student and the student’s family are expected to contribute toward the student’s education.

There is not a maximum EFC that defines eligibility for the other financial aid programs. Instead, the EFC is used in an equation to determine financial need:

\[
\text{Cost of Attendance} - \text{Expected Family Contribution (EFC)} = \text{Financial Need}
\]
The Financial Aid Office subtracts the Expected Family Contribution (EFC) from the Cost of Attendance. The remainder is the student’s financial need. In determining the student’s need for aid from the federal financial aid programs, the Financial Aid Office must first consider other aid the student is expected to receive.

**Student Eligibility**

To be eligible for federal and New York State aid, a student must be a United States citizen or an eligible non-citizen who is making satisfactory academic progress toward a degree. Students who have defaulted on a loan or owe a repayment of a federal grant at any post-secondary school must make satisfactory repayment arrangements with that institution before they will be eligible to receive aid at Hunter College.

**Satisfactory Academic Progress**

All financial aid recipients must be making satisfactory academic progress toward a degree. There are two different formulas used to make this determination, one for New York State aid and another for federal aid.

**New York State Program Eligibility**

In order to receive assistance from the Tuition Assistance Program (TAP) and the Aid for Part-time Study (APTS) Program, students must complete a minimum number of credits the prior semester, complete the appropriate number of cumulative credits and have the appropriate grade point average at the beginning of each semester of state-supported study. The charts below outline these requirements. For example, to receive the fifth payment of TAP, a student who received the first TAP award before summer 2006 would have to have completed 9 credits the prior semester for a total of at least 31 cumulative credits with a minimum grade point average of 2.00.

**Waiver of Academic Standing Requirements**

Students who become academically ineligible to receive assistance from state programs because of an unusual circumstance for which documentation can be provided (e.g., illness) may apply for a one-time waiver of the Satisfactory Academic Progress requirements. For further information, contact the Financial Aid Office at (212) 772-4882.

To qualify for a New York State Tuition Assistance Program (TAP) award, undergraduate students must meet the applicable New York State Satisfactory Academic Progress (SAP) standards. Students are evaluated based on when they received their first TAP payment and whether or not they are in a remedial program. The following charts explain the New York State Education Department guidelines which detail the SAP standards a student must meet to be certified for each TAP payment.

**The following TAP academic progress and program pursuit charts are for undergraduate students.**

To qualify for a New York State Tuition Assistance Program (TAP) award, undergraduate students must meet the applicable New York State Satisfactory Academic Progress (SAP) standards. Students are evaluated based on when they received their first TAP payment and whether or not they are in a remedial program. The following charts explain the New York State Education Department guidelines which detail the SAP standards a student must meet to be certified for each TAP payment.

The Hunter College traditional academic retention standards remain in effect and supersede any other grade point average (GPA) requirements. The following SAP standards are only used to determine TAP eligibility.

**SAP Standards—First TAP Award summer 2010 and thereafter**

---

Hunter College
2006 SAP Standards - First TAP award summer 2006 through 2010

<table>
<thead>
<tr>
<th>TAP Payment Requirements</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9*</th>
<th>10*</th>
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</thead>
<tbody>
<tr>
<td>Program Pursuit Standards</td>
<td>0</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
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<td>12</td>
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<tr>
<td>Academic Progress Standards</td>
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<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
</tr>
<tr>
<td>Grade Point Average (GPA)</td>
<td>0</td>
<td>1.5</td>
<td>1.8</td>
<td>1.8</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*SEEK students are eligible for 10 semesters while all other qualified undergraduate students are eligible for 8 semesters.

**SEEK students are considered remedial and will be evaluated against the 2006 SAP Standards chart.

1981 SAP Standards - First TAP award before summer 2006
Effective with the 1996-97 academic year, Education Law section 661 requires that a student have at least a cumulative C average (2.0 on a 4.0 scale, or the equivalent) after the student has completed the second academic year of study. In practice, this requirement is interpreted to mean that a student must have a C average or better after the student has accumulated 24 payment points (received 4 semester payments or the equivalent) to be eligible for further awards. In other words, a student seeking a fifth semester award payment must have a C average.

Transfer Students

Institutions generally accept transfer courses in which grades of C or better were earned. Therefore, students with transferable credits who have already received four semester payments are presumed to meet the C average requirement and are eligible for the initial term at the new institution.

To determine the eligibility of transfer students, an institution may elect to include, for financial aid purposes, the grades earned for courses accepted in transfer providing this policy is applied to all financial aid applicants.

Readmitted Students

A student readmitted to an institution attended previously who has received two or more years of award payments must have a C average or better to receive further State student aid. The student’s cumulative grade point average would be based on prior grades earned at the institution.

Course Repeat Rule for NY State Financial Aid

As of May 1987, if a student repeats a course in which a passing grade acceptable to the institution has already been received, the course cannot be included as part of the student’s minimum full time or part-time course load for financial aid purposes. When such courses are included in meeting the minimum requirement, they render the student ineligible for a State award. In the following instances, repeated courses may count toward full-time or part-time study: (1) when a failed course is repeated; (2) when a grade received is passing at the institution but is unacceptable in a particular curriculum; and (3) when a course may be repeated and credit earned each time.

A student who earned a passing grade in a course but wishes to repeat the course in the hopes of improving the grade and overall grade point average cannot count the repeated course as part of the minimum course load.

Notice to students changing their enrollment status or withdrawing from classes:
If you change your enrollment status or withdraw from classes, your financial aid may be affected. Each financial aid program is different. You may officially withdraw from a course by logging into CUNYfirst.

**Federal Aid Program Eligibility**

The federal Satisfactory Academic Progress standard applies to students seeking assistance from all federal student financial aid programs available at Hunter College. To be eligible for federal aid, an undergraduate student must achieve at least the GPA required for probationary status at Hunter after two years of enrollment at the college; at least a C average or academic standing consistent with the requirements for graduation; and must also accumulate credits toward the degree according to the following standards:

- Attempted credits are not more than 150% of the credits normally required for completion of the degree.
- Accumulated credits are equal to or greater than two-thirds of the cumulative credits attempted at the institution.
- If the standard in paragraph B is not met, eligibility may be retained by meeting conditional standards:
  - For students who are pursuing a baccalaureate degree, the accumulated credits must be equal to or greater than (75 percent times the cumulative credits attempted) minus 18.

Students will be measured against the satisfactory academic progress standard at the end of the spring term to determine eligibility for receipt of Title IV student financial assistance for the upcoming year.

This chart would be used by a student pursuing a BA degree requiring 126 credits. In this example, if you have attempted 36 credits, you must successfully complete at least 24. To maintain conditional eligibility, you must successfully complete 9 credits.

**The Cost of Education**

Cost must be considered when a student is making decisions about whether, where and when to attend college. A student budget is used as an estimate of the amount of money it will cost a student to attend college. The budget includes allowances for tuition, fees, books, transportation, housing, food and personal expenses. Additional allowances may be made for unusual expenses such as dependent care costs.

Student budgets are set each year by CUNY. They reflect the average expenses of all students who are living with their parents or living away from their parents. Students with disabilities should speak to a financial aid counselor about budget adjustments for their special needs.

The current Hunter College budgets for full-time undergraduate students who are charged the NY State resident tuition rate can be seen by logging into: www.hunter.cuny.edu/onestop.

*Note: Tuition charges are estimates for full-time New York State residents based on current tuition charges. Actual tuition charges for New York State residents, out-of-state residents and international students for full-time and part-time study can be found at https://hunter.cuny.edu/students/tuition-and-payment/tuition-and-fees/.*

The Housing component of the Living Away from Parent budget is derived using average housing costs for a rental apartment in metropolitan New York and using the assumption that the student is sharing the cost of housing with a roommate. The Personal component includes an allowance for medical expenses and/or health insurance.

**Student Resources**
In reviewing the student budget, a prospective student should consider the resources they will have to cover cost associated with their educational expenses. Filing the FAFSA early can help prospective and continuing students to determine their available financial need and other resources needed prior to the beginning of the academic year. Students should also consider indirect educational expenses, i.e., books, supplies and transportation prior to the beginning of the school year.

**Packaging**

Rather than using one source of funds to finance their education, students may receive a combination of funds from a number of programs for which they are eligible. This system for allocating aid is called packaging. Funds will be allocated first to meet the basic costs of attendance (tuition, books, transportation). If funding permits, other living expenses will then be addressed.

Applications for financial aid must be filed each year. FAFSA on the Web for the coming academic year is available starting on October 1.

**Study Abroad**

Students who enroll in an overseas program of study approved by Hunter College are eligible to receive federal financial aid and, in some cases, New York State aid. The coursework for which they enroll must be applicable to their degree at Hunter College. Contact the Office of Programs Abroad at (212) 772-4983 for further information about study abroad.

**Seventh Day Course Registration Deadline for Financial Aid**

All course registration for the spring and fall semesters will end on the seventh day of classes at 11:59 pm.

Any class additions to your schedule (including over-tallies, departmental permissions, etc.) must be completed and reflected in CUNYfirst prior to the seventh day registration deadline.

This process allows federal and state financial aid, including grants, loans, etc., to be disbursed early in the semester so that you can access your financial aid award status directly in your CUNYfirst account and use funds earlier.

**Federal Financial Aid**

*Satisfactory Academic Progress Standards for federal financial aid are more restrictive.*

If a student does not meet the satisfactory academic progress standards the student will be ineligible for the Pell Grant, SEOG, Federal Work-Study and Federal Direct Student Loans. Students who demonstrate exceptional or extenuating circumstances resulted in your failure to meet satisfy academic progress requirements may appeal to receive federal funding. The student’s academic adviser must submit an “academic action plan” that indicates it will be possible for the student to regain eligibility for the next semester or term.

For more information on Financial Aid Eligibility and Satisfactory Academic progress please see below:

Financial aid eligibility#SAP

**Federal Pell Grant eligibility is restricted to a maximum of 12 full-time semesters (600%).**
Hunter College

The calculation of the duration of your Pell grant eligibility will include ALL years you received Federal Pell grant funding. Your Pell grant duration will be determined by adding together each of your annual percentages of the scheduled award that were disbursed to you. A student enrolled full-time throughout the fall and spring semesters would earn 100% of their Pell Grant each year.

Federal Supplement Educational Opportunity Grants (FSEOG)

FSEOG assists exceptionally needy students and is intended to supplement other forms of financial aid for undergraduate students. Award amounts vary according to the availability of the program. Once the full amount of the school’s FSEOG funds have been awarded to students, no more FSEOG awards can be made for that year. The FSEOG funds are credited directly to the student’s CUNYfirst account.

In order to qualify for the FSEOG, you must apply for the Free Application for Federal Student Aid (FAFSA) and meet the general financial aid eligibility requirements.

Iraq and Afghanistan Service Grants

The Iraq and Afghanistan Service Grants are awarded to undergraduate students in order to provide money to help pay their education expenses. In order to qualify for the Iraq and Afghanistan Service Grant, you must meet the following requirements:

Apply for the Free Application for Federal Student Aid (FAFSA)

Meet the general financial aid eligibility requirements including, be ineligible for a Federal Pell Grant on the basis of your Expected Family Contribution (EFC) but meet the remaining Federal Pell Grant eligibility requirements

Your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11. You were under 24 years old or enrolled in college at least part-time at the time of your parent’s or guardian’s death. The award amount for the Iraq and Afghanistan Service Grant can be equal to the maximum Federal Pell Grant amount for that year but cannot exceed your Cost of Attendance.

Federal Work-Study

Federal Work-Study is a program that provides part-time jobs to undergraduate and graduate students who need additional financial aid. The Work-Study program allows students to earn the money needed to help pay for education-related expenses. Jobs are available both on and off-campus and include community service work.

William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct Loan Program makes funds available directly from the U.S. Government to undergraduate and graduate students. Direct Loans are either subsidized or unsubsidized.

A subsidized loan is awarded on the basis of financial need. You will not be charged any interest before beginning repayment or during authorized periods of deferment. The federal government “subsidizes” the interest during these periods.

An unsubsidized loan is not awarded on the basis of need. You will be charged interest from the time the loan is disbursed until it is paid in full. You may allow the interest to accumulate and to be capitalized—that is, the interest will be added to the principal amount of the loan and additional interest will be based upon the higher amount.

Undergraduate Direct Subsidized loan interest rate

Effective July 1, 2019 the Federal Direct Stafford subsidized loan will remain interest-free while undergraduate students are enrolled in school at least half-time, however the interest rate will be 4.53%.

Subsidized loans for graduate students are no longer available.
Graduate students are no longer eligible for subsidized loans. While the total annual loan limit that students can borrow will remain at $20,500, the full amount will be unsubsidized, accruing a 6.08% interest while in school.

New York State Financial Aid Programs

Tuition Assistance Program (TAP)

The TAP grant is awarded to New York State residents who are enrolled full-time in a degree-granting program and meet the income criteria. To be eligible for a TAP award, each semester students must register for 12 credits which are directly attributable to their degree.

Students should consult with an adviser in the Office of Advising or their major department when planning their programs to ensure continued TAP eligibility. SEEK students should consult with their SEEK counselor.

Awards ranging from $500 to $5,165 are made to dependent students and independent students with dependents whose New York State taxable income is $80,000 or less or to independent students with no dependents if the taxable income is $10,000 or less. Students may receive awards for eight semesters; SEEK students may receive awards for ten semesters. A student with a disability that prevents attendance on a full-time basis may be eligible to receive a prorated TAP while attending on a part-time basis.

Excelsior Scholarship Program

The Excelsior Scholarship, in combination with other student financial aid programs, allows students to attend a SUNY or CUNY college tuition-free. Applicant must be a resident of NYS and have resided in NYS for 12 continuous months prior to the beginning of the term. Eligible applicants must be a U.S. citizen or eligible non-citizen. In addition, they must graduate from high school in the United States, earned a high school equivalency diploma, or passed a federally approved “Ability to Benefit” test, as defined by the Commissioner of the State Education Department.

Applicants must have a combined federal adjusted gross income of $125,000 or less. In addition, be pursuing an undergraduate degree at a SUNY or CUNY college. Applicants be enrolled in at least 12 credits per term and complete at least 30 credits each year (successively), applicable toward his or her degree program;

A recipient of an Excelsior Scholarship may receive up to $5,500. A recipient of an Excelsior Scholarship is eligible to receive award payments for not more than two years of full-time undergraduate study in a program leading to an associate's degree or four years of full-time undergraduate study, or five years if the program of study normally requires five years, in a program leading to a bachelor's degree.

For more information see the HESC Web site at:

NYS Excelsior Scholarship

Senator José Peralta New York State DREAM Act

The Senator José Peralta New York State DREAM Act gives undocumented and other students access to New York State administered grants and scholarships that support their higher education costs.

For more information see the HESC Web site at:
http://Senator José Peralta New York State DREAM Act

CUNY Student Tuition Assistance (CUSTA)
Students who are otherwise eligible for a maximum TAP award but whose award is reduced because they have received four semesters of payment may be eligible for a CUSTA award up to $50 a semester.

**Aid for Part-Time Study (APTS)**

This award provides assistance to students who attend less than full time, have accrued a minimum of 6 credits (not equated) and have not exhausted their TAP eligibility. In order to be eligible, a student must be a New York State resident and enrolled for at least 6 credits.

The legislature established the Aid for Part-time Study (APTS) program in 1984 in a new section 666 of the Education Law. Aid for Part-time Study is a different program from Part-time TAP (established in 2006) with different requirements. One difference is that there is no prior study (prior earned credits) requirement for APTS.

The program is campus-based: that is, individual campuses that decide to participate in the program select recipients and determine award amounts after HESC allocates funds based on an institution’s prior year part-time degree credit enrollment. APTS is not an entitlement program and not all potentially eligible students will necessarily receive an award. Institutions have the discretion to determine policy for administering the program, to make the decisions, and to provide awards to students who demonstrate the greatest financial need until the institution’s allotted funds are exhausted. Statute does not define need or specify how the need is to be determined.

**New York State World Trade Center Memorial Scholarship**

The World Trade Center Memorial Scholarship Program for study at the City University of New York is intended for victims, spouses and children of the victims who died or were severely disabled as a result of the September 11 terrorist attacks. The program also provides scholarships to the spouses and children of those who died or were severely disabled during ongoing rescue and recovery efforts, including firefighters, police officers, peace officers and emergency medical service workers.

The scholarships cover the cost of tuition, fees, books, supplies, transportation and room and board, if applicable, for four years of full-time undergraduate study or for five academic years of a program of academic study as defined by the Commissioner of Education.

The scholarships were established by Governor George Pataki’s Executive Order 113 and related legislation to establish such a program, along with a CUNY Board of Trustees resolution.

Applications are available online at: [New York State World Trade Center Memorial Scholarship](#)

**Veterans Tuition Award Program**

Eligible students are those who are New York State residents and discharged under honorable conditions from the U.S. Armed forces and who are:

- Persian Gulf Veterans who served in the Persian Gulf on or after August 2, 1990.
- Afghanistan Veterans who served in Afghanistan during hostilities on or after September 11, 2001.
- Veterans of the armed forces of the United States who served in hostilities that occurred after February 28, 1961 as evidenced by receipt of an Armed Forces Expeditionary Medal, Navy Expeditionary Medal or a Marine Corps Expeditionary Medal.
They must satisfy all other eligibility requirements including filing for TAP and Federal Pell Grants. Students must demonstrate good academic standing and meet college guidelines for pursuit of this award program. Awards cannot exceed the cost of tuition. After the initial year eligibility is established, students must re-file a supplement yearly. Supplements are available on request from New York State Higher Education Services Corporation (HESC) at (888) 697-4372. All applications must be completed by June 30th of the academic year for which an award is sought.

For more information please visit the HESC Web site below the HESC Web site at: Veterans Tuition Awards.

**Army Reserve National Guard-Army Continuing Education System (ARNG-ACES)**

The New York State Army Reserve National Guard offers tuition assistance through two programs for full- and part-time students. All current and future members of the New York Army Reserve National Guard (ARNG) are eligible except for members serving on active or full-time duty and those on Active Guard Reserve status. ARNG members who also receive veterans’ benefits are not eligible. For full-time students, the program is limited to tuition costs, instructional fees in lieu of tuition and laboratory or shop fees specifically required as a condition of enrollment in a course. Part-time students must be enrolled half-time (7 or fewer credits).

Commissioned officers must agree to remain in the ARNG for four years after the last course for which tuition assistance has been provided is completed. For more information on these programs, contact the Civilian Education Office at (518) 786-4500.

**NYS Math & Science Teaching Incentive Program**

The NYS Math and Science Teaching Incentive Program is offered to encourage students to pursue careers as math and science teachers in secondary education (grades 7-12). Awards are made to students attending school at the undergraduate and/or graduate degree level in exchange for five years of full-time employment as math or science teachers in secondary education in NYS.

A recipient receives an annual award payment for full-time study equal to the annual tuition charged to a NYS resident student attending an undergraduate program at the State University of New York (SUNY), or actual tuition charged, whichever is less.

For more information please visit the HESC Web site below:

NYS Math & Science Teaching Incentive Program

**State Aid to Native Americans**

Enrolled members of a New York State tribe and their children who are attending, or planning to attend, a college in New York State and are New York residents. Awards are made to all eligible applicants. There is no qualifying examination. Awards are available for two-, four- or five-year programs.

Eligible and/or certified American Indian students are eligible to receive grant awards of up to $2,000 per year for up to four years of full-time study (five years for specific programs requiring five years to complete degree requirements).

If funding is available, eligible students may receive aid for summer course work. Any aid a student receives for summer school study is deducted from the student’s maximum entitlement for four years of full-time college study.

Prorated amounts are available for students taking fewer than 12 credits. Contact Native American Education Unit, New York State Education Department, Room 374 Education Building, Albany, NY 12234. Call (518) 474-0537 for information. The deadlines are July 15 for the fall semester, December 31 for the spring semester and May 20 for the summer semester.
Congressional Teacher Scholarship

Congressional Teacher Scholarships are available to undergraduate students who agree to teach in areas in which there is a critical shortage of teachers. Recipients must agree to teach two years in the U.S. for each annual payment received. The service obligation must be fulfilled within 10 years of completing the undergraduate education program. Recipients who fail to meet these requirements must repay all or part of the award plus accrued interest.

Applicants must be or have placed in the top 10 percent of their high school graduating class and be New York State residents who are or will be enrolled in a specific program during the upcoming academic year. Winners receive up to $5,000 a year for a period of no more than four years of full-time undergraduate study. For more information or for an application, contact the Bureau of Higher and Professional Education Testing, Albany, NY 12230; (518) 474-6394.

NYS Regents Awards for Children of Deceased and Disabled Veterans

Students, whose parent(s) served in the U.S. Armed Forces during specified periods of war or national emergency and, as a result of service, died or suffered a 40% or more disability, is classified as missing in action or was a prisoner of war, may be eligible for this award from New York State. The veteran must currently be a New York State resident or have been a New York State resident at the time of death, if death occurred during or as a result of service.

A recipient of a Child of Veteran Award can receive $450 a year for four years of undergraduate study without consideration of income or tuition costs. However, the combined Child of Veteran Award and TAP award may not exceed the amount of tuition charges. Students must initially establish eligibility by submitting a Child Of Veteran Award Supplement form with the New York State Higher Education Services Corporation (HESC) before applying for payment. For more information see the HESC Web site at: NYS Regents Awards for Children of Deceased and Disabled Veterans

Memorial Scholarships for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers and Emergency Medical Service Workers

This award provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers and emergency medical service workers who have died in the line of duty in service to the State of New York.

Memorial Scholarships provide funds to help meet the cost of attending college. The award covers up to four years of full-time undergraduate study (or five years in an approved five-year bachelor's degree program).

Students must establish eligibility by submitting a Memorial Scholarship Supplement, which is available from the New York State Higher Education Services Corporation (HESC). Once eligibility has been established, the student must submit an application for payment by May 1 of the academic year for which payment of the scholarship is sought.

To apply for payment, the student must complete the FAFSA and apply for TAP. For more information see the HESC Web site at: NYS Memorial Scholarship

Professional Opportunity Scholarships

Professional Opportunity Scholarships (for approved professional programs, e.g., accounting, architecture, engineering, nursing, occupational therapy, ophthalmic dispensing, pharmacy, physical therapy, dental hygiene, landscape architecture, physician’s assistant, law, podiatry, optometry, psychology, social work, veterinary medicine, speech/language pathology/audiology) are available to U.S. citizens and permanent New York State residents.
Students must be enrolled full-time (matriculated) in an approved program of study in New York State. Students must agree to practice in New York State for one year in their chosen profession for each annual payment received. Students must demonstrate good academic standing and meet college guidelines for pursuit of the program.

Recipients must be chosen in the following order of priority:

1. Economically disadvantaged (prescribed criteria) and a minority group member historically underrepresented in the profession.

2. Minority group member underrepresented in the profession.

3. Candidate who is enrolled in or is a graduate of College Discovery (CD), Search for Education, Elevation and Knowledge (SEEK), Educational Opportunity Program (EOP), Higher Educational Opportunity Programs (HEOP).

Awards range from $1,000 to $5,000 a year for up to four or five years in certain programs. TAP and some other benefits may supplement this award. Contact the college Financial Aid Office or the New York State Education Dept., Bureau of Post secondary Grants Administration, Cultural Education Center, Room 5B68, Albany, NY 12230, (518) 474-5705. Applications must be submitted each year. The deadline each year is May 1 of the award year. (Example: The deadline for 2020-2021 is May 1, 2021.)

**Search for Education, Elevation and Knowledge (SEEK)**

The SEEK Program provides financial aid and support services (concentrated counseling, remedial instruction, and tutoring) to educationally and economically disadvantaged students attending a senior or technical college. Applicants must be residents of New York State; have received a New York State high school diploma or equivalency; be ineligible for admission under normal standards, but demonstrate potential for completing a college program; and meet family income guidelines as determined by the state.

Students apply for entry to the SEEK program through CUNY Admissions. Students must file a FAFSA and provide the Financial Aid Office with supporting documentation to have their financial eligibility confirmed.

**New York City Financial Aid Programs**

**Hunter College Scholarships, Awards, Prizes and Other Financial Assistance for Matriculated Students**

Hunter College recognizes academic merit and need through a growing number of scholarship and fellowship programs. In general, these fall into two categories: scholarships and fellowships for incoming students; and scholarships, fellowships, awards and prizes for continuing students.

**Incoming Students**

There are several four-year scholarship opportunities for incoming first-year, full-time students, including the CUNY Macaulay Honors College financial package, Honors Scholar Programs, and Dormitory Scholars Awards.

For more information on the Honors Scholar Programs, see Student Services section of this catalog or visit Scholar Programs or inquire at the Honors Scholar Program Office, Hunter North 140, (212) 396-6888, or by email scholarprograms@hunter.cuny.edu.
Continuing Students

Continuing students who wish to be considered for awards from scholarship funds administered through the college should submit a Hunter College Scholarship application, available online at

For more information, contact the coordinator of scholarship opportunities in the Office of Financial Aid (212) 772-4818.

Other Sources of Financial Assistance

Hunter College is committed to providing its students with the maximum amount of financial assistance available from government grants, loans and work-study opportunities. Information and assistance in obtaining financial aid is available from the Office of Financial Aid, Hunter North Room 241 or by logging onto http://www.hunter.cuny.edu/onestop/finances/financial-aid

Hunter College Foundation

Established in 1991, the Hunter College Foundation is dedicated to ensuring continued access to the highest quality public higher education and to helping Hunter maintain its longstanding reputation for academic distinction. Undergraduate scholarships and graduate fellowships may be set up in the Hunter College Foundation.

The Scholarship and Welfare Fund

The Scholarship and Welfare Fund of the Alumni Association, a not-for-profit group established in 1949, administers a number of funds to provide scholarships to students who otherwise might not be able to complete their education. For over fifty years, the Scholarship and Welfare Fund has contributed substantially to the education of Hunter College students. Contributions from alumni, friends, chapters and classes have provided the funds needed for this support.

Many endowed scholarships have been established through funds donated in the names of individuals, classes and chapters of the Alumni Association to provide assistance to students on the basis of both scholarship and financial need. They include college-wide awards and awards to graduating seniors.

General Education Requirements- Effective Fall 2019

General Education Requirements - Effective Fall 2019

All students who matriculate at Hunter College must fulfill General Education requirements. All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.

The Hunter Core provides students with opportunities to sharpen their essential academic skills in writing, mathematics, scientific reasoning, and critical thinking. The Hunter Core also introduces students to a spectrum of distinctive perspectives with which various academic disciplines view our world, its past, and its future.

The Hunter Core is distinguished by its emphasis on foreign language study and its encouragement of concentrated student achievement in a subject outside the student’s first major. Hunter encourages all students to take an active role in planning their education, and to pursue and develop subjects of interest beyond what is required for their major.
The Hunter Core includes
1. The CUNY Common Core, comprising 30 credits;
2. The Hunter Focus comprising 12 credits.

CUNY Common Core (CCCR, 30 credits)
The Hunter Core includes the courses required for the CUNY Common Core Requirement. The CCCR consists of courses in the categories:

- a. English Composition (6 credits=2 courses)*
  1. English Composition 1 – ENGL 120 (3 credits)
  2. English Composition 2 (3 credits, see list of approved courses)
- b. Math and Quantitative Reasoning (3 credits)**
- c. Life and Physical Sciences (3 credits)**
- d. Scientific World (3 credits)**
- e. Creative Expression (3 credits)
- f. U.S. Experience in its Diversity (3 credits)
- g. World Cultures and Global Issues (3 credits)
- h. Individual and Society (6 credits)
  1. One course from Humanities (3 credits)
  2. One course from Social Science (3 credits)

Students may take no more than two courses from one department or program to fulfill categories a.2 (English Composition 2) through h.

*Students who receive an “exemption” for ENGL 120 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement.

Satisfying World Cultures and Global Issues: Students entering Hunter as freshmen will take an introductory language course for their World Cultures requirement. Exception: Students who do not need an introductory language course must take another course from the World Cultures category. Check your language status prior to registering for these courses.

The Hunter Focus
Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts.
Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course but have already fulfilled their World Cultures requirement with a different class may apply all 12 language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

**Hunter Focus in Language Proficiency.** The goal of the language proficiency requirement is to help students attain cross-cultural knowledge and communicate in a language other than English. In studying foreign languages, their literatures and cultures, students acquire new perspectives on how people think, view the world, express themselves, and communicate with one another. Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world.

Students are required to complete up to 12 credits in a foreign language depending upon a student’s language knowledge at the time of matriculation and a student’s matriculation status. (See Considerations for Transfer Students below). Students may apply only one course at each level (Elementary level 1, Elementary level 2, Intermediate level 3, and Intermediate level 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels.

It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign language courses should be taken in consecutive semesters because gaps in language instruction are undesirable.

**Hunter Focus: Concentrated Study.** This requirement encourages students to begin concentrated study outside of their major. Students who have gained fourth-semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within Concentrated Study, but take first steps toward it). The number of credit hours that must be completed in the Concentrated Study requirement depends on a student’s transfer status and foreign language proficiency prior to entering Hunter and ranges from 0 to 12. (See Considerations for Transfer Students). It is necessary for students to indicate a minor, second major, or certificate program. Credit for Concentrated Study is granted only for courses completed within that same declared course of study.

**CONCURRENT COURSE REQUIREMENTS**

Hunter College requires students to take courses that are writing intensive and others that deal with issues of Pluralism and Diversity. These courses can be part of the Hunter Focus or any major or minor requirements, or electives.

**Writing Intensive Courses.** The ability to write clearly and persuasively is a valuable skill that is important for advanced study, professional advancement, and personal development. Writing Intensive courses carry the designation “W” in the catalog and may be offered in any field. Students must complete 3 “W” designated courses. Transfer students may be required to take fewer courses, see “Considerations for Transfer Students” below. All “W” courses must be taken at Hunter College.

**Courses for Pluralism and Diversity.** This group of courses addresses topics that help students broaden their horizons and gain new perspectives. The Pluralism and Diversity courses are grouped into four categories (A, B, C, and D) that focus on scholarship about major practical or theoretical issues that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of:

A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas

B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans,
C. Women and/or issues of gender or sexual orientation,

D. Europe, including ways in which pluralism and diversity have been addressed.

One class in each category is required (transfer students, see below). Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category. A course with a Pluralism and Diversity designation may also carry a “W” designation and may fulfill any other requirement.

CONSIDERATIONS FOR TRANSFER STUDENTS

2nd Degree Students. Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.

CUNY Common Core. All CUNY transfer students retain completion of the CUNY Common Core requirements when transferring to Hunter College. Transfer students who have earned an AA/AS degree from an accredited institution and who matriculate in Fall 2013 and after will have fulfilled the CUNY Common Core requirements by obtaining the AA/AS degree.

Hunter Focus

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

• 12 credits of Hunter Focus for fewer than 30 credits transferred

• 9 credits of Hunter Focus for 30 or more credits transferred without an AA/AS degree*

• 6 credits of Hunter Focus for students with an AA/AS degree

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any “College Option” credits completed at a CUNY senior college toward the Hunter Focus.

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

Concentrated Study. Hunter encourages all students to delve deeply into another area in addition to their major by completing a minor, a second major, or a certificate program. Transfer students who have fulfilled the foreign language requirement should apply Hunter Focus courses towards a minor, second major, or certificate program.

Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

3 for students who transfer fewer than 31 credits

2 for students who transfer between 31-59 credits

1 for students who transfer 60 or more credits

Pluralism and Diversity. Transfer students must take courses in Pluralism and Diversity according to the schedule below:

4 courses for students who transfer fewer than 31 credits – one from each Group (A, B, C, and D).

2 courses for students who transfer 31 or more credits. These two courses must come from Groups A, B, or C and the two courses cannot come from the same Group.

A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas;
B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans;

C. Women and/or issues of gender or sexual orientation;

D. Europe, including ways in which pluralism and diversity have been addressed.

Any one course with a Pluralism and Diversity designation can satisfy only one Pluralism and Diversity category but may also fulfill any other requirement.

**General Education for Transfer Students**

1. **CUNY Common Core (CCC)**

   Transfer students who have earned an AA/AS degree from an accredited institution, including CUNY, and who matriculated in fall 2013 and after will have fulfilled the CCC.

   For all other CUNY transfer students, any unmet CCC requirements must be completed while matriculated at Hunter.

   Non-CUNY transfer students without an AA/AS degree should confer with their adviser to determine whether they have met CCC requirements.

2. **Hunter Focus**

   All transfer students must complete the Hunter Focus.

   For students who first matriculated in an associate program, the number of credits required in the Hunter Focus varies with the number of credits transferred.

<table>
<thead>
<tr>
<th>Credits/Degrees Transferred</th>
<th>Credits/Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30</td>
<td>12</td>
</tr>
<tr>
<td>30 or more, without an AA/AS degree</td>
<td>9</td>
</tr>
<tr>
<td>AA/AS degree</td>
<td>6</td>
</tr>
</tbody>
</table>

   Students who first matriculate in a baccalaureate program must complete 12 credits of Hunter Focus. Any “College Option” credits completed at another CUNY senior college will be applied to the Hunter Focus.

3. **Writing Intensive**

   Transfer students must take at least one Writing Intensive course, designated with a “W” in the catalog, at Hunter College. The number of Writing Intensive courses required is determined by the number of credits transferred.
4. **Pluralism and Diversity**

Transfer students must take at least two courses designated for different categories of the Pluralism and Diversity requirement. The number of courses required in Pluralism and Diversity is determined by the number of credits transferred.

<table>
<thead>
<tr>
<th>Credits Transferred</th>
<th>&quot;W&quot; Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30</td>
<td>3</td>
</tr>
<tr>
<td>31-59</td>
<td>2</td>
</tr>
<tr>
<td>60 or more</td>
<td>1</td>
</tr>
</tbody>
</table>

Any one course with a Pluralism and Diversity designation can only satisfy one Pluralism and Diversity category but may also fulfill any other requirement.

**General Education for 2nd Degree Students**

Students who have earned a baccalaureate degree from an accredited institution are exempt from the General Education requirements.

**General Education Requirements Common Core**

**General Education Requirements: Common Core Courses**

Fulfill ALL of the following requirements:
Earn at least 6 credits from the following:

- Required Core English Composition 1
- ENGL 12000 Expository Writing
- Required Core English Composition 2
### Hunter College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFPRL 23800</td>
<td>Intro Lit African Diaspora</td>
</tr>
<tr>
<td>ASIAN 22100</td>
<td>Intro: Writ About Asian Am Lit</td>
</tr>
<tr>
<td>ENGL 12000</td>
<td>Expository Writing</td>
</tr>
<tr>
<td>ENGL 22000</td>
<td>Intro: Writing about Literature</td>
</tr>
<tr>
<td>ENGL 220HS</td>
<td>Intro to Literature</td>
</tr>
<tr>
<td>MEDIA 21100</td>
<td>News Literacy in a Digital Age</td>
</tr>
</tbody>
</table>

- Students who receive an “exemption” for ENGL 12000 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.

**Earn at least 3 credits from the following:**

- Required Core Mathematical and Quantitative Reasoning

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 12100</td>
<td>Computers &amp; Money: Quant</td>
</tr>
<tr>
<td>ECO 22100</td>
<td>Economic Statistics</td>
</tr>
<tr>
<td>MATH 10000</td>
<td>Basic Structures of Math</td>
</tr>
<tr>
<td>MATH 10200</td>
<td>Math in Everyday Life</td>
</tr>
<tr>
<td>MATH 10400</td>
<td>Math for Elem Educ I</td>
</tr>
<tr>
<td>MATH 12400</td>
<td>College Algebra &amp; Trig</td>
</tr>
<tr>
<td>MATH 12500</td>
<td>Precalculus</td>
</tr>
<tr>
<td>MATH 12550</td>
<td>Precalculus with Workshop</td>
</tr>
<tr>
<td>MATH 15000</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MATH 15200</td>
<td>Calc for Life and Soc Science</td>
</tr>
<tr>
<td>MATH 15500</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>STAT 11300</td>
<td>Elem Prob &amp; Stat</td>
</tr>
<tr>
<td>STAT 21200</td>
<td>Discrete Probability</td>
</tr>
<tr>
<td>STAT 21300</td>
<td>Introduction to Applied Stat</td>
</tr>
</tbody>
</table>
Some courses in this category carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the Common Core.

*Earn at least 3 credits from the following:*

- **Required Core Life and Physical Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTHP 10100</td>
<td>Human Evolution</td>
</tr>
<tr>
<td>ANTH 10500</td>
<td>The Human Species</td>
</tr>
<tr>
<td>ASTRO 10200</td>
<td>Lab Explorations in Astronomy</td>
</tr>
<tr>
<td>BIOL 10000</td>
<td>Principles of Biology 1</td>
</tr>
<tr>
<td>BIOL 10500</td>
<td>Introduction to Genome Biology</td>
</tr>
<tr>
<td>BIOL 10700</td>
<td>Biol &amp; Genetics of Personal ID</td>
</tr>
<tr>
<td>BIOL 12500</td>
<td>Human Biology</td>
</tr>
<tr>
<td>BIOL 15000</td>
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<td>CHEM 12000</td>
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<td>Ess of Organic Chemistry -Lab</td>
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<td>Weather and Climate</td>
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Hunter College

Some courses in this category carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the Common Core.

Earn at least 3 credits from the following:

- Flexible Core Scientific World
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<td>Principles of Biology 2</td>
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<td>Philosophy, Science &amp; Culture</td>
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<td>Basics Concepts of Physics</td>
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<td>Brains, Minds, and Machines</td>
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Some courses in this category carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the Common Core.

Note: Several courses within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core Requirement [CCCR], Concurrent Requirements). When selecting courses, it may be to a student’s advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major.

**Earn at least 3 credits from the following:**

- **Flexible Core Creative Expression**

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**Earn at least 3 credits from the following:**

- Flexible Core U.S. Experience in Its Diversity
### Hunter College

<table>
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#### Earn at least 3 credits from the following:
- Flexible Core World Cultures and Global Issues

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<tr>
<td>CLA 20100</td>
<td>Greek Civilization</td>
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<tr>
<td>CLA 20300</td>
<td>Roman Civilization</td>
</tr>
<tr>
<td>CLARC 20400</td>
<td>Introduction: Archaeology</td>
</tr>
<tr>
<td>FREN 24100</td>
<td>Early Fren Civ: Gothic to Rev</td>
</tr>
<tr>
<td>FREN 24200</td>
<td>Modern French Civilization</td>
</tr>
<tr>
<td>GEOG 15000</td>
<td>World Regions Global Context</td>
</tr>
<tr>
<td>HEBR 22100</td>
<td>Modern Israeli Culture</td>
</tr>
<tr>
<td>HEBR 22200</td>
<td>Jewish Texts/Writings</td>
</tr>
<tr>
<td>HEBR 22300</td>
<td>Intro Talmudic Lit in Translan</td>
</tr>
<tr>
<td>HEBR 24000</td>
<td>Introduction to Old Testament</td>
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<tr>
<td>HEBR 25900</td>
<td>Old Testament Religion</td>
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<tr>
<td>HEBR 29000</td>
<td>Biblical Archaeology</td>
</tr>
<tr>
<td>HEBR 29500</td>
<td>Ancient Hebraic Law</td>
</tr>
<tr>
<td>HIST 11100</td>
<td>World History to 1500</td>
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<tr>
<td>HIST 11200</td>
<td>World History: 1500-Present</td>
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<tr>
<td>HIST 11300</td>
<td>20th Century World History</td>
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<tr>
<td>HIST 12100</td>
<td>Ear Md Eur 1500-1815</td>
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<tr>
<td>HIST 12200</td>
<td>19th and 20th Century Europe</td>
</tr>
<tr>
<td>HIST 20800</td>
<td>History of the Jews</td>
</tr>
<tr>
<td>HIST 27700</td>
<td>East Asia to 1600</td>
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<tr>
<td>HIST 27800</td>
<td>East Asia, 1600 to the Present</td>
</tr>
<tr>
<td>PHILO 21900</td>
<td>Chinese Philosophy</td>
</tr>
<tr>
<td>POLSC 10000</td>
<td>Introduction to Politics</td>
</tr>
<tr>
<td>POLSC 11500</td>
<td>Intro International Relations</td>
</tr>
<tr>
<td>POLSC 25000</td>
<td>Comparing Countries</td>
</tr>
<tr>
<td>POLSC 27000</td>
<td>Intl Relatns: Conceptual Fndtns</td>
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<td>Course Code</td>
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<tr>
<td>REL 21100</td>
<td>Astrology: World Relig</td>
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<tr>
<td>REL 25100</td>
<td>Asian Religions</td>
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<tr>
<td>REL 25200</td>
<td>Ancient Near Eastern Religations</td>
</tr>
<tr>
<td>REL 25300</td>
<td>Abrahamic Religions</td>
</tr>
<tr>
<td>REL 25400</td>
<td>Tribal Religions</td>
</tr>
<tr>
<td>REL 25600</td>
<td>Afro-Caribbean Religions</td>
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<tr>
<td>REL 25700</td>
<td>Rel Anc Cen &amp; Sou Amer</td>
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<tr>
<td>REL 25800</td>
<td>Rel: Ancient Europe</td>
</tr>
<tr>
<td>REL 32000</td>
<td>Hinduism</td>
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<tr>
<td>REL 32100</td>
<td>Buddhism</td>
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<tr>
<td>REL 32200</td>
<td>Islam</td>
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<tr>
<td>REL 32300</td>
<td>Christianity</td>
</tr>
<tr>
<td>RUSS 15700</td>
<td>The Age of the Great Masters</td>
</tr>
<tr>
<td>RUSS 25500</td>
<td>Trans: Rus Folklore</td>
</tr>
<tr>
<td>RUSS 29300</td>
<td>Folklore in Translation</td>
</tr>
<tr>
<td>RUSS 29400</td>
<td>Folklore and Literature</td>
</tr>
<tr>
<td>SPAN 24100</td>
<td>Civilization of Spain</td>
</tr>
</tbody>
</table>

Earn at least 3 credits from the following:

- Flexible Core Individual and Society Social Science
## Hunter College

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFPRL 10000</td>
<td>Introduction to Black Politics</td>
</tr>
<tr>
<td>AFPRL 10300</td>
<td>Conquest &amp; Resistance: PR Exp</td>
</tr>
<tr>
<td>AFPRL 10400</td>
<td>Intro to PR &amp; Latino Studies</td>
</tr>
<tr>
<td>AFPRL 18100</td>
<td>Language and Ethnic Identity</td>
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<tr>
<td>AFPRL 20500</td>
<td>African-Am Pol Soc Change</td>
</tr>
<tr>
<td>AFPRL 26000</td>
<td>Latinos and Citizenship</td>
</tr>
<tr>
<td>ANTHC 10100</td>
<td>Intro to Cultural Anthropology</td>
</tr>
<tr>
<td>ASIAN 23002</td>
<td>Asian Amer Comm &amp; Mntl Hlth</td>
</tr>
<tr>
<td>ECO 10000</td>
<td>Introduction to Economics</td>
</tr>
<tr>
<td>GEOG 10100</td>
<td>People and their Environment</td>
</tr>
<tr>
<td>MHC 15000</td>
<td>Peopling: NY</td>
</tr>
<tr>
<td>PHILO 10600</td>
<td>Philosophy, Politics &amp; Society</td>
</tr>
<tr>
<td>PHILO 25500</td>
<td>Environmental Philosophy</td>
</tr>
<tr>
<td>POLSC 20000</td>
<td>Introduction to Political Idea</td>
</tr>
<tr>
<td>SOC 10100</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>URBS 10100</td>
<td>Urban Life</td>
</tr>
<tr>
<td>URBS 10200</td>
<td>Structure of Urban Region</td>
</tr>
<tr>
<td>WGS 10000</td>
<td>Intro Gender/Sex Studies</td>
</tr>
<tr>
<td>WGS 12100</td>
<td>Public Spkng in Gender Studies</td>
</tr>
<tr>
<td>WGSS 29300</td>
<td>Bathroom Politics</td>
</tr>
</tbody>
</table>

- Note: Several courses within this major may fulfill parts of the Hunter Core Requirement (CUNY Common Core Requirement [CCCR], Concurrent Requirements). When selecting courses, it may be to a student’s advantage to choose courses that count toward the Hunter Core Requirement and also advance the student on the path to the major.

**Earn at least 3 credits from the following:**
- Flexible Core Individual and Society Humanities
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 11100</td>
<td>Introduction to History of Art</td>
</tr>
<tr>
<td>ASIAN 21000</td>
<td>Asians in the United States</td>
</tr>
<tr>
<td>CHIN 25100</td>
<td>Modern Chinese Fiction in Tran</td>
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<tr>
<td>CLA 25000</td>
<td>Greek and Roman Tragedy</td>
</tr>
<tr>
<td>CLA 25100</td>
<td>Ancient Comedy Translation</td>
</tr>
<tr>
<td>CLA 25300</td>
<td>Homer and Virgil</td>
</tr>
<tr>
<td>HEBR 21100</td>
<td>Mstpc Medv Hbr Lit</td>
</tr>
<tr>
<td>HEBR 29200</td>
<td>The Hebrew Prophets</td>
</tr>
<tr>
<td>ITAL 28000</td>
<td>Italian Renaiiss</td>
</tr>
<tr>
<td>JPN 25100</td>
<td>Japanese Culture Before 1600</td>
</tr>
<tr>
<td>MEDIA 18000</td>
<td>Introduction to Media Studies</td>
</tr>
<tr>
<td>PHILO 10100</td>
<td>Introduction to Philosophy</td>
</tr>
<tr>
<td>PHILO 10400</td>
<td>Intro to Ethics &amp; Moral Judgmt</td>
</tr>
<tr>
<td>REL 11000</td>
<td>Nature of Religion</td>
</tr>
<tr>
<td>REL 11100</td>
<td>Approaches to Religion</td>
</tr>
<tr>
<td>REL 20400</td>
<td>Religious Experience</td>
</tr>
<tr>
<td>REL 20500</td>
<td>Faith and Disbelief</td>
</tr>
<tr>
<td>REL 20600</td>
<td>Ideas of God</td>
</tr>
<tr>
<td>REL 20700</td>
<td>Religious Sources for Morality</td>
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<tr>
<td>REL 20800</td>
<td>Religion and Social Justice</td>
</tr>
<tr>
<td>REL 20900</td>
<td>Religion and Human Rights</td>
</tr>
<tr>
<td>REL 25500</td>
<td>Religions of Two Gods</td>
</tr>
<tr>
<td>REL 27000</td>
<td>Religion and Psychology</td>
</tr>
<tr>
<td>RUSS 15600</td>
<td>Culture of Imperial Russia</td>
</tr>
</tbody>
</table>
### Additional Comments:

Students may take no more than two courses from one department or program to fulfill categories Common Core.

**Transfer Students**

- Transfer students who have earned an AA/AS degree from an accredited institution, including CUNY, and who matriculated in fall 2013 and after will have fulfilled the Common Core.

- For all other CUNY transfer students, any unmet Common Core requirements must be completed while matriculated at Hunter.

- Non-CUNY transfer students without an AA/AS degree should confer with their adviser to determine whether they have met CCC requirements.

**2nd Degree Students**

- Students who have earned a baccalaureate degree from an accredited institution are exempt from the General Education requirements

### Hunter Core Requirement - Fall 2013 to Spring 2019

**Hunter Core Requirement - Fall 2013 to Spring 2019**

(Effective Fall 2013, if you are a current Hunter student who started before fall 2013, see here for information concerning whether to “opt in” to the Hunter Core or continue with Hunter’s General Education requirements Fall 2011-Spring 2013.

All students who matriculate at Hunter College must fulfill the Hunter Core Requirement (Hunter Core, HCR). This is a set of courses Hunter College considers essential to the intellectual development of its undergraduates. The Hunter Core requirements and expectations are meant to support the professional and personal development of Hunter students, prepare them for advanced study, and enable them to become active participants in the world of ideas.
Hunter College

The Hunter Core provides students with opportunities to sharpen their essential academic skills in writing, mathematics, scientific reasoning, and critical thinking. The Hunter Core also introduces students to a spectrum of distinctive perspectives with which various academic disciplines view our world, its past, and its future.

The Hunter Core is distinguished by its emphasis on foreign language study and its encouragement of concentrated student achievement in a subject outside the student’s first major. Hunter encourages all students to take an active role in planning their education, and to pursue and develop subjects of interest beyond what is required for their major.

**Hunter Core**

The Hunter Core includes:

1. The CUNY Common Core, comprising 30 credits;
2. The Hunter Focus comprising 12 credits

**CUNY Common Core Requirement**

consists of designated courses in:

A. English Composition consists of 2 courses English Composition 1 and 2 (6 credits)

B. Math and Quantitive Reasoning  MQR (3 credits) **

C. Life and Physical Sciences (3 credits) LPS **

D. Scientific World - SW (3 credits) **

E. Creative Expression (3 credits)

F. US Experience in Its Diversity (3 credits)

G. World Cultures & Global Issues (3 credits)

H. Individual & Society consists of 6 credits, one course from each of the following categories: Individual and Society (Humanities), and Individual and Society (Social Sciences)

**Note**

- Students may take no more than two courses from one department or program to fulfill categories A through H.
- *Students who receive an “exemption” for ENGL 12000 or for a course in English Comp 2 are deemed to have fulfilled English Composition 1 or 2, respectively.
- **“There are some courses in these categories that carry more than 3 credits (the “STEM variant” courses). Students who elect to take these courses may apply only three credits towards fulfilling the CUNY Common Core Requirement. — These courses, labeled STEM, may be found in three areas of the Common Core: Math/Quantitative Reasoning, Life and Physical Sciences and Scientific World. A particular STEM variant course may appear in more than one area of the Common Core. When this occurs, students may choose which area of the Common Core they want the course to fulfill. STEM variant courses may be more than three credits. In such cases, three credits will apply to fulfilling the Common Core; all of the course’s credits will apply to the major.

**The Hunter Focus**
Beyond the CUNY Common Core, Hunter requires students to complete 12 credits for the Hunter Focus. These credits are part of the CUNY College Option – an additional set of requirements in the baccalaureate programs that encourage students to delve more deeply in the specialties of the colleges. The Hunter focus emphasizes foreign language and concentrated study – two areas of study that highlight Hunter’s current and historic focus on the liberal arts. Hunter students are expected to attain fourth-semester proficiency in a foreign language, regardless of where the learning took place. After this goal has been met, students should begin concentrated study in an area outside of their first major. The composition of the Hunter Focus will vary depending on students’ language proficiency at the time of matriculation. Students who have to take a beginning language course must apply all their language credits to the Hunter Focus. Students in the Hunter College School of Nursing may fulfill their entire 12 credits of Hunter Focus by taking three “STEM variant” science courses in addition to the STEM courses used to fulfill the CUNY Common Core.

**Hunter Focus in Language Proficiency.** The goal of the language proficiency requirement is to help students attain cross-cultural knowledge and communicate in a language other than English. In studying foreign languages, as well as their literatures and cultures, students acquire new perspectives on how people think, view the world, express themselves, and communicate with one another. Language study sensitizes students to the differences between their own culture and that of others, an important factor in an interconnected and interdependent world. Students are required to complete up to 12 credits in a Foreign Language depending upon the student’s language knowledge at the time of matriculation and a student’s matriculation status. (See Considerations for Transfer Students below.) Students may apply only one course at each level (Elementary levels 1 and 2, Intermediate levels 3 and 4) toward the CUNY College Option. Intensive courses can be used to satisfy two levels. It is strongly recommended that students complete their foreign language study as early as possible so they can benefit from it in their college career. Foreign Language courses should be taken in consecutive semesters because gaps in language study are undesirable.

**Hunter Focus: Concentrated Study.** This requirement encourages students to begin concentrated study outside of their major. Students who have gained fourth semester language proficiency should make progress toward a minor, second major, or certificate (they will not complete such a program within Concentrated Study, but take first steps towards it). The number of credit hours that must be completed in the Concentrated Study requirement depends on a student’s entry status and achievements prior to entering Hunter and ranges from 0 to 12. (See Considerations for Transfer Students below.) It is necessary for a student to indicate a minor, second major or certificate program. Credit for Concentrated Study is granted only for courses completed within that same declared course of study.

**Concurrent Course Requirements**

Hunter College requires students to take some courses that are writing intensive and some that deal with issues of Pluralism and Diversity. These courses can be part of the Hunter Core Requirement (HCR) or any major or minor requirements, or electives.

**Courses for Pluralism and Diversity.** This group of courses addresses topics that help students broaden their horizons and gain new perspectives. The Pluralism and Diversity courses are grouped into four categories (A, B, C and D) that focus on scholarship about major practical or theoretical issues that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of:

A. Non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas

B. One or more of the following groups in the US: African Americans, Asian Americans, Latino Americans, and Native Americans,

C. Women and/or issues of gender or sexual orientation,

D. Europe, including ways in which pluralism and diversity have been addressed.

**Considerations for Transfer Students**
2nd Degree Students. Students who have earned a baccalaureate degree from an accredited institution are exempt from the Hunter Core Requirement and all concurrent requirements.

CUNY Common Core. All CUNY transfer students retain completion of the CUNY Common Core requirements when transferring to Hunter College. Transfer students who have earned an AA/AS degree from an accredited institution and who matriculate in fall 2013 and after will have fulfilled the CUNY Common Core requirements by obtaining the AA/AS degree.

Hunter Focus

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

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

*A transfer student who first matriculates in a baccalaureate program must complete 12 credits of Hunter Focus. The student can apply any "College Option" credits completed at a CUNY senior college toward the Hunter Focus.

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

Concentrated Study. Hunter encourages all students to delve deeply into another area in addition to their major by completing a minor, a second major, or a certificate program. Transfer students who have fulfilled the foreign language requirement should apply Hunter Focus courses towards a minor, second major or certificate program.

Writing Intensive. All students must take at least one course with a “W” designation from Hunter College. The number of “W” designated courses required are:

- 3 for students who transfer fewer than 31 credits
- 2 for students who transfer between 31-59 credits
- 1 for students who transfer 60 or more credits

Pluralism and Diversity. Transfer students must take courses in Pluralism and Diversity according to the schedule below:

- 4 courses for students who transfer fewer than 31 credits – one from each Group (A, B, C, and D).
- 2 courses for students who transfer 31 or more credits. These two courses must come from Groups A, B, or C and the two courses cannot come from the same Group.

General Education Requirements - Fall 2001 to Spring 2013
Introduction

All undergraduate students who matriculated at Hunter College in fall 2001 through spring 2013 were required to fulfill the General Education Requirement (GER), a set of competencies, knowledge areas and perspectives that Hunter College considers essential to the intellectual development of its undergraduates. For students matriculating at Hunter College in fall of 2013 through spring of 2019, the Hunter Core Requirement replaces the GER. Current Hunter students who started before fall 2013 can “opt in” to the Hunter Core or continue with the GER. See www.hunter.cuny.edu/academics/hunter-core-requirement for further information specific to your status.

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

Summary

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

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

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

Stage 3 – Focused Exposure (Students should complete this stage within their first 60 credits.) This Stage requires students to select advanced courses outside their major (students with more than one major should see the Regulations for Core Requirement, below).

The Focused Exposure Stage includes courses in areas that the student has selected to study in greater depth, in the expectation that more advanced students should do more analysis and research.

Graduation Requirements:
Comprise the Writing Requirement, the Foreign Language Requirement and the Pluralism and Diversity Requirement.

1. **Writing Requirement** The Writing Requirement ensures that all students have significant writing experiences. It is recommended that students fulfill the Writing Requirement early in their academic career in order to prepare effectively for advanced coursework. Courses that can be taken to fulfill the Writing Requirement carry the designation “W” in this catalog. The maximum number of writing intensive, W-designated courses a student must take is 3 (see the section below on Writing Requirement). All W courses must be taken at Hunter. The W-designated courses (or specific sections thereof) are indicated in the Schedule of Classes each semester.

   *Note: Not all sections of a course are necessarily offered with significant writing. To satisfy the Writing Requirement a section designated as W in the “Schedule of Classes” must be taken.*

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

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

3. **Pluralism and Diversity Requirement** This requirement is composed of designated courses in four groups (A, B, C, D). A course can satisfy only one of these four groups, though it may also satisfy a requirement in the Core and in the minor and major.
The General Education Requirement is composed of a Core Requirement and Graduation Requirements in: Writing, Foreign Language, and Pluralism & Diversity. Any number of courses from a major or minor may be used to satisfy the Pluralism and Diversity Requirement and the Writing Requirement.

*Note: The list of courses satisfying the requirements is often updated. For the most recent list, please check the Registrar’s Web site at: www.hunter.cuny.edu/registrar*

**Regulations for Core Requirement:**

1. A course may be used to satisfy only one Core Requirement.

2. No more than two courses per department or program may be applied to satisfy Core requirements. Exceptions to this are courses in Stage 1: Academic Foundations.*

3. All courses satisfying Core, Stage 2 Groups A through D must be from different departments or programs.*

4. Students may apply up to two courses from their major to satisfy Stage 1 and Stage 2 of the Core; only one of these is permitted to fulfill a Stage 1 requirement, and only one a Stage 2 requirement.

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

5. *All CUNY Macaulay Honors College (MHC) courses designated for the Core Requirement may be applied toward the Core Requirement.*

**Core Requirement**

**Stage 1: Academic Foundations**

List of Approved Courses for GER Core Stage 1: Academic Foundations

This Stage involves basic academic skills needed for success in the liberal arts and sciences. Accordingly students should complete this Stage as early as possible, preferably within their first 30 credits at Hunter. Exemption may be granted on the basis of placement exams or other criteria as determined by the Hunter College Senate. Such exemptions do not yield credit unless they are based on the successful completion of college courses.
<table>
<thead>
<tr>
<th>Group</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | 3       | **English Composition**  
This requirement introduces expository writing and academic discourse. Through reading, writing, and rewriting, students learn to generate, explore, and refine their own ideas, analyze and evaluate intellectual arguments, take positions and support them persuasively, and write with sound grammar, varied sentence structure, logic, and coherence. |
| B     | 3       | **Quantitative Reasoning**  
The goal of this requirement is to develop competence in mathematical and quantitative reasoning, including the use of numerical and graphical data in making judgments on personal, professional, and public issues. Students who place out of MATH 125 are exempt from this requirement. |
| C     | 3       | **US History**  
This requirement introduces portions of the history of the United States covering periods of time sufficiently long to reveal the historical dynamic and bring understanding of the historical contexts that have created our social and political institutions. It emphasizes the importance of the historical perspective and method, an understanding of how, where, and why change has occurred over time, and an awareness that the world we live in has been influenced by the past.  
HIST 151W, 152W, PLSC 110W |

**Stage 2: Broad Exposure**

List of Approved Courses for GER Core Stage 2: Broad Exposure

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

<table>
<thead>
<tr>
<th>Group</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | 3       | **Survey of Literature Written in English**  
This requirement is meant to increase students’ understanding and appreciation of literature written in English. Courses emphasize close readings of representative texts chosen to familiarize students with various authors, periods, and genres - fiction, drama, and poetry - and to provide a firm foundation for further literary study. Written assignments include quizzes, papers, and a midterm and final exam. |
### Social Science: People and their Societies

The goal of this requirement is to introduce students to the understanding of individual and collective human behavior.

Students should be aware of the geographic, political, social, economic, historical, and psychological effects on the human environment. By studying human relations and the human experience students should learn the methodologies as well as the nature, scope, and limits of specific disciplines in the social sciences.

### Humanities: Cultures and Ideas: Literature, Philosophy, Classics

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

### Visual and Performing Arts: Media, Art, Dance, Film, Music, Theater

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

### Natural Science: Two courses are required, one of which must include a laboratory component. These may be in the same discipline.

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

### Stage 3: Focused Exposure

List of Approved Courses for GER Core Stage 3: Focused Exposure

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

**Writing Requirement**

List of Approved Courses for the Writing Requirement

Students matriculating with fewer than 31 credits must take three courses in significant writing — “W” designated courses — at Hunter College. Transfer students matriculating with 31 to 59 credits must take at least two “W” designated courses at Hunter College. Transfer students matriculating with 60 to 90 credits must take at least one “W” designated course at Hunter College. (ENGL 120 does not count as "W" designated course.)

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

**Language Proficiency Requirement**

Hunter College currently offers the following programs to meet the language proficiency requirement:

Chinese (CHIN), French (FREN), German (GRMN), Greek (GRK), Hebrew (HEBR), Italian (ITAL), Japanese (JPN), Latin (LAT), Polish (POL), Russian (RUSS), Spanish (SPAN), Swahili (SWA), Ukrainian (UKR), Yoruba (YOR).

**Course of Study:**

All students must demonstrate language proficiency at the 12-credit level or its equivalent. In each language a required course sequence (12 credits) is offered: Elementary I and II (2 three-credit courses or 1 six-credit intensive course) and Intermediate I and II (2 three-credit courses or 1 six-credit intensive course). The Elementary three-credit courses are usually numbered 101 and 102 and the Intermediate three-credit courses are usually 201 and 202 (except that the Spanish for Native Speakers sequence is SPAN 105, 106, 207, and 208; intermediate Greek is GRK 110 and GRK 202 or 203; intermediate Latin is LAT 110 and LAT 201, 202, 203, or 204). The intensive six-credit courses are usually numbered 103 and 203 (except for: CHIN 107 and 207; GRK 107; and LAT 107). Intensive courses are not offered in all languages. The first semester of a four-course sequence will not be credited without successful completion of the second semester.

**Exemption:** Students may be exempted from part or all of the language proficiency requirement by virtue of:

1. Successful completion of high school courses. Each year of language study completed in high school is equivalent to one semester (3 cr) of the same language in college. The requirement of 4 semesters of language courses or an equivalent combination of college and high school courses is fulfilled only if all 4 semesters are completed in the same language. Students who have completed 4 years of one foreign
language in high school should apply for an exemption with the Coordinator of Academic Appeals; an official high school transcript is required. Students who have passed a language Advanced Placement Test of the College Board with a grade of 5, 4, or 3 should contact the Office of Admissions.

2. Passing at least one advanced college foreign language or literature course that has a 4th semester level prerequisite in that language.

3. Competency demonstrated through proficiency examinations. To arrange for an examination contact the appropriate department office; if the language in question is not taught at Hunter College contact the dean of the School of Arts & Sciences.

4. Presentation of foreign secondary school documentation. Students who have graduated from a high school outside the United States in which the language of instruction was other than English may be exempted from the foreign language requirement upon presentation of a high school or secondary (equivalent) transcript.

5. Presentation of foreign university documentation. Students who present appropriate evidence that they have completed one or more semesters of full-time study at a college or university outside of the United States in which the language of instruction was other than English may be exempted from the foreign language requirement. Native speakers of English who participated in a study-abroad program or a program specifically designed for foreigners may be exempted from the foreign language requirement if they provide sufficient evidence of their proficiency in the foreign language.

Note: an exemption from a language requirement does not yield any credit unless the exemption is based on successful completion of college courses.

Placement: Students may begin a foreign language at Hunter College. Students who are not exempt from the foreign language requirement as described above should choose their language course as follows:

1. Students who have satisfactorily completed 3 years of study of one language in high school or have completed the college equivalent of the 3rd level in a foreign language sequence should take the 4th course in the required sequence.

2. Students who have satisfactorily completed 2 years of study of one language in high school or have completed the college equivalent of the second level in a foreign language sequence should take the 3rd and 4th courses in the required sequence.
3. Students who have satisfactorily completed 1 year of study of a language in high school or have completed the college equivalent of the 1st level in a foreign language sequence should take the 2nd, 3rd and 4th courses in the required sequence.

4. Students who are beginning the study of a foreign language should take all 12 credits of a course sequence.

**Pluralism And Diversity Requirement**

List of Approved Courses for the Pluralism and Diversity Requirement

The growing interdependence of the world’s political, economic, and cultural relations, along with the increasingly diverse character of the American citizenry in general and the students of Hunter College in particular, make it imperative that Hunter undergraduates be exposed to a wide range of intellectual traditions, perspectives, and concerns arising from all corners of the globe. The emergence of sizable bodies of scholarship in recent decades reflecting that intellectual array makes it important for Hunter to present them as an integral part of the education of its undergraduates.

Accordingly, all students, including transfer students, who entered Hunter College in the fall 1993 semester or later are required to complete 12 credits in designated courses that address issues of pluralism and diversity before graduating from Hunter College. Students choose three credits from each of the four groups below. Work done at other colleges may be counted towards the pluralism and diversity requirement. When a student is given course equivalence for a course that counts towards pluralism and diversity, that student will also be deemed to have met the corresponding pluralism and diversity requirement except that or, BIOL 100/102 and BIOL 100/160, students must see the department to receive pluralism and diversity credit. All courses used to satisfy Pluralism and Diversity requirements may simultaneously meet a student’s Core Requirement or the courses necessary for a major or minor area of study.

*Note: While some courses may be listed in more than one group of the requirement, students will be able to apply such course to only one of the four areas.*
A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of non-European societies, particularly those of Africa, Asia, Latin America, or those indigenous to the Americas.

A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, immigrant experiences, and/or intellectual traditions of one or more of the following groups in the United States of America: African Americans, Asian Americans, Latino Americans, and Native Americans.

A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of women and/or issues of gender or sexual orientation.

A course focusing on scholarship about major practical or theoretical issues (e.g., artistic, economic, geographic, literary, political, scientific, or social) that emerge from, are reflected in, or are principally derived from the historical conditions, perspectives, and/or intellectual traditions of Europe, including the ways in which pluralism and diversity have been addressed.

* Groups designated by letters A, B, C, and D substitute for Groups originally called 1, 2, 3, and 4, respectively.

Note: SOC 101 has been withdrawn from Group A. This change has gone into effect for all students entering Hunter in fall 2001.

**Language Proficiency Requirement**

Students must attain or work toward fourth-semester proficiency in a natural language other than English (LOTE). For students with no prior language courses, this typically consists of completing four courses or a total of 12 credits. Hunter College currently offers the following languages to meet the LOTE requirement: Arabic (ARB), Chinese (CHIN), French (FREN), German (GERMN), Ancient Greek (GRK), Hebrew (HEBR), Italian (ITAL), Japanese (JPN), Latin (LAT), Polish (POL), Portuguese (PORT), Russian (RUSS), and Spanish (SPAN).

Students who have prior language proficiency, including in languages not offered at Hunter (common examples include American Sign Language, Korean, Turkish, Urdu), may be exempted from some or all of the requirement. An exemption from the language requirement does not yield any credit unless the exemption is based on successful completion of college courses.

**Exemption based on prior study**
Students should present to the Admissions Office transcripts, diplomas, exam scores, and/or other evidence that they have done one of the following:

- successfully completed four years of one LOTE in high school,
- passed a language Advanced Placement Test of the College Board with a grade of 3 or higher,
- Passed at least one advanced college language or literature course that has a 4th-semester level prerequisite in that language,
- graduated from a high school outside the United States in which the language of instruction was other than English, or
- completed one or more semesters of full-time study at a college or university outside of the United States in which the language of instruction was other than English, including a study-abroad program.

Exemption based on proficiency exam

Students to whom the above conditions do not apply and who want to demonstrate proficiency may do so through a Hunter-approved proficiency examination. To arrange for an examination in a language taught at Hunter, contact the appropriate department office:

<table>
<thead>
<tr>
<th>Department</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical &amp; Oriental Studies</td>
<td>Arabic, Chinese, Greek, Hebrew, Japanese, Latin, Polish, Russian</td>
</tr>
<tr>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Romance Languages</td>
<td>French, Italian, Portuguese, Spanish</td>
</tr>
</tbody>
</table>

For languages not listed above, please contact the Admissions Office.

Requirements for Graduation: Hunter Core and Major Field of Study

A student at Hunter College must earn a total of 120 credits to graduate with a bachelor’s degree. These 120 credits must include credits to satisfy the Hunter Core Requirement (up to 42 credits) and to satisfy the requirements of a major field of study (major).

Credits for the Hunter Core and for a major usually do not add up to 120. A student may reach the necessary 120 credits by completing an additional major, a minor field of study (minor), a certificate program, or by taking elective courses.

Please note: New York State law requires a minimum number of liberal arts and science courses for undergraduate degrees, as follows:

BA 75% of credits towards the degree, 90 credits
BS 50% of credits towards the degree, 60 credits
BMus, BFA 30% of credits towards the degree, 40 credits

Please see New York State Rule for Liberal Arts and Sciences Courses
Declaring a Major

Students should confer with their advisor and can declare a major by visiting this page. Some majors require an application, audition/and or entrance exam. For a complete list, please visit: same website... and departmental websites.

All matriculated students must declare a major no later than the semester in which the combination of credits earned and credits for which they are currently registered totals 60 or greater. Transfer students entering with 60 credits or more must declare their major before the end of their first semester of attendance at Hunter.

Requirements for a Major

All matriculated students must declare a major no later than the semester in which the combination of credits earned and credits for which they are currently registered totals 60 or greater. Transfer students entering with 60 credits or more must declare their major before the end of their first semester of attendance at Hunter. Students may find that some courses and career opportunities are available to them only if they have declared a major. In addition, under New York State guidelines, students who have not yet declared a major by the 61-credit point are ineligible for TAP financial aid. To declare or change a major, a student should get a major declaration form from the OASIS, Room 217 Hunter North and confer with an adviser in the major department.

For students who are nearing the 61-credit point and remain undecided about their choice of major, there are a number of avenues of assistance. Designated faculty in each academic department advise prospective majors about the undergraduate programs and related career possibilities. Also, the advisors in the Office of Student Services and Career Development Services offer assistance in choosing a major. The college is concerned that students select their major with careful consideration and with good knowledge of the range of options.

To earn a Hunter degree, students must complete at least half of their major credits at Hunter.

Major Courses and Hunter Core Courses

A course taken to satisfy a major requirement often may satisfy a Hunter Common Core requirement. However, students are not allowed to take more than two courses from one department or program to fulfill the Hunter Core Requirement (note: English Composition 1 will not be counted as an English course in this context).

More than One Major

Before you declare multiple majors, please consider the following:

Declaration of more than one major may have significant implications for a student; for example, regarding additional time to graduation, professional certification, and/or issues concerning financial aid eligibility. Students are urged to meet frequently with academic advisors, faculty advisors in each major, and financial aid/scholarship advisors before they choose to pursue more than one major.

More than One B.A. Major

B.A. students have the option of declaring more than one major. Students must complete the Hunter General Education requirements as well as the requirements for all declared majors. B.A. students must complete at least 90 Liberal Arts credits to graduate regardless of which major(s) are selected.

More than One B.S. Major

B.S. students have the option of declaring up to two B.S. majors. Students must complete the Hunter General Education requirements as well as the requirements for all declared majors. B.S. students must complete at least 60 Liberal Arts credits to graduate regardless of which major(s) are selected.

Declaring Up to Two Majors between Different Undergraduate Degree Awards
Undergraduate students may declare up to two majors between different undergraduate degree awards (for example, combining a B.A. major with a B.S. major). Students who wish to complete the requirements for two majors from different degree awards have two options to achieve this.

**One-degree option**

In cases where a student completes the requirements for two declared majors from different award designations, the student may be awarded the degree associated with one of the two majors. Only one degree with one major will be awarded. For the identification of the second major, a notation of completion of all of the requirements of the second major will reside in the transcript permanent comment section. This is a minimum 120-credit option.

**Two-degree option**

Students who complete the requirements for two declared majors from different degree awards may opt to receive two undergraduate degrees and two diplomas. In order to be awarded two degrees, such as a B.A. and B.S., students must complete at least an additional 30 credits in residence beyond the standard 120 total credits required for a bachelor’s degree. This is a minimum 150-credit option. It may take students five or more years to complete this option.

*Note: Students enrolled in the Thomas Hunter Honors Program may declare up to two majors between different undergraduate degree awards, at least one in a B.A. field, in addition to the Special Honors Curriculum major.*

**Important considerations**

With either option, students must complete the Hunter General Education requirements as well as the requirements for all declared majors and complete all degree requirements from both degree awards. Degree award requirements may differ with respect to number of required liberal arts credits or minimum required cumulative grade point average. For students with majors in two different degree awards (e.g., B.A. and B.S.) the following applies:

- If the degree awards have a different number of required liberal arts credits, the student must complete the higher number of required liberal arts credits.
- If the degree awards have different requirements for minimum cumulative grade point average, the student must earn the higher required minimum cumulative grade point average.

**Double Counting Between or Among Multiple Majors**

Courses may satisfy the requirements of more than one major. Double counting between or among majors occurs when a student uses a course or courses to count towards the credit requirements of more than one declared major. When double counting is allowed, the student does not need to take additional courses to reach the required number of credits in the major. A student is allowed to double count courses between or among majors if and only if such double counting is allowed by all the majors for which the student has declared and towards which the credits apply. If any department or program for which the student has declared a major and towards which the credits apply does not have an approved policy that allows double counting of courses between or among majors, then double counting is not allowed. The student who uses the course(s) to satisfy the requirements of more than one major must take additional courses as approved by the major department(s) or program(s) to reach the required number of credits in each major.

**Double Counting Between Majors and Minors**

Courses may satisfy the requirements of both a major and a minor. Double counting occurs when departments allow a course or courses to count towards the credit requirements of both a major and a minor. When double counting is allowed, the student does not need to take additional courses to reach the required number of credits in the program. A student is allowed to double count courses between majors and minors if such double counting is allowed by the minor program, except when such courses are also used to fulfill the Hunter Focus requirement. If a minor program does not have an approved policy that allows double counting of courses between majors and minors, then double counting is not allowed.”
Advising

Hunter College is concerned that students select their major(s) with careful consideration and with good knowledge of the range of options. For students who are nearing the 60-credit point and remain undecided about their choice of major, there are a number of avenues of assistance. Designated faculty advisors in each academic department can inform prospective majors about their undergraduate programs and related career possibilities. Also, the advisers in the Office of Advising and Career Development Services can offer assistance in choosing a major.

Each department has advisers to help students with such matters as course content, when a course is expected to be given, how a course is conducted (lecture, discussion) and the textbook(s) to be used. Students may want to discuss majoring in a subject before they make their official decision or to inquire about graduate schools. Majors should see the department advisers frequently to discuss their interests.

Assignment of Credit Hours to Courses

The assignment of credit hours to courses at Hunter College complies with the New York State Education Department’s procedures:

“Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.”

See the State and Federal Credit Hour Definitions

Types of Majors Offered for Bachelor’s Degree

Departmental Majors

BA Degree These are majors concentrated within one department or program. In order to graduate, a student must have a minimum GPA of 2.0 in the courses designated for the major. Major departments may have higher requirements. Each student should consult the major department for details and also check the department’s description of the major in the catalog.

The following are departments and/or programs that offer majors leading to the BA degree.
The Academic Program

The Bachelor of Arts (BA) degree encompasses sciences, humanities and the arts and the social sciences. BA programs prepare students for positions in profit, nonprofit and government organizations as well as for graduate programs.

The Bachelor of Science (BS) degree programs provides training for a particular career and are therefore considered professional degrees.

The Bachelor of Fine Arts (BFA) degree is a concentration in art for highly qualified students. The Studio Art - BFA is described in detail in the section devoted to the Art and Art History Department.

The Bachelor of Music (BMus) degree is designed for students who intend to perform professionally or to teach the performance of music. The Music - BMus program is described in detail in the section devoted to the Music Department.
The Bachelor’s/Masters degree programs are designed for highly qualified students in particular areas of study; they enable full-time students to complete both the bachelor’s and master’s degrees in 4-5 years. Students in combined programs will pay undergraduate tuition rates up to the number of credits required to earn a baccalaureate degree (120 credits). Any credits taken toward the combined degree after 120 credits are charged at the graduate tuition rate. Some programs offer teacher certification at the master’s level.

The CUNY (City University of New York) Baccalaureate degree is a university-wide program. This degree, awarded by CUNY rather than by a specific undergraduate CUNY college, may be a BS or BA degree and is intended for students who have well formulated individual academic and career goals. Students who are accepted work out their programs with a faculty committee of their choice that is willing to support the student’s plan of study. Students pursue their studies at one or more colleges in CUNY, according to their interests. Students must complete at least 15 but not more than 90 credits to be considered for admission to this program. Further information can be obtained from the CUNY/BA adviser in the Office of Advising Services, Room 1119 East Building.

Interdepartmental Majors

BA Degree The following programs leading to the BA degree involve courses in more than one department. For details and names of advisers, see Programs of Study. In addition to the interdepartmental fields of study, the college also offers individual interdisciplinary courses in the humanities, social sciences, sciences and mathematics and health sciences.

<table>
<thead>
<tr>
<th>Archaeology</th>
<th>Latin American and Caribbean Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Literature</td>
<td>Religion</td>
</tr>
<tr>
<td>Human Biology</td>
<td>Urban Studies</td>
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<tr>
<td>Jewish Studies</td>
<td></td>
</tr>
</tbody>
</table>

Professional and Pre-Professional Majors: BS, BFA, BSW and BMus Degrees

These programs, each requiring approximately 60 credits in the area of specialization, lead to the BS, BFA, BSW or BMus degree.

The following programs are available. For details and names of advisers, see Programs of Study.

<table>
<thead>
<tr>
<th>Accounting BS (Economics Department)</th>
<th>Studio Art BFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Health BS</td>
<td>Music BMus</td>
</tr>
<tr>
<td>Medical Laboratory Sciences BS</td>
<td>Nursing BS</td>
</tr>
<tr>
<td>Social Work BSW</td>
<td>Nutrition and Food Science BS</td>
</tr>
</tbody>
</table>

*As of summer 2009 BS majors may declare up to two BA minors. See the minor department.

The Minor
Fulfilling the requirements for a minor is an option for students who want to document abilities in an academic field in addition to their major(s). A minor program consists of a set of courses that are defined as a minor by an academic department or program. A minor encompasses at least 12 and at most 18 credits. It is left to the decision of individual departments or programs whether they offer a set of courses leading to a minor. Interdisciplinary minors may be established between two or more departments.

In order to graduate with a minor in a specific field, a student must maintain a grade point average of at least 2.0 in the courses taken in that field. Minors require that at least one half of the credits be taken at Hunter College. Courses from the minor may be used without limit to satisfy Hunter Core Requirements as well as Writing and Pluralism & Diversity requirements.

To declare or change a minor, a student should print a Minor Declaration Approval form at registrar.hunter.cuny.edu/subpages/forms.shtml and confer with an adviser in the minor department. In general, courses may not be shared between a major and a minor.

**Accelerated Bachelor’s/Master’s Degrees**

These programs may enable highly qualified students to earn the bachelor’s and master’s degrees in a shorter period of time than is required for taking the degrees separately. The following programs are available:

- Accelerated BS/MS in Nutrition (DPD)
- Adolescent Biology, Grades 7-12 - BA/MA
- Adolescent Chemistry, Grades 7-12 - BA/MA
- Adolescent Earth Science, Grades 7-12 - BA/MA
- Adolescent Mathematics, Grades 7-12 - BA/MA
- Adolescent Physics, Grades 7-12 - BA/MA
- Anthropology - BA/MA
- Biological Sciences with Specialization in Biotechnology - Accelerated BA/MA
- Dance Pre-K - 12 - BA/MA
- Economics - BA/MA
- Five-Year BA/MA Program in Environmental Studies and Adolescent Education: Earth Science (Grades 7-12)
- Mathematics or Statistics and Applied Mathematics - BA/MA
- Mathematics Preparation for Adolescent Education (Grades 7-12) - BA/MA
- Music - BA/MA
- Music/Music Teacher Education Pre-K-12 - BA/MA
- Physics - BA/MA
- Sociology/Social Research - Accelerated BA/MS
Regulations Published by the Hunter College Senate

Students are expected to be familiar with the various requirements and procedures as given in this catalog and to follow them. The Hunter College Senate, with authority granted to it by the CUNY Board of Trustees, determines all academic rules and regulations and approves all curricula. The Senate publishes changes in rules and regulations. Students who believe that their individual circumstances warrant a variance from the rules and regulations listed in this catalog must proceed to obtain permission from the appropriate college authority. Only through the procedures listed below are such variations permitted.

Students should obtain written documentation for any such variations. Students should be wary of informal advice or undocumented claims that they can be exempt from any college rules.

1. Inquiries concerning college regulations in general should be directed to the Office of Advising, Room 1119 East Building. Appeals for administrative exceptions to academic rules and regulations (for example, exceptions to approved academic program loads) are heard in the Office of Advising.

2. Inquiries concerning the major should be directed to the departmental adviser in the major department or program and inquiries concerning a minor should be directed to the adviser in the minor department or program.

3. Inquiries concerning the Hunter Core Requirement including the Focus in Foreign Language, Pluralism and Diversity and Writing should be addressed to the appropriate departmental adviser or an adviser in the Office of Advising, Room 1119 East Building.

4. Note:

   1. Students who matriculated prior to fall 2001 and follow the regulations for the Distribution Requirement should also see a departmental adviser or an adviser in the Office of Advising. Room 1119 East Building.

   2. Students who matriculated prior to fall 2013 may choose to remain under the GER Requirement or opt in to the Hunter Core Requirement. See Pathways website for more information.

5. Students who entered Hunter under the Distribution Requirement and have been absent for 10 years or more must follow the Hunter Core Requirement or contact Advising, Room 1119 East Building, for information on appealing to follow Distribution.

6. Authorization for substitutions for specific Pluralism & Diversity course requirements must be made by the Senate’s General Education Appeals Committee. Students should consult the procedure for appeals outlined below and go to the Office of the Hunter College Senate, Room 1018 East Building, to obtain the proper forms for filing an appeal.

7. The procedure for grade Appeals appears below.

8. Every student is obliged to determine that all requirements for the degree have been met before the date of graduation. No changes may be made to the student record transcript after the graduation date. Graduates who wish to take additional courses at Hunter should see the Office of Undergraduate Admissions room 203 Hunter North, to open a new record. Any "STOPS" not cleared by the graduation date will result in the withholding of diploma and transcripts. Incomplete (IN) grades received in the final semester must be completed by the graduation date. If not, an application to graduate for the following semester must be filed with the Degree Audit unit of the Office of the Registrar, room 217 North Building. Additional information on the degree audit for graduation can be found here.
Students who are uncertain about the interpretation of any matter may learn under whose authority the matter rests by inquiring in the Office of Advising, Room 1119 East Building. Students are responsible for knowing all current regulations.

Certificates

Four certificates are available to students majoring in any discipline: Arts Management and Leadership, Business Studies, Human Rights and Public Policy. These credentials range from 15 to 27 credits.

Course Policies Overview

Academic Calendar and Sessions

Hunter College offers fall, winter, spring, and summer semesters. Consult the Academic Calendar at http://www.hunter.cuny.edu/onestop/calendars/academic-calendars for specific starting dates. Courses are offered from early morning to late evening each semester and in the summer. Students are expected to attend both the fall and spring semesters; students who do not must apply for readmission.

Attendance in the summer program is optional. Students who receive financial aid under the New York State Tuition Assistance Program (TAP) should realize that these awards are available for no more than a total of eight semesters (ten for SEEK). TAP assistance for a summer session will count as one-half a semester; the other half may be used only in a subsequent summer session.

Attendance Policies

All students must report to classes during the first week of classes. Students will lose their place in some classes if they do not attend the first class meeting, and will be given the “never attend” grade of WN. Although this grade won’t appear on an official transcript, the student is liable for payment depending on the date the instructor notifies the Registrar’s Office of missing attendance.

Although Hunter is not an attendance-taking institution, the instructor has the right to set attendance as one of the requirements for the course, thus using attendance in the calculation of final grades. Such attendance policies will be listed in the course syllabus.

Pass/No Credit Policy for Undergraduate Courses

In some courses, it may be possible to elect to receive credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive “Pass (P)” instead of A, B, C, or D and will receive “No Credit (NC)” instead of F. Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but P/NC grades are not counted when a student’s GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or P/NC, but certain restrictions apply.

Restrictions for Pass/No Credit Grades:

1. Departments or programs may restrict a student’s choice in opting for Pass/No Credit. Some programs of study prohibit the use of Pass/No Credit grades in major courses. This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific
2. Pass/No Credit grades are not allowed for students on academic probation.

3. A maximum of four courses (including repeated courses) taken at Hunter College may be assigned a Pass/No Credit grade (and/or the previous designation of Credit/No Credit) on the Hunter College transcript, excluding any courses with mandatory CR/NC grading.

4. The grade of P shall be used to replace the academic grades of A, B, C and D. The grade of NC shall be used to replace the academic grade of F. It shall not be used to replace the grade of WU.

5. If (as a result of a student’s request) a P/NC grade (and/or the previous designation of Credit/No Credit) is given where it is not an allowed grade according to existing college, departmental, or major regulations, it will be converted by the Registrar’s office to the underlying grade entered by the instructor.

6. If, after requesting P/NC grading (and/or the previous designation of Credit/No Credit), a student receives an INC, the P/NC grade is applied when and only when the instructor changes the INC (or FIN) to a letter grade. A student’s request for P/NC grading (and/or the previous designation of Credit/No Credit) will remain in place until a letter grade is earned.

**Alert**

Other colleges, graduate and professional schools, services, and employers may not favor Pass/No Credit grades. They may convert “Pass” to “D” and “No Credit” to “F” for their purposes. Such decisions are made by other institutions. Before opting for P/NC grades, students should consult with advisors in the Office of Advising, in their academic program(s), and in the Office of Financial Aid. They should also check the policies of external financial-aid agencies.

**How To Opt For Pass/No Credit**

In order to select P/NC for a course, a student must complete a form available from the Office of the Registrar. The student must submit the form to the Office of the Registrar by 11:59 PM (Eastern Time) one calendar day prior to the last day of classes as indicated in the Hunter College academic calendar (also one day prior to the deadline to officially withdraw from a class with a grade of W). Notification of the student’s P/NC choice will be sent to the course instructor by the Office of the Registrar. Students may not elect the P/NC grading option after these deadlines and there are no appeals allowed for late election.

Please note, once a student chooses a P/NC grade for a course, that choice is final and irrevocable. The form is not valid if the student’s election of the P/NC grading option violates college-wide, departmental, or program-specific restrictions.

For information on whether a specific program or major restricts the use of the P/NC option, please read the program description of the program or major of interest in the Hunter College Undergraduate Catalog or check with departmental or program advisers.

**NOTE:** In the Spring and Fall semesters of 2020, some of the above policies were temporarily suspended by CUNY due to the COVID-19 pandemic. Selection of the CR/NC grading option for courses in the Spring and/or Fall 2020 semester do not count against college-wide or program-specific restrictions regarding (1) the number of P/NC (previously CR/NC) uses allowed per semester, (2) the maximum number of uses allowed of the P/NC (previously CR/NC) grading option in total, (3) the selection of the P/NC (previously CR/NC) grading option by students on academic probation and (4) certain other restrictions. Please see here for a complete list of the temporary policies that were in place at these times.

**Pass/No Credit Policy for Undergraduate Courses**
Pass/No Credit Policy for Undergraduate Courses

In many courses, it is possible to obtain credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive “Credit (CR)” instead of A, B, or C, and will receive “No Credit (NC)” instead of D or F. Students can receive a grade of D instead of NC if they indicate this on their form requesting the CR/NC option. Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but CR/NC grades are not counted when a student’s GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or CR/NC, but certain restrictions apply.

Restrictions for Credit/No Credit Grades:

1. Some departments or programs restrict a student’s choice in opting for Credit/No Credit. Several programs of study prohibit the use of Credit/No Credit grades in major courses. This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific policies. On the other hand, there are some courses in which letter grades are not assigned. Departments who restrict student choice of the CR/NC option must have this policy approved by the Senate. When departmental policies allow the CR/NC option, individual instructors cannot refuse students who want to exercise this option.

2. Credit/No Credit grades are not allowed for students on probation.

3. A maximum of four courses (including repeated courses) taken at Hunter College may be assigned a Credit/No Credit grade on the Hunter College transcript, excluding any courses with mandatory CR/NC grading. (Students who obtain a D as the final grade and have asked to have this appear on their transcript instead of NC, will have a grade for this course, which will then not count towards the permitted maximum of four Credit/No Credit grades on the Hunter transcript.)

4. The grade of No Credit shall be used to replace the academic grades of D and F. It shall not be used to replace the grade of WU.

5. If (as a result of a student’s request) a Credit/No Credit grade 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. CR will be changed to C; NC will be changed to F.

Alert

Other colleges, graduate and professional schools, services, and employers may not favor credit/no credit grades. They may convert “Credit” to “C” and “No Credit” to “F” for their purposes. Such decision is done by the other institution. The choice of credit/no credit grades may affect the eligibility for some financial aid grants. Students should check the policies of grant-making agencies before opting for credit/no credit grades.

How To Opt For Credit/No Credit

Credit/No Credit is an agreement between a student and the student’s instructor. Students opt for Credit/No Credit by presenting a signed and dated CR/NC form to the instructor, who will sign and date the form (in accordance with departmental policy) and return the appropriate portion of the form to the student. The form is to be used to resolve disputes when either student or instructor think that a letter grade or grade of CR/NC has been given in error. Forms, including full instructions, are available on the Office of the Registrar’s web page: http://www.hunter.cuny.edu/onestop. Timeline: The Credit/No Credit form must be submitted by the student to the instructor by 5:00 p.m. on the scheduled last day of classes for that semester (or session) as published in the academic calendar for that semester (or session), or by the last class meeting of the course in the semester. No requests can be made after the final exam/paper/project has been submitted.
Courses at Other Accredited Institutions (ePermit)

Currently enrolled degree students may take courses at other accredited institutions (CUNY or other) provided the appropriate procedures are followed.

A department may refuse to authorize a permit if, in its judgment, it is inappropriate to do so.

Students who wish to apply for courses at another CUNY campus may do so by submitting an E-permit via CUNY First. At the Student Center page, use the drop down menu and click on epermit to begin the process. Students wishing to register for courses at non-CUNY institutions must complete a permit form to attend another college. The form is available in the Registrar’s Office, 217 Hunter North Building (at the 68th Street campus).

In all cases, permits are authorized by the appropriate department and administered by the Office of the Registrar.

It is the responsibility of students who study at other institutions to have official transcripts of their work sent to the Office of the Registrar as soon as grades are posted. Effective fall 2004, grades for courses taken on permit at CUNY schools are posted to the student’s record and are computed in the GPA. All permit credits must be posted to student’s Hunter transcripts prior to graduation.

Note: Hunter students may not take courses on E-permit during their final semester prior to graduation.

Repeating Courses

1. Students shall not be permitted to repeat a course in which they have received a grade of A, B, C or CR unless that course has been designated as repeatable in the course description of the college catalog.

2. Students may repeat a course in which a D was received. The credit for that course will be applied toward the degree once, but both the grade of D and the second grade earned are calculated in the grade point average. If the course is part of a sequence, it should be repeated before continuing the sequence.

3. A student who has received a grade of D may re register for the course only with the permission of the department offering the course.

4. If a student receives a failing grade (F, WU, FIN) in a course and then retakes that course and receives a grade of A, B, C or CR, the initial failing grade will remain on his/her academic record, but will no longer be computed into the grade point average. This adjustment to the GPA will occur automatically at the end of the semester when the student has retaken the course and received a grade of A, B, C, or CR. The original course in which the failing grade was received must have been taken after September 1, 1984 and repeated after September 1, 1990.

- No more than 16 credits may be deleted from the calculation of the cumulative grade point average.

- If two or more failing grades have been received for the same course and a grade of C, CR or better is subsequently earned, all of the failing grades for that course will be deleted from the grade point average, subject to the 16-credit limit.

- The 16-credit limit applies cumulatively to courses taken at all CUNY colleges.

- The repeated course must be taken at the same college as the initially failed course.

Incomplete Work in a Course
When a student for valid reason does not complete the work assigned in a course (including the final exam, papers, etc.) and in the view of the instructor still has a reasonable chance to pass the course, the student shall be given the grade INC (incomplete). The student must explain the reason to the instructor or, in the absence of the instructor, to the department chair and arrange a schedule for making up the missing coursework. These steps must be taken as soon as possible and no later than the end of the second week of the following semester. The student shall then be given the opportunity to complete the course without penalty beyond previously established penalties for lateness.

The length of time permitted for completing missing coursework remains at the discretion of the instructor and shall be indicated in writing to the student, but shall not extend beyond the end of the semester following the one in which the course was taken. Unless the student submits the work by the date specified by the instructor, the grade will automatically become FIN on the student’s permanent record. (Under certain circumstances, where the student must repeat class sessions or laboratories in a course not given during the following semester, the FIN grade may later be converted to the appropriate letter grade.)

If the faculty member wishes to extend the deadline for the student to complete the coursework beyond one semester, the faculty member and the student must enter into a written contract clearly specifying the deadline. This contract must be written during the semester following the one in which the course was taken. The student must be aware that the INC grade will change to a FIN grade until the work is completed. The written contract must accompany the change of grade form. If a student has not filed a contract with the faculty member but still wishes to complete the work and have a FIN grade changed, the student can appeal to the Senate Grade Appeals Committee. The appeal must include the reason for failing to complete the work and must be accompanied by a supporting letter from the faculty member who issued the INC grade or, if the faculty member is no longer at the college, from the department chair. Appeals with no endorsement will be denied.

**Absence of Instructor**

If a class finds that the instructor is still absent after 10 minutes of the period has elapsed, a representative should be sent to the appropriate department office for instructions. The class should remain until the representative returns.

**Suspension of Classes**

Announcements concerning emergency suspension of classes will be made on the following radio stations:

<table>
<thead>
<tr>
<th>Radio Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>WFAS 1230 AM and 104 FM</td>
</tr>
<tr>
<td>WINS 1010 AM</td>
</tr>
<tr>
<td>WADO 1280 AM (Spanish-speaking)</td>
</tr>
<tr>
<td>WCBS 880 AM and 101.1 FM</td>
</tr>
<tr>
<td>WBLS 107.5 FM</td>
</tr>
<tr>
<td>WLIR 1140 AM</td>
</tr>
</tbody>
</table>

Additionally, announcements will be posted on the Hunter College Web site at [http://www.hunter.cuny.edu](http://www.hunter.cuny.edu).

**Access to College Files**
The Federal Education Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include the right to inspect the student’s education records; the right to request the amendment of the student’s education records that the student believes are inaccurate or misleading; the right to consent to disclosure of personally identifiable information contained in the student’s education records; and the right to request that certain information not be released without his or her prior written consent by filing a letter with the Office of the Registrar.

Auditing

- Currently enrolled degree and non-degree students: Students register for the course online at their CUNYfirst account and then provide a letter on letterhead stationery, signed by the Chairperson of the academic department which offers the course and approving that the course may be taken for AUDIT grade. This letter must be delivered to the One Stop, Room 217 North Building before the last day of the first week of classes during posted office hours. See www.hunter.cuny.edu/onestop/hours-of-operation for office hours. This option is only available through the first week of classes for each semester or term. Audit status will not be posted for students after the last day of the first week of classes. Audit grade status cannot be reversed once posted.

- Senior Citizens: Students classified as Senior Citizens by the college may register for courses as auditors only.

- Newly admitted and/or readmitted degree and non-degree students: Consult with the Office of Advising, Room 1119 East Building.

- Auditors pay mandated tuition and fees. For more information, visit: http://www.hunter.cuny.edu/onestop/finances/billing/costs-tuition-fees. No credit or grade will be given for audited classes.

Elective (or Optional) Credits

These are credits needed to complete the degree beyond those taken to fulfill the Hunter Core Requirement and the major. Students may choose as electives any courses for which they have the necessary prerequisites. They may take more courses in their major, declare and complete a minor, study another foreign language they will need for graduate work or explore new horizons.

General Rules about Courses

No course may be repeated for credit unless the course description specifies this. Students may earn credit for the first semester foreign language course (level 101), without completing the second courses (level 102), only once.

Unofficial Withdrawal

As per CUNY, an Unofficial Withdraw (WU) is assigned to students who attended a minimum of one class. It is important to understand the definition of a WU and the difference between this grade and an F grade before assigning it to a student. A grade of “WU is to be assigned to students who participated in an academically related activity at least once, completely stopped attending at any time before the culminating academic experience of the course, i.e. final exam, final paper, etc. and did not officially withdraw.

- A WU grade should never be given in place of an “F” grade.
The "F" grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic/term session. If the student has participated in an academically related activity at least once or if there is documented evidence of the student’s participation in a course, and they have ceased participating in the course, at the end of the term, the unofficial withdrawal grade reported must be a “WU”. When a student does not officially withdraw from a course and fails to complete the course requirements, the instructor assigns the “WU” grade on the final grade roster.

**Undergraduates Taking Graduate Courses**

With permission from appropriate academic advisers, highly qualified undergraduates may take graduate level courses for credit toward the bachelor’s degree. Contact an adviser if this is something you would like to do. If you later do not use the graduate course toward your undergraduate degree, you may be able, with permission, to transfer the credit toward a Master’s degree. In this case, there may be financial implications. No course may be used for both an undergraduate and a graduate degree.

**College Calendar: Schedule of Final Examinations**

A final examination is required in each course at the college during the examination period scheduled by the registrar, except in those courses in which the department has ruled that no examination shall be given. Since the final examination week is part of the semester hour requirement as mandated by the State Education Department, the period scheduled for final examinations should be used either for the final examination in the course or as an instructional period.

Students in an examination room may not have in their possession or within their reach any books or papers except those permitted by the instructor for use in the examination. Notes normally carried in pockets or handbags should be placed completely out of reach.

Students taking a drawing examination should bring their own implements. Students are not to possess an examination book at any time except during the examination period. Students should carefully fill out all information asked for on the front cover of every examination book used. If scratch paper is needed, students should use the back pages of the examination book; no other paper of any kind is to be used. All matter that is not intended to be read and marked by the examiner should be crossed out (but not torn out) before the examination book is handed in. No pages are to be torn from examination books.

The student is responsible for making sure that the instructor receives the examination book. Students may leave the examination room as soon as they finish. Quiet should be maintained in passing through the halls.

Students obliged to withdraw from an examination because of illness will be counted as absent from the examination and are permitted to take an absentee examination, as explained in the section on Incomplete Work in Course.

For information on absence from final examination for other reasons, see section on Incomplete Work in a Course

**New York State Rule for Liberal Arts and Sciences Courses**
The following applies to all students who enter Hunter College either as freshmen or transfer students as of fall 2016:

To obtain a Bachelor of Arts degree, students must have a minimum of ninety (90) credits in courses that are classified as Liberal Arts & Sciences courses. For a Bachelor of Science degree, a minimum of sixty (60) credits must be earned in courses that are classified as Liberal Arts & Sciences. Credits taken at Hunter or credits transferred in are subject to this requirement, which is based on a New York State law. While most courses offered at Hunter will be Liberal Arts & Sciences courses, several academic programs offer a number of courses which do not count as Liberal Arts & Sciences. To make sure that your courses follow the New York State guidelines, you must see an adviser if you have many credits or are majoring in any one of the following programs. This is especially important if you transfer courses in these fields to Hunter (their status may depend on the school where you took them):

- Art & Art History (Studio Art)
- Economics (Accounting)
- Community Health
- Computer Science
- Dance
- Education
- Film and Media Studies
- Medical Laboratory Sciences
- Music
- Nursing
- Theatre

Students who entered Hunter College after 2009 are under the same requirements, but there is the possibility of a waiver; however this is not guaranteed. Please check with an adviser if you have many credits or are majoring or minoring in one of the above areas. Below is a list of courses that are NOT counted as Liberal Arts & Sciences, organized by Department, School, or Program:

**Art & Art History:**

- All ARTCR courses

**Community Health:**

- PH 40800 Digital Media and Health
- PH 41200 Directed Fieldwork Practicum
- COMHE 400.xx

**Economics (Accounting):**

- ACCP 36700 Analysis of Financial Statements
- ACCP 37100 Intermediate Accounting I
- ACCP 37200 Intermediate Accounting II
- ACCP 37300 Federal Income Taxation
- ACCP 37400 Managerial Accounting (Cost Accounting)
- ACCP 38000 Business Law II
- ACCP 47100 Advanced Accounting I
- ACCP 47200 Advanced Accounting II
- ACCP 47300 Business Taxes
- ACCP 47500 Auditing
- ACCP 47600 Computer Accounting Systems
- ACCP 48000 Business Law III
- ACCP 49000 Accounting & Auditing Research

**School of Education:**
All courses in the School of Education are non Liberal Arts and Sciences, except:
QSTB 20280 Child Growth and Development
QSTB 40380 Social Foundations of Urban Education
QSTB 41380 Psychology of Teaching and Learning
SEDC 21000 Building the Foundations of Literacy in Grades 7-12
SEDF 20300 Social Foundations of Education, Grades 7-12 (W)
SEDF 20400 Adolescent Development
SEDF 20500 Educational Psychology: Applications in Grades 7-12 SEDF 20600 Assessment of the Teaching and Learning Process in Grades 7-12
SEDF 20600 Assessment of the Teaching and Learning Process in Grades 7-12
SPED 30800 Teaching Students with Special Needs in Inclusive Settings

Film and Media Studies:
FILMP 25100 Film Production I
FILMP 28600 Location Sound
FILMP 31100 Directing Documentary Video Production
FILPL 31600 Experimental Production
FILMP 34100 Producing the Film
FILMP 35200 Film Production II
FILMP 37100 Screen Directing I
FILMP 37200 Screen Directing II
FILMP 38100 Techniques of Cinematography
FILMP 38200 Narrative Editing
FILMP 38300 Sound Design
FILMP 38400 Film and Video Production
FILMP 39900 Special Topics in Advanced Film Practice
MEDP 29900 Special Topics in Media Production
MEDP 25000 Digital Design and Usability
MEDP 26000 Introduction to 2D Animation
MEDP 28100 Documentary Video Production 1
MEDP 28500 Web Production I
MEDP 31100 Documentary Video Production 2
MEDP 33100 Web Production II
MEDP 34100 Web Programming
MEDP 36000 3D Animation and Modeling
MEDP 36500 3D Virtual Environments
MEDP 39900 Special Topics in Advanced Media Production
MEDP 39909 Game Design and Programming MEDP 39950 Motion Graphics
MEDP 34500 Web Design Projects
MEDP 34900 Introduction to Physical Computing
MEDP 35500 Physical Computing: Interactive Installation
MEDP 39950 Motion Graphics

Medical Laboratory Sciences:
Hunter College

MLSP 30000 Fundamental Concepts and Techniques in the Medical Laboratory
MLSP 34900 Hematology
MLSP 35100 Clinical Microbiology I
MLSP 35200 Clinical Microbiology II
MLSP 35400 Clinical Biochemistry I: Biomolecules & Metabolism
MLSP 35500 Clinical Biochemistry II: Genes to Proteins
MLSP 36100 Computers and Data Processing in the Medical Laboratory
MLSP 41000 Professional Practice Professional Practice
MLSP 43000 Immunohematology
MLSP 45700 Senior Seminar
MLSP 40000 Topics in Biomedical Sciences

School of Nursing:
All Nursing Courses.

Grade Definitions and Grading Policy

Students are to be graded in courses according to the traditional system of letter grades (A, B, C, D and F) or may opt to take some courses for Pass/No Credit (P/NC). For the latter option, see Pass/No Credit Policy for Undergraduate Courses.

Student Credit Points Earned

Students who receive credit for a class by the end of the semester (or term) will have a grade ranging from A to D or P on their transcript and the A-D grades will be entered into the calculation of the grade point average.

No Student Credit Points Earned

Students who will not receive credit points may have an F or an NC or an INC, or a grade beginning with “W”. See explanation after chart.

Retention Standards

CUNY mandates uniform student retention standards for all CUNY colleges. Decisions about whether or not students may continue in a CUNY college are made on the basis of a student’s grade point average (GPA). To determine GPA, course grades are assigned quality points (which count toward the GPA), as shown in the following table:
### Grades and Designations Assigned by College Administration

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points (GPA Index)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.5 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>92.5 – 97.4%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90.0 – 92.4%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 – 89.9%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>82.5 – 87.4%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80.0 – 82.4%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 – 79.9%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>70.0 – 77.4%</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>60.0 - 69.9%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.9%</td>
<td>0</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrew Unofficially. Student participated at least once in an academically related activity. See explanation after chart</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass (equivalent to A, B, C, D)</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No credit granted (equivalent to F)</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Term’s work incomplete. This may include absence from final examination. See explanation after chart.</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: When entering the final course grade, the instructor shall enter the underlying letter grade the student would have received had the student not chosen the P/NC option. The Registrar will convert the underlying letter grade to a P/NC grade unless the student’s request for P/NC is in violation of college-wide, departmental, or program-specific restrictions on the use of the P/NC grade option.
### Discontinued Grades and Designations (may appear on old transcripts)

<table>
<thead>
<tr>
<th>*</th>
<th>(preceding a letter grade): unauthorized course was repeated (discontinued spring 2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp;</td>
<td>(preceding a letter grade): authorized course was repeated (discontinued)</td>
</tr>
<tr>
<td>AB</td>
<td>Absent from the final exam, discontinued fall 1988 #F, #FIN, #WU failing grade course repeated (discontinued spring 2013)</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Earned (equivalent to A,B,C) (discontinued after Winter session 2021)</td>
</tr>
<tr>
<td>WN</td>
<td>Never attended. (equivalent to F grade; fall 2008 through summer 2009 ONLY)</td>
</tr>
<tr>
<td>*WN</td>
<td>Unofficial withdrawal (Student never attended) discontinued spring 2013</td>
</tr>
</tbody>
</table>

### INFORMATION ON GRADES AND DESIGNATIONS NOT RESULTING IN CREDIT:

**W**

A ‘grade’ of W is initiated by the student by “dropping” a course on CUNYfirst before the “W” deadline for withdrawal from courses. The deadline is announced every semester. The W does not affect the grade point average calculation and does not carry academic penalties. Withdrawing from a class may have serious implications for a student’s financial aid eligibility.

**WU**
Withdrew Unofficially. Student participated at least once in an academically related activity. A grade of “WU” is to be assigned to students who participated in an academically related activity at least once, completely stopped attending at any time before the culminating academic experience of the course, i.e. final exam, final paper, etc. and did not officially withdraw.

- A WU grade should never be given in place of an “F” grade.
- The “F” grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic/term session. If the student has participated in an academically related activity at least once or if there is documented evidence of the student’s participation in a course, and they have ceased participating in the course, at the end of the term, the unofficial withdrawal grade reported must be a “WU”. When a student does not officially withdraw from a course and fails to complete the course requirements, the instructor assigns the “WU” grade on the final grade roster.

F

An F is given by the instructor for failing work by a student who has persisted in attending the class up to and including the final examination, even if the student’s efforts were intermittent and/or earn 0 points on the grading scale. Unless the course syllabus explicitly states otherwise, participation in the final examination is required by the College.

NC

No credit granted (see Pass/No Credit Policy)

INC

An INC grade is the result of student-instructor cooperation. It is given by the instructor. The student must confer with the instructor before the grades for the semester are submitted. The INC is given only if the instructor accepts a student’s excuse for non-fulfillment of some course requirements as valid and if the instructor believes the student has a reasonable chance of passing the course. For details, see Incomplete Work in a Course.

NOTE: A grade of INC will be automatically changed to FIN one semester after the INC was given, unless the instructor has assigned and recorded a different grade before then.

GENERAL NOTE: If a student feels that a grade has been assigned in error, the student may appeal the grading decision. All grade appeals should begin with a conversation with the course instructor, preferably within the first 3 weeks of the semester following the one when the grade was given. For details, see Grade Appeals.

Study Abroad Grading

Grades for courses taken by Hunter College students through the Education Abroad office that are not taught by Hunter faculty will appear in the “Comments” section of the official Hunter College transcript. These grades will not be included in the calculation of the student’s Grade Point Average.

Grades for courses taken by Hunter College students through the Education Abroad office will not be calculated into their Hunter College GPA. Exceptions include Education Abroad courses taken through other CUNY colleges. For more information, visit the Education Abroad web page at http://www.hunter.cuny.edu/educationabroad

Pass/No Credit Policy for Undergraduate Courses

Pass/No Credit Policy for Undergraduate Courses
In many courses, it is possible to obtain credit for the course without receiving a letter grade. If students decide to receive a grade based on this system, they will receive “Pass (P)” instead of A, B, C, or D and will receive “No Credit (NC)” instead of F. Students requesting grading according to this system must satisfy all requirements regarding attendance, assignments, and examinations set by the instructor. Course requirements and standards are the same as in the letter grading system, but P/NC grades are not counted when a student’s GPA is calculated by Hunter College. Students can choose whether they want to take a course for a letter grade or P/NC, but certain restrictions apply.

**Restrictions for Pass/No Credit Grades:**

1. Departments or programs may restrict a student’s choice in opting for Pass/No Credit. Some programs of study prohibit the use of Pass/No Credit grades in major courses. This applies especially to programs of study leading to outside certification or post-graduate study. Students should check with their departmental advisers for specific policies. On the other hand, there are some courses in which letter grades are not assigned. Departments or majors that restrict student choice of the P/NC option must have this policy approved by the Senate.

2. Pass/No Credit grades are not allowed for students on academic probation.

3. A maximum of four courses (including repeated courses) taken at Hunter College may be assigned a Pass/No Credit grade (and/or the discontinued designation of Credit/No Credit) on the Hunter College transcript, excluding any courses with mandatory P/NC (CR/NC) grading.

4. The grade of P shall be used to replace the academic grades of A, B, C and D. The grade of NC shall be used to replace the academic grade of F. It shall not be used to replace the grade of WU.

5. If (as a result of a student’s request) a P/NC grade (and/or the discontinued designation of Credit/No Credit) is given where it is not an allowed grade according to existing college, departmental, or major regulations, it will be converted by the Registrar’s office to the underlying grade entered by the instructor.

6. If, after requesting P/NC grading (and/or the discontinued designation of Credit/No Credit), a student receives an INC, the P/NC grade is applied when and only when the instructor changes the INC (or FIN) to a letter grade. A student’s request for P/NC grading (and/or the discontinued designation of Credit/No Credit) will remain in place until a letter grade is earned.

**Alert**

Other colleges, graduate and professional schools, services, and employers may not favor Pass/No Credit grades. They may convert “Pass" to "D" and “No Credit" to “F" for their purposes. Such decisions are made by other institutions. Before opting for P/NC grades, students should consult with advisors in the Office of Advising, in their academic program(s), and in the Office of Financial Aid. They should also check the policies of external financial-aid agencies.

**How To Opt For Pass/No Credit**

In order to select P/NC for a course, a student must complete a form available from the Office of the Registrar. The student must submit the form to the Office of the Registrar by 11:59 PM (Eastern Time) one calendar day prior to the last day of classes as indicated in the Hunter College academic calendar (also one day prior to the deadline to officially withdraw from a class with a grade of W). Notification of the student’s P/NC choice will be sent to the course instructor by the Office of the Registrar. Students may not elect the P/NC grading option after these deadlines and there are no appeals allowed for late election.

Please note, once a student chooses a P/NC grade for a course, that choice is final and irrevocable. The form is not valid if the student’s election of the P/NC grading option violates college-wide, departmental, or program-specific restrictions.

For information on whether a specific program or major restricts the use of the P/NC option, please read the program description of the program or major of interest in the catalog or check with departmental or program advisers.
NOTE: In the Spring and Fall semesters of 2020, some of the above policies were temporarily suspended by CUNY due to the COVID-19 pandemic. Selection of the CR/NC grading option for courses in the Spring and/or Fall 2020 semester do not count against college-wide or program-specific restrictions regarding (1) the number of P/NC (previously CR/NC) uses allowed per semester, (2) the maximum number of uses allowed of the P/NC (previously CR/NC) grading option in total, (3) the selection of the P/NC (previously CR/NC) grading option by students on academic probation and (4) certain other restrictions. Please see here for a complete list of the temporary policies that were in place at these times.

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Replace CR/NC with P/NC</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFPRL</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Anthropology</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Art History</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>Prohibit the use of P/NC for any course related to the major, minor, and CHEM 10000, 10100, 10200, 12100.</td>
</tr>
<tr>
<td>Classical &amp; Oriental Studies</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Yes</td>
<td>Prohibit the use of P/NC for all CSCI and Mathematics courses. CSci 12700 should not have a P/NC restriction.</td>
</tr>
<tr>
<td>Curriculum &amp; Teaching</td>
<td></td>
<td>Prohibit the use of P/NC for all undergraduate courses in the School of Education.</td>
</tr>
<tr>
<td>Dance</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Yes</td>
<td>P/NC replacement extends to all programs in econ incl. accounting.</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td></td>
<td>Prohibit the use of P/NC for all undergraduate courses in the School of Education.</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>120, 285, and all 400-level classes are excluded from P/NC.</td>
</tr>
<tr>
<td>Subject</td>
<td>Policy</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>German</td>
<td>Yes</td>
<td>Students are prohibited from using P/NC for any course that is applied to the major or minor or any of the 2 courses listed from GERMN 10100-49800.</td>
</tr>
<tr>
<td>History</td>
<td>Yes</td>
<td>Prohibit the use of P/NC for courses counted toward the major or minor.</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>Yes</td>
<td>Prohibit the use of P/NC all courses with Math or STAT prefixes except Math 10000 and Math 10200.</td>
</tr>
<tr>
<td>Medical Lab Sciences</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Yes</td>
<td>Prohibit the use of P/NC for STAT 11300, CHEM 10000, CHEM 10100, CHEM 12000, CHEM 12100.</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td></td>
<td>Prohibit the use of P/NC in PHYS 11100, 12100 and all physics courses higher than level 200.</td>
</tr>
<tr>
<td>Political Science</td>
<td>Yes</td>
<td>No courses counted toward the major can be taken P/NC.</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>Prohibit the use of P/NC for all courses applied to the major and minor (including admission requirements and pre-requisites).</td>
</tr>
<tr>
<td>Romance Languages</td>
<td></td>
<td>Prohibit the use of the P/NC grading option for any and all courses applied to our major and where CR/NC was allowed (including admission requirements and pre-requisites).</td>
</tr>
<tr>
<td>Special Education</td>
<td>No</td>
<td>All undergraduate courses are excluded from the P/NC option.</td>
</tr>
<tr>
<td>Theatre</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Urban Policy and Planning | No
---|---
Urban Public Health | Yes | Prohibit the use P/NC for pre-reqs, and major courses in PH and NFS.
Women & Gender Studies | Yes | Prohibit the use of P/NC for WGS 10000, 31000, 20100, 24400.
Asian Studies | Prohibit the use of P/NC for Asian 33012 and Asian 39002.
Human Rights | No
Jewish Studies | Yes
Macauley | No P/NC restrictions
Religion | Yes | Prohibit the use P/NC for all courses applied to major and minor where CR/NC was allowed.

**Grading Policy for Nursing Courses**

Students must receive minimum grades of C in all required nursing courses, including courses in the Biological Sciences. One required nursing course (Generic Pathway: NURS 20000, NURS 21000, NURS 24000, NURS 22000, NURS 33100, NURS 33900, NURS 35200, NURS 33200, NURS 34300, NURS 34900, NURS 36000, NURS 38000, NURS 45500, NURS 46000, NURS 47000, NURS 49000 NURS 49200, NURS 42200, BIOL 12000, BIOL 12200, BIOL 12300, BIOL 23000 and Nursing electives) is repeatable once by students who have received a failing grade (less than a C grade). Students who fail a second required nursing course in the sequence may not repeat that course and may not continue in the nursing major.

*Note: Other colleges, graduate schools, professional schools, services and employers may calculate a grade point average inclusive of the failing grades. For questions regarding this policy, check with the Office of Advising Services, Rm 1119 East Building.*

**Grade Appeals**

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first three weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all class material pertinent to the grade. If the student is not satisfied or if the
instructor does not confer with the student within the first three weeks of the semester, the student should promptly contact the department chair by submitting a written appeal, consisting of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the chair appoint a student as a member of the department/school Grade Appeals Committee. This appeal at the department/school level must be submitted within the first five weeks of the semester following receipt of the grade, in accordance with the “College-wide Grade Appeals Procedures” adopted by the Senate in fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Advising or academic departmental offices. Students appealing grades to the School of Nursing, the School of Urban Public Health or the School of Health Professions should direct their appeal to the dean of the School of Nursing. Students appealing grades to the School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

Academic Honors

Dean's List At the end of each fall and spring semester the Dean of Students recognizes matriculated students with excellent academic records. The criteria for inclusion on the Dean’s List are: a grade point average of 3.5 or higher with traditional letter grades (A, B or C) in courses other than ESL basic skills courses in reading and writing. If ESL basic skills courses are taken, those grades will be excluded. No grades of D, F, NC, IN or WU are allowed in any course completed or attempted. Full-time students must complete 12 credits or more in one semester; part-time students must complete 6-11 ½ credits in two consecutive semesters.

Graduation with General College Honors A student who has completed 60 credits of traditional letter grades at Hunter College may be considered for graduation honors. Students with a cumulative GPA of 3.900 or higher will be graduated Summa Cum Laude. Students with a GPA from 3.750 to 3.899 will be graduated Magna Cum Laude. Students with a GPA from 3.500 to 3.749 will be graduated Cum Laude.

Graduation with Departmental Honors On recommendation of any department or interdepartmental field, students with at least 24 credits in the department or field may be graduated “With Honors” in that department or field, provided they graduate in the term for which they file for honors. Of these credits, 21 (or, in exceptional cases, 18) must be taken at Hunter. Students who participate in the Study Abroad Program or the Exchange Program within the United States may be considered for departmental honors even if they have earned fewer than 18 credits at Hunter in courses approved for the major. Students are eligible for departmental honors if their GPA in the major or field is not less than 3.5. The student must also elect at least 2 credits (but no more than 6 credits) in honors courses offered in that department and present to the department’s Committee on Honors a piece of independent work. Honors courses include seminar, laboratory, reading and tutorial courses and independent study projects established for the instruction of honors students.

Graduation-in-Absentia

Undergraduate students who need 15 credits or fewer to fulfill their degree requirements and who have completed the Hunter Core Requirement (including pluralism and diversity, writing and foreign language) and the major requirements may apply for graduation-in-absentia if they must leave the city before completing their studies. They may attend an accredited college in the United States or abroad. Students who must leave before these criteria are met should apply for transfer to another college. Students should contact Advising Services, Room 1119 East http://www.hunter.cuny.edu/studentservices/advising for more information.

Dismissal from Hunter College and the City University of New York
Students who fail to achieve the required academic standards will be placed on academic probation. Students who fail to achieve the required academic standards while on probation will be dismissed from Hunter College and the CUNY system.

Students may appeal an academic dismissal and should discuss the preparation of such an appeal with an academic adviser in the Office of Advising Services, Room 1119 Hunter East. The Senate Committee on Student Standing reviews all appeals and makes the final determinations.

Tuition and fees will be refunded to a student who is dismissed for failure to meet the required academic standards after having registered.

Students who withdraw from the college when their GPA is below the required academic standards will be automatically dismissed from the university. Students who have been dismissed or who have withdrawn when their GPA is below required academic standards may not be readmitted until they have been separated from the university system for at least one fall or spring semester. Students who wish to apply for readmission after separation of one or more semesters must file an application at the Office of Admissions, Room 203 Hunter North. Applications must be filed at least three months prior to the beginning of the semester in which the student plans to re-enter.

Until such time as they are eligible to apply for readmission, students who are separated from the university may not enroll for credit-bearing courses in any unit of the university in any status.

Other Policies

Withdrawal from Part of Program

The Board of Trustees has ruled that students have until the end of the third week of classes (or during the summer session, the end of the first week of classes) to drop a course without penalty. This period coincides with the refund period. The course will not appear on the student’s record. A student may withdraw officially, with a grade of “W,” between the end of the third week of classes and the first day of the tenth week of classes. (During the summer session a student may withdraw officially between the second week of classes and the first day of the fifth week of classes.) To do so, a student should obtain a withdrawal form from the OASIS, Room 217 HN. After the deadline, official withdrawals will be considered for approval by the Office of Advising. Approval will be granted only when it is clear that the student has good and sufficient reason for withdrawing. Students should be aware that withdrawal from classes may have an impact on their financial aid. A student should make an appointment with an adviser in the Office of Advising, Room 1119 East Building, before proceeding with the withdrawal process. The problem often has other solutions.

Withdrawal from College

Students who become ill or who experience personal difficulties or a lack of interest that prevents their concentrating on college work, are encouraged to withdraw completely from college. Failure under such conditions can only make an eventual return to college more difficult. Deadlines for such withdrawals are the same as for withdrawals from part of the program (see above).

Such students should make an appointment to see a counselor in the Office of Advising, Room 1119 East Building. Students must return books to the library and all college equipment to the department to which it belongs. Students who are unable to return to Hunter to withdraw in person should write or have someone else write to the Office of Advising. The letter should contain (1) the name under which the student is registered at Hunter; (2) the student’s
emplID; (3) the return address and telephone number; (4) the reason for withdrawal, with appropriate
documentation (medical, psychological or employee) and the last date of attendance; and (5) a copy of the Bursar's
receipt.

Students who stop attending without following the above procedures are considered to have withdrawn unofficially
and will receive WUs, which are equivalent to Fs in computing the GPA.

Students whose GPA at the time of withdrawal is below the minimum required for continued matriculation shall be
considered as having been dropped for poor scholarship. Students who have withdrawn from the college, officially or
unofficially, must apply for readmission in the Office of Admissions, Room 203 HN, at least three months prior to the
semester in which they wish to re-enter.

**Student Appeals- Rules and Regulations**

**Appeals - Rules and Regulations**

Please note that all appeals for exceptions and/or substitutions to the General Education Requirements, Hunter Core
Requirements and Distribution Requirements will now be heard in the Hunter College Senate, Room 1018 East
building. Please access the following link to file an online appeal application
http://www.hunter.cuny.edu/senate/gerappeals

All appeals for dean's list, change of administrative grades (WU, WN, FIN) to retroactive withdrawals and fulfillment
of the foreign language requirement with four years of high school language study remain in the Office of Advising,
room 1119 east building.

**Appeals- General Education Requirements**

Students seeking to appeal for substitutions to or exemptions from any general education requirement must begin
by filing an appeal with the General Education Requirements Appeals Committee of the Hunter College Senate.

Students who follow the Hunter Core (adopted fall 2013) may file appeals regarding the CUNY Common Core or the
Hunter Focus (Foreign Language, Concentrated Study, or Pluralism and Diversity). Students who follow the General
Education Requirement or Distribution Requirement may also appeal to this committee and should see this
document http://www.hunter.cuny.edu/senate/repository/files/documents/college-wide-grade-appeals-
procedures-3-25-15.pdf. Appeals must be filed in accordance with the following procedures:

1. The student must submit a complete application for appeal: http://geappeal.hunter.cuny.edu. Incomplete
   applications will be returned to the student without consideration by the appeals committee. This action will not be
   regarded as a denial of the appeal. The appeals committee may request additional documentation in support of an
   appeal. Students must respond to such requests within 30 days or reapply with a complete application.

2. The student must present clear evidence that deviation from the prescribed program in the catalog is necessary
   and reasonable, and that any proposed substitutions adequately meet the academic objectives of the requirement.

3. Appeals for experimental courses completed at Hunter College but not yet approved by the Undergraduate Course
   of Study Committee as fulfilling a general education requirement must be supported with a class action letter from
   the department or program that offered the course. Such appeals will be considered only for Pluralism and Diversity
   or for the Hunter Focus—not for the CUNY Common Core.

4. The student must present clear evidence that a course transferred from another college or university fulfills the
   academic objectives of the requirement. Petitions for satisfaction of CUNY Common Core Requirements must include
   indication of which learning outcomes were met in the course and how they were met.
5. The appeals committee will respond to appeals requests on or about the 15th and the 30th of each month during the spring and fall semesters when Hunter College classes are in session. The committee does not review appeals for currently enrolled students between June 1 and September 1 of the same year.

Special Appeals

For other appeals for deviations or exemptions from other academic requirements or policies, students should confer with The Office of Advising. Special appeals include appeals to follow the General Education Requirement (GER), effective Fall 2001-Spring 2013, and the Distribution Requirement, effective Fall 1986-Spring 2001, rather than the Hunter Core.

Notice! There are no appeals for Writing Intensive—‘W’ designated—courses. All ‘W’ courses must be completed at Hunter College. Note that not all sections of a course are necessarily offered with significant writing every semester. The ‘W’ designated courses (or specific sections thereof) for a particular semester are listed in the Schedule of Classes each semester. To satisfy a writing requirement, a particular section must be designated as ‘W’.

Grades

When a student considers a final course grade unsatisfactory, the student should first confer with the instructor regarding the accuracy of the grade received. This conference should be held within the first three weeks of the semester following receipt of the grade. At this time, errors may be corrected. If the grade is not an error, the student and instructor must together review all class material pertinent to the grade. If the student is not satisfied or if the instructor does not confer with the student within the first three weeks of the semester, the student should promptly contact the department chair by submitting a written appeal, consisting of a statement giving the factual reasons and basis for the complaint. The student has the right to request in writing that the chair appoint a student as a member of the department/school Grade Appeals Committee. This appeal at the department/school level must be submitted within the first five weeks of the semester following receipt of the grade, in accordance with the “College-wide Grade Appeals Procedures” adopted by the Senate in fall 1985. Copies of this procedure may be obtained in the Senate Office, the Office of Advising or academic departmental offices. Students appealing grades to the School of Nursing, the School of Urban Public Health or the School of Health Professions should direct their appeal to the dean of the School of Nursing. Students appealing grades to the School of Social Work should direct the appeal to the dean of the school, who shall carry out the responsibilities of the department chair.

Policy on Remediation

Beginning January 2000, students enrolling at Hunter College must prove their proficiency in reading, writing and mathematics through SAT scores, Regents scores or assessment tests prior to registration. Remedial courses are no longer offered by the college. ESL and non-proficient SEEK students are exempt from this policy, but must adhere to the following guidelines (see Admissions for information about ESL and SEEK designations): SEEK students must enroll in the appropriate basic skills workshop(s) prior to enrolling in their first semester at Hunter. SEEK students who do not gain proficiency in the pre-first semester workshops must take additional basic skills workshops during the semester. SEEK students must demonstrate proficiency within one year of enrollment at Hunter. SEEK students needing basic skills coursework must consult with the director of the SEEK Program for course access and availability. ESL students are placed in an appropriate developmental reading and/or writing course during their first semester and may continue taking developmental courses in their second semester, if needed. ESL students must demonstrate proficiency by the end of their fourth consecutive semester at Hunter. ESL students should see the ESL adviser in the English Department, Room 1212 Hunter West, for details about basic skills proficiency requirements.

Institutional Policies
College Regulations

Students should be aware of the following regulations:

- Students may not have personal or business mail or telegrams addressed to them at the college.
- The college cannot deliver messages to students except in cases of grave emergency.
- If a student has a visitor, a visitor’s pass from the Office of Student Services is required.
- Students are required to present proper identification (Hunter ID Card) upon the request of any college official.
- The college does not provide a check-cashing service.
- No student or outsider may use any part of the college buildings (including bulletin boards) for soliciting or selling any merchandise without written permission from the dean of students, or operating a business for personal gain within the college.
- No student may be a self-appointed representative of the college.
- Only service animals may be brought onto the college campus.
- The use, possession and/or distribution of hallucinogenic drugs, barbiturates, amphetamines, narcotics and other dangerous drugs is prohibited by law and therefore by college regulations.
- Only wine and beer may be served at student sponsored functions. A representative of the sponsoring group must be present at the bar to assure compliance with the minimum drinking age.

Disclaimers and Statement of Rights

Notice of Possible Changes

The Board of Trustees of The City University of New York reserves the right to make changes of any nature in the academic programs and requirements of The City University of New York and its constituent colleges. All programs, requirements, and courses are subject to termination or change without advance notice. Tuition and fees set forth in this publication are similarly subject to change by the Board of Trustees of The City University of New York.

The course descriptions in this catalog summarize the full, official descriptions authorized by the Hunter College Senate. Full descriptions are available in the appropriate school and department offices. Hunter College reserves the right to change rules, policies, fees, and curricula without advance notice.

Freedom of Information Law

Request to inspect public records at the college should be made to the Records Access Officer. FOIL requests may be sent by email to: legal@hunter.cuny.edu

FOIL requests via regular mail should be sent to: Records Access Officer, Hunter College, Office of Legal Affairs, 695 Park Avenue, Rm. E1705A, New York, NY 10065

To submit a FOIL request electronically, visit CUNY’s FOIL Records Access Center.

Equal Opportunity and Non-Discrimination Policy
Hunter College

Hunter is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the City University of New York.

It is the policy of Hunter to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state and city laws.

It is also the Hunter's policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Title IX

Hunter College is committed to maintaining a fair and equal environment for both its employees and student body, consistent with the requirements of Title IX of the Education Amendments Act of 1972, which state that:

No person in the United States shall, on the basis of sex, be excluded from participation in, denied the benefits of, or be subjected to, discrimination under any education program or activity receiving Federal financial assistance.

This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.

Any individual who believes he or she has been discriminated against on the basis of gender in any area outside the purview of the Sexual Harassment Panel may direct all inquiries, concerns and complaints to Dean John T. Rose, Hunter’s Title IX Coordinator.

* These criteria are based on guidelines issued by the Office of Civil Rights, Department of Education.

CUNY Policy on Sexual Misconduct/ Title IX

I. Policy Statement

Every member of The City University of New York (“CUNY”) community, including students, employees and visitors, deserves the opportunity to live, learn and work free from Sexual Misconduct (sexual harassment, gender-based harassment and sexual violence). Accordingly, CUNY is committed to:

1) Defining conduct that constitutes prohibited Sexual Misconduct;

2) Providing clear guidelines for students, employees and visitors on how to report incidents of Sexual Misconduct and a commitment that any complaints will be handled respectfully;

3) Promptly responding to and investigating allegations of Sexual Misconduct, pursuing disciplinary action when appropriate, referring the incident to local law enforcement when appropriate, and taking action to investigate and address any allegations of retaliation;

4) Providing ongoing assistance and support to students and employees who make allegations of Sexual Misconduct;
5) Providing awareness and prevention information on Sexual Misconduct, including widely disseminating this policy, as well as a “students’ bill of rights” and implementing training and educational programs on Sexual Misconduct to college constituencies; and

6) Gathering and analyzing information and data that will be reviewed in order to improve safety, reporting, responsiveness and the resolution of incidents.

This is the sole policy at CUNY addressing Sexual Misconduct and is applicable at all college and units at the University. It will be interpreted in accordance with the principles of academic freedom adopted by CUNY’s Board of Trustees.

The CUNY community should also be aware of the following CUNY policies:

- The CUNY Policy on Equal Opportunity and Nondiscrimination prohibits discrimination on the basis of numerous protected characteristics in accordance with federal, state and local law. That policy addresses sex discrimination other than Sexual Misconduct covered by this policy.

- The CUNY Campus and Workplace Violence Prevention Policy addresses workplace violence.

- The CUNY Domestic Violence and the Workplace Policy addresses domestic violence in or affecting employees in the workplace.

- The CUNY Procedures for Implementing Reasonable Accommodations and Academic Adjustments addresses the procedures CUNY will follow when there is a request for a reasonable accommodation and or academic adjustment.

In addition, campus crime statistics, including statistics relating to sexual violence, which CUNY is required to report under the Jeanne Clery Act, are available from the Office of Public Safety at each college and/or on its Public Safety website.

II. Scope of this Policy

This policy governs the conduct of (i) all the members of CUNY’s community, including employees and students, and (ii) non-members of CUNY’s community who interact with members of the CUNY community (hereinafter “visitors’). Visitors are both protected by and subject to this policy. A non-member may make a complaint of or report a violation of this policy committed by a member of CUNY’s community. A non-member may also be subject to restrictions for failing to comply with this policy. This policy applies to conduct that occurs on and off CUNY property.

III. Definitions

1. **Affirmative Consent** is a knowing, voluntary and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity or gender expression.

   Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

   In order to give consent, one must be of legal age (17 years or older).

   Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

   Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by lack of consciousness or being asleep, being involuntarily restrained, or if the individual otherwise cannot consent. Depending on the
degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

2. **Complainant** refers to the individual who alleges that she/he has been the subject of Sexual Misconduct, and can be a CUNY student, employee (including all full-time and part-time faculty and staff), or visitor. Under this policy, the alleged incident(s) may have been brought to the college’s attention by someone other than the complainant.

3. **Complaint** is an allegation of Sexual Misconduct made under this policy.

4. **Confidentiality** is the commitment not to share any identifying information with others, except as required by law in emergency circumstances (such as risk of death or serious bodily harm). Confidentiality may only be offered by individuals who are not legally required to report known incidents of Sexual Misconduct to college officials. Licensed mental health counselors, medical providers & pastoral counselors may offer confidentiality.

5. **Dating Violence** is violence or sexual assault committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the reporting party’s statement and with consideration of the length of the relationship and the frequency of the interaction between the persons involved in the relationship. Dating violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct. A relationship may be romantic or intimate regardless of whether the relationship was sexual in nature. Dating violence includes the threat of sexual or physical abuse.

6. **Domestic Violence** is any violence or sexual assault committed by (i) a current or former spouse or intimate partner of the victim; (ii) a person with whom the victim shares a child; (iii) a person who cohabits or cohabited with the victim as a spouse or intimate partner; or (iv) anyone else covered by applicable domestic violence laws. Domestic violence can be a single act or a pattern of behavior, based on the frequency, nature, and severity of the conduct.

7. **Forcible Touching/Fondling** is intentionally touching the sexual or other intimate parts of another person without the latter’s consent for the purpose of degrading or abusing such person, or for the purpose of gratifying the actor’s sexual desire.

8. **Gender-Based Harassment** is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities. The effect will be evaluated based on the perspective of a reasonable person in the position of the complainant. An example of gender-based harassment would be persistent mocking or disparagement of a person based on a perceived lack of stereotypical masculinity or femininity.
9. **Intimate Partner Violence ("IPV")** includes both Domestic Violence and Dating Violence.

10. **Managers** are employees who have authority to make tangible employment decisions with regard to other employees, including the authority to hire, fire, promote, compensate or assign significantly different responsibilities.

11. **Pastoral counselor.** A person who is associated with a religious order or denomination, recognized by that order or denomination as someone who provides confidential counseling, and functioning within the scope of that recognition.

12. **Privacy** is the assurance that the college will only reveal information about a report of Sexual Misconduct to those who need to know the information in order to carry out their duties or responsibilities or as otherwise required by law. Individuals who are unable to offer the higher standard of confidentiality under law, but who are still committed to not disclose information more than necessary, may offer privacy.

13. **Rape and Attempted Rape** is the penetration or attempted penetration, no matter how slight, of any body part by a sex organ of another person, without the consent of that person.

14. **Respondent** refers to the individual who is alleged to have committed Sexual Misconduct against a CUNY student, employee, or visitor.

15. **Retaliation** is adverse treatment of an individual as a result of that individual’s reporting Sexual Misconduct, assisting someone with a report of Sexual Misconduct, opposing in a reasonable manner an act or policy believed to constitute Sexual Misconduct, or participating in any manner in an investigation or resolution of a Sexual Misconduct report. Adverse treatment includes threats, intimidation and reprisals by either a complainant or respondent or by others such as friends or relatives of either a complainant or respondent.

16. **Sexual Activity** is

   - contact between the penis and the vulva or the penis and the anus;
   - contact between the penis and the vulva, or the mouth and the anus;
   - penetration, however slight, of the of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.

17. **Sexual Assault** is any form of sexual activity that occurs without consent.

18. **Sex Discrimination** is treating an individual differently or less favorably because of sex, including sexual orientation, gender or gender identity (including transgender status), as well as pregnancy, childbirth and related medical conditions. Examples of sex discrimination include giving a student a lower grade, or failing to hire or promote an employee, based on their sex.
19. **Sexual Harassment** is unwelcome conduct of a sexual nature, including but not limited to unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct of a sexual nature when:

i. submission to or rejection of such conduct is made either explicitly or implicitly a condition of an individual’s employment or academic standing or is used as the basis for employment decisions or for academic evaluation, grades, or advancement (quid pro quo); or

ii. such conduct is sufficiently serious that it alters the conditions of, or has the effect of substantially interfering with, an individual’s educational or work experience by creating an intimidating, hostile, or offensive environment (hostile environment). The effect will be evaluated based on the perspective of a reasonable person in the position of a complainant.

Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive. While it is not possible to list all circumstances that might constitute sexual harassment, the following are some examples of conduct that might constitute sexual harassment depending on the totality of the circumstances:

i. Inappropriate or unwelcome physical contact or suggestive body language, such as touching, groping, patting, pinching, hugging, kissing, or brushing against an individual’s body;

ii. Verbal abuse or offensive comments of a sexual nature, including sexual slurs, persistent or pervasive sexually explicit statements, questions, jokes or anecdotes, degrading words regarding sexuality or gender, suggestive or obscene letters, notes, or invitations;

iii. Visual displays or distribution of sexually explicit drawings, pictures, or written materials; or

iv. Undue and unwanted attention, such as repeated inappropriate flirting, staring, or making sexually suggestive gestures.

20. **Sexual Misconduct** is sexual harassment, gender-based harassment or sexual violence, as defined in this policy.

21. **Sexual Violence** includes: (1) sexual activity without affirmative consent, such as sexual assault rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking as defined below; and (4) voyeurism, as defined below.

22. **Stalking** is intentionally engaging in a course of conduct directed at a specific person that:

1. is likely to cause reasonable fear of material harm to the physical health, safety or property of such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or causes material harm to the mental or emotional health of such person, where such conduct consists of following, telephoning or initiating communication or contact with such person, a member of such person’s immediate family or a third party with whom such person is acquainted; or

2. is likely to cause such person to reasonably fear that her/his employment, business or career is threatened, where such conduct consists of appearing, telephoning or initiating communication or contact at such person’s place of employment or business, and the actor was previously clearly informed to cease that conduct.

Where stalking is directed at an individual with whom the perpetrator has, had, or sought some form of sexual
or romantic relationship, it will be addressed under this Policy. Stalking that lacks a sexual or gender-based nexus may be addressed under the Code of Conduct.

23. **Supervisors** are employees who are not managers, but have a sufficient degree of control over the working conditions of one or more employees, which might include evaluating their performance and making recommendations for changes in employment status that are given particular weight.

24. **Visitor** is an individual who is present at a CUNY campus or unit but is not a student or an employee.

25. **Voyeurism** is unlawful surveillance and includes acts that violate an individual’s right to privacy in connection with her/his body and/or sexual activity such as:

   i. Viewing another person’s sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person’s consent.

   ii. Recording images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness without that person’s consent;

   iii. Disseminating images (e.g. video, photograph) or audio of another person’s sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure;

   iv. Using or installing, or permitting the use or installation of a device for the purpose of recording another person’s sexual activity, intimate body parts or nakedness in a place where the person would have a reasonable expectation of privacy without that person’s consent.

26. **Writing.** Whenever this policy requires in "writing," electronic mail satisfies the writing requirement.

IV. Prohibited Conduct

1. **Sexual Harassment, Gender-Based Harassment and Sexual Violence**

   This policy prohibits sexual harassment, gender-based harassment and sexual violence (together “Sexual Misconduct”) against any CUNY student, employee or visitor.

   Sexual harassment includes unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, graphic and electronic communications or physical conduct that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.

   Sexual harassment is considered a form of employee misconduct and an employee who engages in such conduct, or, managerial and supervisory personnel who knowingly allow such behavior to continue, shall be subject to discipline in accordance with applicable rules, policies and collective bargaining agreements.

   Gender-based harassment is unwelcome conduct of a nonsexual nature based on an individual’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes that is sufficiently serious to adversely affect an individual’s participation in employment, education or other CUNY activities.
Sexual violence is an umbrella term that includes: (1) sexual activity without affirmative consent, sexual assault, rape/attempted rape, and forcible touching/fondling; (2) dating, domestic and intimate partner violence; (3) stalking/cyberstalking (“stalking”), and (4) voyeurism.

The complete definitions of these terms, as well as other key terms used in this policy, are in Section III above.

2. Retaliation

This policy prohibits retaliation against any person who reports Sexual Misconduct, assists someone making such a report, participates in any manner in an investigation or resolution of a Sexual Misconduct complaint, including testifying or assisting in a legal proceeding, or opposes in a reasonable manner an act or policy believed to constitute Sexual Misconduct. Federal, state, and local laws also prohibit retaliation.

3. Certain Intimate Relationships

This policy also prohibits certain intimate relationships when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility as set forth in Section XII below.

V. Title IX Coordinator

Each college or unit of CUNY has an employee who has been designated as the Title IX Coordinator. This employee is responsible for compliance with Title IX of the Education Amendments of 1972, which prohibits sex discrimination, including Sexual Misconduct, in education programs, and with New York State Law Article 129B, commonly referred to as the Enough is Enough, Combating Sexual Assault and Domestic Violence on College Campuses (hereafter “Enough is Enough”). The Title IX Coordinator has overall responsibility for implementing this policy, including overseeing the investigation of complaints at her/his college or unit and carrying out the other functions of that position set forth in this policy. All Title IX Coordinators shall receive annual training on Sexual Misconduct as required by Title IX, the Clery 10 Act, Enough is Enough, and other civil rights law. The name and contact information for all Title IX Coordinators at CUNY can be found on the university’s dedicated Title IX website.

VI. Assistance in Cases of Sexual Violence

1. Reporting to Law Enforcement

Students, employees and other community members who experience any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) and visitors who experience sexual violence on a CUNY campus may, but are not required to, report to local law enforcement, and/or state police. CUNY does not require a complainant to report sexual misconduct to law enforcement; however, if a student, employee, or other community member does wish to report to law enforcement, CUNY will provide assistance. Each college public safety office shall have an appropriately trained employee available at all times to provide the complainant with information regarding options to proceed, including information regarding the criminal justice process and the preservation of evidence. Campus public safety officers can also assist the complainant with filing a complaint both on and off-campus, and in obtaining immediate medical attention and other services.

Additional information is available on the university’s Title IX website.

2. Relationship of CUNY’s Investigation to the Action of Outside Law Enforcement

In cases where the complainant files a complaint with outside law enforcement authorities as well as with the college, the college shall determine what actions to take based on its own investigation. The college may
coordinate with outside law enforcement authorities in order to avoid interfering with their activities and, where possible, to obtain information regarding their investigation. Neither a law enforcement determination whether to prosecute a respondent, nor the outcome of any criminal prosecution, is dispositive of whether the respondent has committed a violation of this policy.

Students, employees and other community members should be aware that CUNY procedures and standards differ from those of criminal procedures. When CUNY investigates allegations of sexual misconduct or brings disciplinary proceedings for violations of this policy, the issue is whether the respondent violated CUNY policy. The standard applied in making this determination is whether the preponderance of the evidence substantiates the complaint, or, stated another way, whether it is more likely than not that the alleged conduct occurred. An individual found to have violated this policy may be sanctioned by the college and CUNY. In the criminal justice system, on the other hand, the issue is whether the accused violated state criminal law. The standard applied is proof beyond a reasonable doubt and an individual found guilty of a crime is subject to criminal penalties, such as incarceration, probation and fines.

3. Obtaining Immediate Medical Attention and Emotional Support

CUNY encourages anyone who has experienced sexual assault or domestic, dating or intimate partner violence to seek medical attention as soon as possible. Medical resources can provide treatment for injuries, preventative treatment for sexually transmitted diseases, emergency contraception, and other health services. They can also assist in preserving evidence or documenting any injuries. Taking these steps promptly after an incident can be very helpful if an individual later decides to seek criminal proceedings or a protective order.

Individuals who have experienced or witnessed sexual violence are also encouraged to seek emotional support, either on or off-campus.

4. On-campus resources

On campus resources include nurses and/or nurse practitioners at campus health offices and counselors at campus counseling centers. Counselors are trained to provide crisis intervention and provide referrals for longer-term care as necessary.

CUNY also maintains a list of off-campus emergency contacts and resources, including rape crisis centers, available throughout New York City on its dedicated web page. This includes a list of local hospitals designated as SAFE (Sexual Assault Forensic Examiner) hospitals, which are specially equipped to handle sexual assaults and trained to gather evidence from such assaults.

VII. Important Information about Confidentiality, Privacy and Required Referrals

CUNY values the privacy of its students, employees, and visitors. They should be able to seek the assistance they need without fear that the information they provide will be shared more broadly. Some individuals who serve as resources on campus are confidential resources and will not share any identifying information with others, except as required by law in emergency circumstances. Other individuals are not permitted to maintain confidentiality but will protect privacy to the greatest extent possible and share information with other staff only on a need-to-know basis.

Confidential resources. Individuals considered confidential resources include counselors and health care providers at the college counseling centers and health offices, pastoral counselors, and designated staff members at women’s or men’s centers, if they exist on campus. Students may use these resources even if they decide not to make a report or participate in University disciplinary proceedings or the criminal justice process.

Private but non-confidential resources. Many college employees are required by federal and state law to provide
information about possible sexual misconduct to the Title IX Coordinator. Individuals designated as non-confidential but private resources will protect privacy to the greatest extent possible, but must share relevant information about sexual misconduct with the Title IX Coordinator.

More information about confidential and private but non-confidential resources is provided in Section IX, below.

Under the Clery Act, the College is required to maintain records, advise the government about reports of certain crimes, and issue timely warnings when there is a serious, continuing threat to the community. Such reports and warnings do not disclose the names of reporting individuals.

VIII. Reporting Sexual Misconduct to the College

In order for the University to address allegations of sexual misconduct, it has to learn about them. Accordingly, CUNY strongly encourages individuals who have experienced sexual misconduct to file a complaint with a designated campus official, as outlined below. The designated officials are trained to accept complaints, to ensure they are investigated in accordance with this policy, and to help complainants get necessary assistance.

Students, faculty, staff and visitors are encouraged to report incidents of sexual misconduct to campus officials, even if they have reported the incident to outside law enforcement authorities, and regardless of whether the incident took place on or off-campus (including “study abroad” programs.) Such reporting will enable complainants to get the support they need and provide the college with the information it needs to take appropriate action.

1. Complainant’s Rights

Individuals who have experienced sexual misconduct have the right to file a complaint with the college or to decide not to do so. (The decision on whether to bring disciplinary charges, however, rests with the campus.) Students who report sexual misconduct have all of the rights contained in the Students Bill of Rights (copy attached).

Complainants also have these rights:

• To notify campus public safety, local law enforcement, and/or the state police; or to choose not to report.
• To have emergency access to a college official trained to interview victims of sexual assault and able to provide certain information, including reporting options and information about confidentiality and privacy. The official will, where appropriate, advise the reporting individual about the importance of preserving evidence and obtaining a sexual assault forensic examination (“SAFE”) as soon as possible. The official will also explain that the criminal process uses different standards of proof, evidence, and that any questions about whether an incident involved criminal law should be addressed to a law enforcement official or a district attorney’s office.
• To disclose the incident to a college representative who can offer confidentiality or privacy and assist in obtaining services for reporting individuals. See Section IX, below.
• To describe the incident only to those campus officials who need the information in order to properly respond and to repeat the description as few times as practicable.
• To have complaints investigated in accordance with CUNY policy.
• To have privacy preserved to the extent possible.
• To receive assistance and resources on campus, including confidential and free on-campus counseling, and to be notified of other services available on- and off-campus, including the New York State Office of Victim Services.
• To disclose the incident to the college’s Human Resources Director or designee (if the accused is a college employee) or request that a confidential or private resource assist in doing so.
• To disclose the incident confidentially and obtain services from state and local governments.
• To receive assistance from the campus or others in filing a criminal complaint, initiating legal proceedings in family court or civil court, and /or seeking an Order of Protection or the equivalent. In New York City, this assistance is provided by Family Justice Centers located in each
Hunter College

To receive assistance with effecting an arrest when an individual violates an Order of Protection, which may be provided by assisting local law enforcement in effecting such an arrest.

To withdraw a complaint or involvement from the process at any time.

Students can speak with confidential resources on a strictly confidential basis before determining whether to make a report to college authorities. See Section IX, below. Students also have the right to consult confidentially with state, local and private resources who can provide other assistance.

2. Where to File a Complaint on Campus

Students, employees and visitors who experience sexual misconduct should bring their complaints to one of these campus officials/offices:

- Title IX Coordinator
- Office of Public Safety
- Office of Vice President for Student Affairs or Dean of Students (students only)
- Residence Life staff in CUNY owned or operated housing (students and residence visitors only)
- Human Resources Director (employees only)

Contact information for these officials can be found at http://www1.cuny.edu/sites/titleix/campus-websites

There is no prescribed method for filing a complaint of sexual misconduct and the college will respond to complaints whether they are oral or written. Complainants may, but are not required to, fill out the CUNY Sexual Misconduct Complaint form (see page 38). After the form is filled out, it should be brought to one of the offices listed above.

Once any of the officials or offices above is notified of an incident of sexual misconduct, she/he will provide a copy of this Policy to the Complainant and coordinate with appropriate college offices to address the matter in accordance with this policy, including taking appropriate interim and supportive measures. These officials and offices will maintain a complainant’s privacy to the greatest extent possible, and all information in connection with the complaint, including the identities of the complainant and the respondent, will be shared only with those who have a legitimate need for the information.

Visitors: CUNY strongly encourages visitors to report all incidents of sexual misconduct that they observe or experience while on a CUNY campus or at a CUNY sponsored event to the Office of Public Safety, Residence Life staff, or other appropriate college officials listed above. In certain instances, CUNY may be able to offer those visitors who have experienced sexual misconduct with resources and assistance. For more information on such assistance, please visit INSERT LINK

3. Request that the College Maintain a Complainant’s Confidentiality or Not Conduct an Investigation

After a report of an alleged incident of sexual misconduct is made to the Title IX Coordinator, a complainant may request (a) that the matter be investigated only to the extent possible without further revealing her/his identity or any details regarding the incident being divulged further (b) that no investigation into a particular incident be conducted, or (c) that an incident not be reported to outside law enforcement.

In all such cases, the Title IX Coordinator will weigh the complainant’s request against the college’s obligation to provide a safe, non-discriminatory environment for all students, employees and visitors, including the complainant. Factors used to determine whether to honor such a request include, but are not limited to: (a)
whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation of unlawful conduct by the accused from previously noted behavior; (c) any increased risk that the accused will commit additional acts of violence, (d) whether the accused used a weapon or force; (e) whether the complainant is a minor; (f) whether the college possesses other means to obtain evidence such as security footage; and (g) whether available information reveals pattern of misconduct at a given location or by particular group.

A decision to maintain confidentiality does not mean that confidentiality can be absolutely guaranteed in all circumstances, but that reasonable efforts will be made to keep information confidential consistent with law. Notwithstanding the decision of the Title IX Coordinator regarding the scope of any investigation, the college will provide the complainant with ongoing assistance and support, including, where appropriate, the interim and supportive measures set forth in Section VII of this policy.

If the Title IX Coordinator determines that the college may maintain confidentiality as requested by the complainant, the college will, if possible, take reasonable steps to investigate the incident consistent with the request for confidentiality. However, a college’s ability to meaningfully investigate the incident and pursue disciplinary action may be limited by such a request for confidentiality.

4. **Filing External Complaints**

Complainants who feel that they have been subjected to unlawful sexual harassment and/or violence have the right to avail themselves of any and all of their rights under law, including but not limited to filing complaints with one or more of the outside agencies listed below.

- U.S. Department of Education, Office for Civil Rights [http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html](http://www2.ed.gov/about/offices/list/ocr/complaintprocess.html)
- New York City Commission on Human Rights [http://www1.nyc.gov/site/cchr/about/resources.page](http://www1.nyc.gov/site/cchr/about/resources.page)

5. **Action by Bystanders and Other Community Members**

While only employees designated as “responsible” employees are required reporters as set forth in Section IX below, CUNY encourages all other community members, including faculty, students and visitors, to take reasonable and prudent actions to prevent or stop an act of sexual misconduct that they may witness. Although these actions will depend on the circumstances, they may include direct intervention, calling law enforcement, or seeking assistance from a person in authority.

In addition, CUNY encourages all community members to report any incident of sexual misconduct that they observe or become aware of to the Title IX Coordinator, or the offices of Public Safety, Vice President of Students Affairs (students), Dean of Students (students) or Human Resources (employees) at their college. Community members who take action in accordance with this paragraph will be supported by the college, and anyone who retaliates against them will be subject to disciplinary charges.
6. **Amnesty for Drug and Alcohol Use**

The health and safety of every student at CUNY is of the utmost importance. CUNY recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at a time that violence (including but not limited to sexual violence) occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. CUNY strongly encourages students to report sexual violence to college officials. A bystander or complainant acting in good faith who discloses any incident of sexual violence to college officials or law enforcement will not be subject to discipline under CUNY’s Policy Against Drugs and Alcohol for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the sexual violence.

This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate assault. Under CUNY’s Amnesty for Drug and Alcohol Policy, personal drug use and possession, whether it is intentional or accidental, will not form the basis of faculty student disciplinary charges.

7. **Reporting Suspected Child Abuse**

Certain members of the CUNY community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at CUNY or sponsored by CUNY are required to report immediately to the New York State Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. Information regarding mandated child abuse reporting is available on the Office of the General Counsel web page. If anyone other than New York State mandated reporters has reasonable cause to believe that a minor is being or has been abused or maltreated on campus, she/he should notify either the Title IX Coordinator or 16 Director of Public Safety. If any CUNY community member witnesses child abuse while it is happening, she/he should immediately call 911.

8. **Reporting Retaliation** An individual may file a complaint with the Title IX Coordinator if the individual has been retaliated against for reporting sexual misconduct, opposing in a reasonable manner an act or policy believed to constitute sexual misconduct, assisting someone making such a report, or participating in any manner in an investigation or resolution of a sexual misconduct complaint. All retaliation complaints will be investigated in accordance with the investigation procedures set forth in Section XI of this policy, and individuals who are found to have engaged in retaliation will be subject to disciplinary action.

**IX. Reporting/Confidentiality Obligations of College and University Employees**

An individual who speaks to a college or CUNY employee about sexual misconduct should be aware that employees fall into three categories:

- “confidential” employees, who have an obligation to maintain a complainant’s confidentiality regarding the incident(s);

- “responsible” employees, who are required to report the incident(s) to the Title IX Coordinator

- all other employees, who are strongly encouraged but not required to report the incident(s).

**A. Confidential Employees**

1. **For Students.** Students at CUNY who wish to speak to someone who will keep all of the communications confidential should speak to one of the following:

   - Counselor or other staff member at their college counseling center;
• Nurse, nurse practitioner or other college health office staff member;
• Pastoral counselor, if available at the college; or
• Designated staff member in a women’s or men’s center, if one exists at their college.

These individuals will not report information about an incident to the college’s Title IX Coordinator or other college employees without the student’s permission. The only exception is in the case where there is an imminent threat of serious harm to the complainant or any other person.

If a student speaks solely to a “confidential” employee, the college will rarely be able to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Confidential employees will assist students in obtaining other necessary support. A student who first requests confidentiality may later decide to file a complaint with the college or with local law enforcement.

2. For Employees. Although CUNY does not directly employ individuals to whom CUNY employees can speak on a confidential basis regarding sexual misconduct, free confidential support services are available through CUNY’s Work/Life Program, which is administered by an outside company. Confidential community counseling resources are also available throughout New York City.

B. “Responsible” Employees – Private, but not confidential.

“Responsible” employees have a duty to report incidents of sexual misconduct, including all relevant details, to the Title IX Coordinator. Such employees are not permitted to maintain a complainant’s confidentiality, except that the Title IX Coordinator may honor a request for confidentiality under the circumstances described in Section VII above. However, these employees will maintain a complainant’s privacy to the greatest extent possible, and information reported to them will be shared only with the Title IX Coordinator and other people responsible for handling the college’s response to the report.

To the extent possible, before a complainant reveals any information to a responsible employee, the employee shall advise the complainant of the employee’s reporting obligations—and if the complainant wants to maintain confidentiality, direct the complainant to confidential resources identified above.

CUNY has designated the following individuals as “responsible” employees. Complainants who wish to report sexual violence are encouraged to speak with one of the responsible employees marked *

i. Title IX Coordinator and her/his staff

ii. * Office of Public Safety employees (all)

iii. * Vice President for Student Affairs or Dean of Students and all staff housed in those offices

iv. * Residence Life staff in CUNY owned or operated housing, including Resident Assistants (all) (for students and housing visitors)

v. * Human Resources staff (all) (for employees)

vi. College President, Vice Presidents and Deans vii. Athletics Staff (all)

viii. Faculty Athletics Representatives

ix. Department Chairpersons/Executive Officers
x. University Office of the General Counsel employees (all)

xi. College/unit attorney and her/his staff

xii. College/unit labor designee and her/his staff

xiii. International Education Liaisons/Study Abroad Campus Directors and Field Directors

xiv. Faculty and staff members at times when they are leading or supervising student on off-campus trips

xv. Faculty or staff advisors to student groups

xvi. Employees who are Managers or Supervisors (all)

xvii. SEEK/College Discovery staff (all)

xviii. College Childcare Center staff (all)

xix. Directors of “Educational Opportunity Centers” affiliated with CUNY colleges

xx. Faculty or staff academic advisors

C. All Other Employees

Employees other than those identified in subsections “A” and “B” above are strongly encouraged but not required to report any possible sexual misconduct to the Title IX Coordinator. They are also strongly encouraged to maintain individual privacy to the greatest extent possible by sharing information, including the identities of the complainant and the respondent, only with the Title IX coordinator.

It is important to emphasize that faculty members other than those specifically identified in subSection “B” above have not been designated as “responsible” employees and do not have an obligation to report the matter to the Title IX Coordinator, although they are strongly encouraged to do so. An individual who wishes to ensure that the Title IX Coordinator is notified of an incident is strongly encouraged to speak with the Title IX Coordinator or one of the other individuals identified in Section IX, above.

D. Special Rules Concerning Public Awareness and Advocacy Events

CUNY supports public awareness events that help provide its community with information about sexual misconduct and how it can be addressed and prevented. In order to preserve the ability to participate freely in public awareness and advocacy events, if an individual discloses information about sexual misconduct at such event (for example, Take Back the Night gatherings, candlelight vigils, or protests) the college will not treat the disclosure as triggering an obligation to commence an investigation based on that information. Such individuals are encouraged to report sexual misconduct to college officials so that the college can provide resources and assistance.

X. No Contact Orders and Other Interim and Supportive Measures

When a college becomes aware of an allegation of sexual misconduct and the complainant or other affected parties request interim or supportive measures, the college will take appropriate interim and supportive measures to protect the complainant and other affected parties, to assist the parties, and to protect against retaliation. Appropriate interim and supportive measures may also be available to respondents. The college may also take interim measures to protect the college community at large.
The college's Title IX Coordinator is responsible for coordinating interim and supportive measures, which are available even if the complainant chooses not to file or continue to pursue a complaint. Requests for interim and supportive measures should be made to the Title IX Coordinator.

The Title IX Coordinator will work with the Chief Student Affairs Officer to identify a trained staff member to assist students to obtain interim and supporting measures. The Title IX Coordinator will work with the Human Resources Director to assist employee complainants to obtain interim and supporting measures.

1. **No Contact Orders**

   When respondent is a student, the complainant has the right to a college-issued “no contact order” under which continued intentional contact with the complainant would violate this policy. No contact orders may be issued for both the complainant and the respondent, as well as other individuals as appropriate.

2. **Types of Interim and Supportive Measures**

   Possible interim and supportive measures include:

   i. Making appropriate changes to academic programs, including changes in class schedule, accommodations to permit the complainant to take an incomplete or drop a course or courses without penalty, permitting complainant or respondent to attend a class via skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;

   ii. Making appropriate changes to residential housing situations or providing assistance in finding alternate housing;

   iii. Changing an employee’s work assignment or schedule;

   iv. Providing the complainant with an escort to and from class or campus work location;

   v. Arranging appropriate transportation services to ensure safety;

   vi. Offering counseling services through the college Counseling Center or other appropriate office, or referral to an off-campus agency;

   vii. Assisting the complainant in obtaining medical and other services, including access to rape crisis centers;

   viii. Assisting the complainant with filing a criminal complaint and/or seeking an order of protection;

   ix. Enforcing an order of protection;

   x. Obtaining a copy and/or explaining the terms of an order of protection and the consequences of violating it;

   xi. Addressing situations in which it appears that a complainant’s academic progress is affected by the alleged incident;

   xii. In exceptional circumstances, where a respondent is determined to present a continuing threat to the health and safety of the community, the college may seek an emergency interim suspension of a student or take similar emergency measures against an employee, consistent with applicable CUNY Bylaws, rules, policies and collective bargaining agreements. The Office of Public Safety will, in cooperation with the Title IX Coordinator.
20 and appropriate other campus officials, determine whether a respondent presents a continuing threat to the health and safety of the campus, including (a) whether the respondent has a history of violent behavior or is a repeat offender; (b) whether the incident represents escalation in unlawful conduct by the accused; and (c) any increased risk that the accused will commit additional acts of violence.

3. **Interim Emergency Student Suspensions**

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing for not more than twelve (12) calendar days, unless the student requests an adjournment. See Section B above.

Prior to the commencement of a temporary suspension of a student, the college shall give the student respondent oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges. If the respondent denies them, the college shall forthwith give the respondent an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter.

Both complainant and the respondent will be notified of the suspension and if or when it the suspension is lifted at the same time and in the same manner.

4. **Process for Review of Interim Measures, including “No Contact” Orders and Interim Suspensions.**

Upon request, the complainant and the respondent shall each be afforded a prompt review of the need for and terms of restrictive interim measures, including “no contact” orders and interim suspensions. Issues that may be raised include possible modification or discontinuance of a “no contact” order. Complainants and respondents shall be allowed to submit evidence to support their request. The request shall be made to the college’s Chief Student Affairs Officer, if either the complainant or the respondent is a student, or to the college’s Human Resources Director, if neither the complainant nor the respondent are students. If a request is made in a case involving both a student and an employee, the Chief Student Affairs Officer shall consult with the Human Resources Director. The Chief Student Affairs Officer or Human Resources Director may consult with the Title IX Coordinator and other relevant officials regarding the request. If appropriate and possible, the college may establish an appropriate schedule for the complainant and the respondent to access college facilities when they are not being used by the other party to enable both parties to use college facilities to the maximum extent feasible, without violation of the “no contact” order.

Requests for accommodations that were made under CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments and do not directly affect the other party are governed by the appeals provisions set forth in those Procedures. Link.

**XI. Investigating Complaints of Sexual Misconduct**

The college will conduct an investigation when it becomes aware, from any source (including third-parties not connected to the college or university), that sexual misconduct may have been committed against a student, employee or visitor, unless the information provided is insufficient to permit an investigation or the complainant has requested that the college refrain from such an investigation and the college has determined that refraining from an investigation will not result in a continuing threat to the college community. See Section VIII, above.

1. **Rights of the Complainant and Respondent**

Whenever an investigation takes place, the complainant and respondent shall have these rights:
• to an investigation and process that is fair, impartial, timely and thorough and provides a meaningful opportunity to be heard;

• to have the complaint investigated and/or adjudicated by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, and the rights of the respondent, including the right to a presumption that the respondent is “not responsible” until any finding of responsibility;

• to have the college’s judicial or conduct process run concurrently with any criminal justice investigation and proceeding, except for temporary delays requested by external municipal entities while law enforcement gathers evidence;

• to receive reasonable advance written or electronic notice of any meeting they are required to or eligible to attend, of the specific rule or law alleged to have been violated and in what manner;

• to exclude their own prior sexual history with persons other than the other party in the conduct process or their own mental health diagnosis and/or treatment from admittance in the stage that determines responsibility. (Past findings of sexual misconduct may be admissible in the stage that determines sanction.)

• to offer evidence during the investigation;

• to review documents and tangible evidence, consistent with FERPA and other law;

• to be accompanied by an attorney or other advisor of their choice, who may assist and advise the complainant or respondent throughout the process including during all related meetings and hearings. Such attorneys or advisors must comply with the CUNY policies and procedures; and

• to simultaneous notice of the outcome of proceedings.

2. The Investigation

The college Title IX Coordinator is responsible for conducting any investigation in a prompt, thorough, and impartial manner and may designate another appropriately trained administrator to conduct all or part of the investigation. Whenever an investigation is conducted, the Title IX Coordinator shall

• coordinate investigative efforts with other appropriate offices;

• inform the complainant that an investigation is being commenced and that the respondent will receive a written summary of the allegations;

• inform the respondent that an investigation is being commenced and provide the respondent with a written summary of the allegations of the complaint. A respondent employee who is covered by a collective bargaining agreement may consult with and have a union representative present at any interview of that employee conducted as part of such investigation;

• interview witnesses who might reasonably be expected to provide information relevant to the allegations, and review relevant documents and evidence. Both the complainant and respondent shall be informed that they have the right to provide relevant documents and to propose for interview witnesses whom they reasonably believe can provide relevant information.

Neither the complainant nor the respondent is restricted from discussing and sharing information related to the
complaint with others who may support or assist them. This does not, however, permit unreasonable sharing of private information in a manner intended to harm or embarrass another, or in a manner that would recklessly do so regardless of intention. Such unreasonable sharing may constitute retaliation under this Policy.

The college Title IX Coordinator shall maintain all documents of the investigation in accordance with the CUNY Records Retention and Disposition Policy.

The college shall make reasonable efforts to ensure that the investigation and resolution of a complaint are carried out as timely and efficiently as possible. However, the college may need to temporarily delay the fact-finding portion of its investigation during the evidence-gathering phase of a law enforcement investigation. Temporary delays will generally not last more than ten days except when law enforcement specifically requests and justifies a longer delay. While some complaints may require more extensive investigation, when possible, the investigation of complaints should be completed within sixty (60) calendar days of the receipt of the complaint. If there is a delay in completing the investigation, the Title IX Coordinator shall notify the complainant and the respondent in writing.

i. Role of the Advisor

In cases involving this Policy, both the complainant and respondent may be accompanied by an advisor of their choice (including an attorney) who may advise throughout the entire process, including all meetings and hearings. While advisors may represent a party and fully participate at a hearing, they may not speak during the meetings that proceed the hearing nor give testimony as a witness at the hearing.

3. Conflicts

If a complainant or respondent believes that any individual involved in the investigatory or adjudication process has a conflict of interest, he or she may make a request to the Chief Student Affairs Officer (or, if no students are involved, to the Legal or Labor Designee) to have that conflicted individual removed from the process. The request for removal must be in writing within five days of the complaint or respondent’s notification that the individual is to be involved and include a detailed description of the conflict. If the Chief Student Affairs Officer (or Legal or Labor Designee) determines that a conflict does exist, he or she will take immediate steps to address the conflict in order to ensure an impartial and fair process.

If any administrator designated by this policy to participate in the investigation or resolution of a complaint (including but not limited to the Title IX Coordinator) is the respondent, the College President will appoint another college administrator to perform such person’s duties under this policy. If the President is the respondent, the investigation will be handled by the University Title IX Coordinator or her/his designee.

4. Informal Resolution

Except in instances involving sexual assault, the Title IX Coordinator, in their discretion, may offer the respondent and the complainant the opportunity to participate in the informal resolution process. Informal resolution may take place after the Title IX Coordinator has completed the investigation, but before the Title IX report has been completed, in an effort to resolve the matter by mutual agreement. The informal resolution process shall be conducted by the Title IX Coordinator, or by a qualified staff or faculty member designated by Title IX Coordinator, in coordination with the Chief Student Affairs Officer.

Both the complainant and the respondent have the right to end the informal resolution process at any time. Any informal resolution must be acceptable to the complainant, the respondent, and the Title IX Coordinator. Even if both the respondent and complainant agree to a resolution, the Title IX Coordinator must also agree with the
resolution for it to be final.

If a resolution is reached, the complainant and the respondent shall be notified in writing, and the Title IX Coordinator will confer with the Chief Student Affairs Officer when creating a written memorandum memorializing the agreed upon resolution and consequences for non-compliance. This memorandum will be included in the respondent’s student record.

If no agreement is reached within a reasonable time, the Title IX Coordinator shall complete the Title IX report and take action in accordance with subsection E below. Information learned during and directly from the informal resolution process will not be documented in the Title IX report.

5. **Action Following the Investigation or Closure of a Complaint.**

   i. Within 30 days following the completion of an investigation, the Title IX Coordinator shall report her/his findings to the College President in writing (“Report of Findings”). In the event the complainant or the respondent is a student, the report shall also be sent to the Chief Student Affairs Officer. A copy of the report shall be maintained in the files of the Title IX Coordinator.

   ii. In making findings regarding the allegations, the Title IX Coordinator shall use the “preponderance of the evidence” standard.

   iii. Following receipt of the Report of Findings, the College President shall, when warranted by the facts, authorize such action as she/he deems necessary to address the issues raised in the Report of Findings, including action to correct the effects of the conduct investigated or prevent further harm to an affected party or others similarly situated. This may include a recommendation that disciplinary action be commenced against a respondent, as set forth in Section XII below.

   iv. Within 30 calendar days following the termination of an investigation that has not been completed (for example, because it was resolved by mediation or the complainant withdrew cooperation) the Title IX Coordinator will summarize for the file the actions taken in response to the complaint and the basis on which the investigation was closed.

6. **Malicious Allegations**

   Members of the CUNY community who make false and malicious complaints of violations of this policy of as opposed to complaints which, even if erroneous, are made in good faith, may be subject to disciplinary action.

**XII. Disciplinary Process and Procedures**

**A. Disciplinary Action**

   If the College President recommends that disciplinary action be commenced against a respondent student or employee for violations of this Policy, the following procedures shall apply:

   **Discipline Against Students:**

   1. In cases where a College President recommends discipline against a student for violations of this Policy, the matter shall be referred to the college’s Office of Student Affairs and action shall be taken in accordance with Section 11.A-C of this Policy, below. This Section provides for, among other things, a University-Wide Faculty-Student Disciplinary Committee consisting of faculty members, students and in some cases staff members to hear and decide charges of violation of this Policy.
2. As described in Sections XI above, complainants have the same rights as respondents:
   - to receive notice of the charges, including the date, time, location and factual allegations, concerning alleged violation of this Policy;
   - to receive notice of the specific provisions alleged to have been violated and possible sanctions;
   - to present evidence and testimony at any hearing, where appropriate;
   - to be represented by an attorney or advisor of their choice;
   - to receive access to a full and fair record of any hearing;
   - to receive written notice of the decision of the faculty-student disciplinary committee, specifically whether the allegations were substantiated and what, if any, penalty was imposed;
   - to make an impact statement at the point when the decision maker is deliberating on appropriate sanctions;
   - To written notice of findings of fact, decisions and sanctions if any, as well as the rationale for the decision and any sanction;
   - to choose whether to or discuss the outcome of a conduct or judicial process;
   - to appeal to a decision maker that is fair and impartial and does not include individuals with conflicts of interest;
   - to have all information obtained during the conduct process protected from public release until a decision maker on appeal makes a final determination, unless otherwise required by law.

3. Penalties for students instituted after a hearing before the faculty-student disciplinary committee range from a warning to suspension or expulsion from the University. Students accused of crimes of violence are also subject to the university’s policy on transcript notations which is discussed in this Section below.

**Discipline Against Employees**

In cases where the college President recommends discipline against an employee, the matter shall be referred for disciplinary action in accordance with the applicable CUNY policies, rules and collective bargaining agreements. Penalties for employees include, depending on the employee’s title, reprimand, suspension, demotion, fine, or termination of employment following applicable disciplinary procedures. For many respondent employees, these procedures may include a hearing before a non-CUNY fact-finder, as required by the particular collective bargaining agreement.

For additional information on the disciplinary process in specific cases, complainants should consult their campus Title IX Coordinator, who will work with campus Human Resources Director to provide information. Respondents should consult their union representative, if any, or campus Human Resources Director.

**Action Against Visitors**

In cases where the person accused of sexual misconduct is not a CUNY student or employee, the college’s ability to take action against the accused is usually extremely limited. However, the college shall take all appropriate actions
within its control, such as restricting the visitor's access to campus. In addition, subject to Section VI, above, the matter may be referred to local law enforcement for legal action, including seeking Orders of Protection and/or reporting to local law enforcement, where appropriate. College Public Safety will assist both students and employees in enforcing Orders of Protection on the campus.

No Disciplinary Action

In cases where a determination is made not to bring disciplinary action, the Title IX Coordinator shall inform the complainant and respondent of that decision at the same time, in writing, and shall offer any appropriate support services, including counseling to both.

B. Student Disciplinary Procedures

Referral of Violation for Disciplinary Action

If the President decides that discipline is warranted, the President will refer the matter to the Chief Student Affairs Officer for further action. The chief student affairs officer may rely on the investigation and determination of the Title IX Coordinator and prefer disciplinary charges.

In instances where a respondent is alleged to have violated this Policy as well as other CUNY policies, rules or bylaws, the entire matter will be heard before the University-Wide Faculty Student Disciplinary Committee and will follow the rules and procedures outlined in Section XI of this Policy.

Respondent Withdrawal Before Completion of the Process

In the event that a respondent withdraws from the college before a decision is rendered on the charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made, or the charges are otherwise resolved.

Immediately following such withdrawal, the college shall place a notation on the respondent’s transcript that the respondent “withdrew with conduct charges pending.” If the respondent fails to appear, the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding, and the transcript notation, if any, resulting from that decision and penalty shall replace the notation.

Issuance of Charges & Notice of Hearing

Notice of the charge(s) and of the time and place of the hearing shall be sent to the respondent by both first-class mail and email to the address appearing on the records of the college. Notice shall also be sent in a similar manner to the complainant to the extent that charges relate to the complainant. The Chief Student Affairs Officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant.

The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment, for a reasonable amount of time under the circumstances, without specifying a reason. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the Faculty Student Disciplinary Committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed without the respondent present, and any decision and sanction shall be binding.
Content of Notice of Charges and Hearing

The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the policy, rule and/or bylaw the respondent is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

   i. to present their side of the story;
   ii. to present witnesses and evidence on their behalf;
   iii. to cross-examine witnesses presenting evidence, the exception being that the complainant and respondent may not cross-examine each other as discussed below;
   iv. for the respondent to remain silent without assumption of guilt; and
   v. to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant requests it, the college shall assist in finding a legal counsel or advisor.
   vi. A warning that anything the respondent says may be used against the respondent at a non-college hearing.

Review of Evidence before Hearing:

At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by the Family Educational Rights and Privacy Act (“FERPA”). Should the college seek to introduce additional documents or other tangible evidence during the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the complainant or the respondent submits documentary evidence, the chairperson may, at the request of any other party grant, adjournment of the hearing as necessary in the interest of fairness, to permit the requesting party time to review the newly produced evidence.

Admission & Acceptance of Penalty

After the charges have been preferred by the chief student affairs officer, but prior to the commencement of a disciplinary hearing, the respondent may admit to the charges and accept the penalty that the chief student affairs officer or designee determines to be appropriate to address the misconduct. If required by this Policy, the agreed-upon penalty shall be placed on the respondent’s transcript consistent with CUNY’s policy on Transcript Notations (see below). Before resolving a complaint in this manner, the chief student affairs officer or designee shall first consult with the complainant and provide the complainant and the respondent with an opportunity to object to the proposed resolution, orally and/or in writing. If a resolution is reached over the complainant’s objection, the chief student affairs officer or designee shall provide the complainant with a statement of the reasons supporting such resolution, and the complainant may appeal the resolution to the college President.

3. Faculty Student Disciplinary Committee Structure:

Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.
The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training upon appointment and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons: CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. Members of the panel shall be trained on an annual basis in compliance with the law and this Policy. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO’s. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected.

In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

**Roles and Responsibilities of Individuals during the Hearing**

**a. Role and Responsibilities of Panel Chairperson:**

The chairperson shall preside at the hearing. The parties to the hearing are the college, the respondent, and if the complainant chooses to participate, the complainant. At the commencement of the hearing, the chairperson shall inform the respondent of the charges, the hearing procedures, and her or his rights. After informing the respondent of the charges, the hearing procedures, and respondent’s rights, the chairperson shall ask the respondent to state whether he or she is responsible or not responsible for the conduct. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson shall rule on any motions regarding the admissibility of evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.
The chairperson shall preside at all hearing sessions and meetings and make all rulings for the panel. The chairperson has discretion to limit the number of witnesses and the length of testimony for the presentations by any party and/or their representative. All hearings pursuant to this Policy shall be closed hearings. The chairperson shall not be a voting member of the panel but shall vote in the event of a tie. In the event that the chairperson cannot continue, the Vice Chancellor for Student Affairs, or his or her designee, shall appoint another chairperson from the University-wide committee. In the event that a seat on the panel becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student committee members by lot.

b. Presenters:

Each academic year, the chief student affairs officer at each College or designee shall identify one or more college employees to serve as presenters for the hearings. This list will be forwarded to the Offices of the Vice Chancellor for Student Affairs and General Counsel and Vice Chancellor for Legal Affairs prior to the first day of the academic year. The employee who serves as presenter during the hearing shall be from the same institution as the respondent.

c. Recording of Proceeding

The college shall make a recording of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. No other recording of the proceedings shall be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent’s advisor. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their advisors.

Basic Hearing Rules:

If, at the commencement of the hearing, the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the hearing panel and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its evidence. At the conclusion of the college’s presentation, the respondent may move to dismiss the charges. If the motion is denied by the committee, the complainant, if the complainant choses to participate, shall be given an opportunity to make a presentation. After the college’s, and, if complainant choses to participate, complainant’s presentation, the Respondent shall be given an opportunity to make a presentation.

The college bears the burden of proving the charge(s) by a preponderance of the evidence. The role of the hearing panel is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and make a decision as to responsibility. In the event the respondent is found responsible for the conduct, the committee shall then determine the penalty to be imposed.

The college, the respondent and the complainant are permitted to have advisors act on their behalf during the pendency of a hearing, which shall include the calling and examining of witnesses, and presenting evidence. Any party intending to appear with an attorney shall give the other party five (5) calendar days’ notice of such representation.

Neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they choose to, the respondent and the complainant shall cross-examine each other only through an advisor. If
either or both of them do not have an advisor, the college shall assist them to find an advisor to conduct such cross-examination. In the alternative, the complainant and respondent may provide written questions to the chairperson to be posed to the witness, in the chairperson’s discretion.

**Responsibility Phase**

The following rules apply to the introduction of evidence at the hearing: Evidence of the mental health diagnosis and/or treatment of a complainant, respondent, or witness may not be introduced; and b) Evidence of either party’s prior sexual history may not be introduced except that (i) evidence of prior sexual history between complainant and respondent is admissible at any stage of the hearing, and (ii) past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage of that hearing related to penalty.

**Penalty Phase**

If the panel has found the Respondent responsible for the conduct, then the complainant, respondent, and college, will have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be. The complainant, respondent and college will also have the opportunity to introduce evidence of and comment on the respondent’s character, including any past findings of a respondent’s responsibility for domestic violence, stalking, or sexual assault or any other sexual misconduct, and submit a statement regarding the impact of the conduct.

The College may also introduce a copy of the respondent’s previous disciplinary records, if any, from any CUNY institution the respondent has attended, provided the respondent was shown a copy of the records prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the panel in a sealed envelope, bearing the respondent’s signature across the seal, and shall only be opened if the respondent has been found responsible for the conduct charged. The hearing panel, to determine an appropriate penalty, shall use the disciplinary records, as well as any documents or character evidence introduced by the respondent, the complainant, or the college.

If either the complainant or the respondent chose not to participate in the hearing, they still have the opportunity to introduce evidence and make arguments related what the appropriate penalty should be and to provide or make an impact statement.

**ii. Decision**

The panel shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing, including the penalty phase. The college shall send to the respondent a copy of the panel’s decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the college has fourteen (14) calendar days of the conclusion of the hearing to send the panel’s decision. The college is also encouraged to send the decision to any other e-mail address that it may have for the respondent. The decision shall be final subject to any appeal.

In cases involving a crime of violence or a non-forcible sex offense, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee’s decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.
A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee.

If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as the president.

An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the non-appealing party shall be sent a written notice of the other party’s appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party’s appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.

The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

In cases in which the panel finds the respondent responsible and the penalty is either suspension or expulsion, the college shall place a notation on the respondent’s transcript stating that respondent was suspended or expelled after a finding of responsibility for a code of conduct violation. In cases where a student has been expelled as a result of a Clery Act crime of violence, the notation will not be removed.

For all other cases, after four years from the date of the conclusion of the disciplinary proceeding, or one year after the conclusion of any suspension, whichever is later, the Respondent has the right to request that a transcript notation from a finding of responsibility be removed. If a finding of responsibility for any violation is vacated for any reason, the notation shall be removed.
2. Training and Educational Programming

CUNY is responsible for providing training to college Title IX Coordinators and others who may serve as investigators. The college Title IX Coordinator, in coordination with other applicable offices, including Public Safety, Human Resources and Student Affairs, is responsible for ensuring that the college provides training to college employees on their obligations under this policy; provides education on this policy and on sexual misconduct (including domestic violence, dating violence, stalking and sexual assault) to new and continuing students; and promotes awareness and prevention of sexual misconduct among all students and employees. Specific required trainings include the following:

i. Training For Responsible and Confidential Employees

The college shall provide training to all employees who are required to report incidents of sexual misconduct under this policy, as well as those employees who have been designated as confidential employees.

ii. Training For Title IX Coordinator and other investigators

CUNY shall provide at least annual training to Title IX Coordinators and other investigators in conducting investigations of sexual misconduct, including

- the effects of trauma;
- impartiality;
- the rights of the respondent, include the right to a presumption that the respondent is “not responsible” until any finding of responsibility is made;
- relevant CUNY policies and procedures; and
- other issues including what constitutes crimes of sexual misconduct.

iii. Student Onboarding and Ongoing Education

Each college shall adopt a comprehensive student onboarding and ongoing education campaign to educate students about sexual misconduct, including domestic violence, dating violence, stalking, and sexual assault. During the student onboarding process, all new first-year and transfer students shall receive training on this policy and on a variety of topics relating to sexual misconduct. In addition, each college shall offer and administer appropriate educational programming to residence hall students, athletes, and student leaders. Each college shall also provide such educational programming to any other student groups which the college determines could benefit from education in the area of sexual misconduct. The college shall also share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students. This may be done by linking to http://www1.cuny.edu/sites/title-ix/information-for-parents-andfamilies/campus/university/

c. Campus Climate Assessments

Each college of the University shall conduct, no less than every other year, a climate assessment using an assessment instrument provided by the University central office, to ascertain its students’ general awareness and knowledge of
the University’s policy and procedures regarding sexual misconduct, including but not limited to student experiences with and knowledge of reporting, investigation and disciplinary processes. The assessment instrument shall include all topics required to be included under applicable law, including Section 129-B of the New York State Education Law. The University shall publish the results of the surveys on its Title IX web page. The published results shall not contain any information which would enable a reader to identify any individual who responded to the climate assessment.

Rules Regarding Intimate Relationships

d. Relationships between Faculty or Employees and Students

Amorous, dating or sexual activity or relationships (“intimate relationships”), even when apparently consensual, are inappropriate when they occur between a faculty member or employee and any student for whom he or she has a professional responsibility. Those relationships are inappropriate because of the unequal power dynamic between students and faculty members and between students and employees who advise or evaluate them, such as athletic coaches or workplace supervisors. Such relationships necessarily involve issues of student vulnerability and have the potential for coercion. In addition, conflicts of interest or perceived conflicts of interest may arise when a faculty member or employee is required to evaluate the work or make personnel or academic decisions with respect to a student with whom he or she is having an intimate relationship. Finally, if the relationship ends in a way that is not amicable, the relationship may lead to charges of and possible liability for sexual misconduct.

Therefore, faculty members and other employees are prohibited from engaging in intimate relationships with students for whom they have a professional responsibility, including undergraduates, graduate and professional students and postdoctoral fellows.

For purposes of this Section, professional responsibility for a student means responsibility over any academic matters, including teaching, counseling, grading, advising for a formal project such as a thesis or research, evaluating, hiring, supervising, coaching, making decisions or recommendations that confer benefits such as admissions, registration, financial aid, other awards, remuneration, or fellowships, or performing any other function that might affect teaching, research, or other academic opportunities.

e. Relationships between Supervisors and Employees

Many of the concerns about intimate relationships between faculty members or employees and students also apply to relationships between supervisors and employees they supervise. Those relationships therefore are strongly discouraged. Supervisors shall disclose any such relationships to their supervisors in order to avoid or mitigate conflicts of interest in connection with the supervision and evaluation of the employees with whom they have an intimate relationship. Mitigation may involve the transfer of either the supervisor or employee, reassigning the responsibility to evaluate the employee to a different supervisor, or other appropriate action.

For purposes of this Section, supervising an employee means supervising in an employment setting, including hiring, evaluating, assigning work, or making decisions or recommendations that confer benefits such as promotions, raises or other remuneration, or performing any other function that might affect employment opportunities.

The City University of New York
Students’ Bill of Rights
For CUNY students who experience Sexual Violence, including sexual assault; domestic, dating or, intimate partner violence, stalking or voyeurism

All students have the right to

1. Make a report to local law enforcement and/or state police;

2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;

3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;

4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;

5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;

6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;

7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;

8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;

9. Have access to at least one level of appeal of a determination;

10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and

11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

This Student Bill of Rights was established by the “Enough is Enough” Law, New York State Education Law Article 129-B, effective October 7, 2015.

For more information about preventing and addressing Sexual Violence at CUNY see [http://www1.cuny.edu/sites/title-ix/campus-websites](http://www1.cuny.edu/sites/title-ix/campus-websites).

Information about filing a report, seeking a response, and options for confidential disclosure is available also available CUNY’s Title IX web page.
CUNY Medical Withdrawal & Re-Entry Policy

I. Introduction

The City University of New York ("CUNY") is committed to the academic success and personal growth of its students. As part of that commitment, the university and its constituent campuses are responsible for providing a safe learning and working environment for students, faculty, staff and other members of the university community. Some students may, because of a medical condition, engage in behavior that presents a direct threat of harm to themselves or to others, or substantially disrupts the learning or working environment of others. In such situations, the safety and security of the campus community, including the individual student, is paramount. This policy does not replace or supersede reasonable and appropriate security and health and safety measures, such as calling 911 or taking other immediate action in case of imminent threat to life or limb.

In addition to taking action to protect the security and safety of the campus community, a college may address the student’s conduct to determine if action under this policy or under the student disciplinary process is appropriate. When a student’s conduct that directly threatens or substantially disrupts the learning or working environment of others appears to relate to a medical condition, the campus may, at its option, address the student’s conduct either in accordance with this policy, or through the student disciplinary process. If the student’s conduct constitutes a threat solely to him or herself, it should be addressed under this policy rather than the disciplinary process.

II. Policy

A. As an alternative to disciplinary action that may be taken under Article XV of CUNY’s Bylaws, a college of CUNY may bring a proceeding to require a student to withdraw from the university, or, under some circumstances, the student’s home college and/or from residence in a college residence hall under this withdrawal policy and procedures when the student’s behavior evidences a direct threat of harm to others, or when the student’s behavior substantially disrupts the learning or working environment of others. A direct threat means a significant risk of harm to health or safety.

B. A student who threatens to commit or attempts to commit suicide, and who does not otherwise threaten direct harm to others or substantially disrupts the learning or working environment of others, shall not be subject to disciplinary action for that threat or attempt under Article XV of the CUNY’s Bylaws. If a college determines that withdrawal of the student or retention of the student subject to specified conditions is appropriate because the student’s behavior threatens direct harm to him or herself, the procedures outlined below shall apply instead of disciplinary procedures.

C. A student who withdraws or is withdrawn from the University, a college or college residence hall pursuant to this policy may apply for re-entry to the University, a college and/or to a college residence hall. The application for re-entry shall be made to the student’s home college’s Chief Student Affairs Officer, who shall determine whether the student still presents a direct threat of harm to him or herself or others or still presents a significant risk to substantially disrupt the learning or working environment of others. If the Chief Student Affairs Officer or designee determines, based on the assessment of a qualified, licensed mental health professional, that there is not a significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s application for re-entry.

III. Procedures
A. Emergency Interim Removal

1. If a student’s behavior presents an immediate, severe and direct threat to him or herself or others (by evidencing a likelihood of harm to him or herself or others), or is substantially disrupting the learning or working environment of others, the Chief Student Affairs Officer or designee (if such Officer is not immediately available) may direct an emergency interim removal of the student that restricts the student’s access to the College’s campus or residence hall, as appropriate, for an interim period before a final determination of the matter. The Chief Student Affairs Officer or designee shall consult with the university’s Office of the General Counsel prior to making any such direction.

2. The fact that a student has threatened to commit suicide or attempted suicide, by itself, does not allow the Chief Student Affairs Officer or designee to direct an emergency interim removal. In all cases involving such students, the Chief Student Affairs Officer or designee must attempt to have the student individually assessed by a mental health professional as outlined below in A.3 before deciding whether to direct an emergency interim removal.

3. Except as permitted in III A. 1. above, before determining whether to require an emergency interim removal, the Chief Student Affairs Officer or designee shall take the following steps:
   a. exercise all reasonable efforts to meet with the student; and
   b. in that meeting, offer the student the opportunity to be evaluated at the college’s expense by a qualified, licensed mental health professional, who may be an employee of a college of the university (CUNY) or of the university or on retainer to a college of the university (CUNY). Whenever possible, that professional shall have had no prior contact with the student. The professional shall assess whether the student’s behavior presents an immediate, severe and direct threat to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, and, if so, whether the student’s behavior may be the result of a medical issue. That professional shall present his or her findings to the Chief Student Affairs Officer or designee, who shall determine based on those findings and other evidence available whether emergency interim removal under these procedures is appropriate.
   c. If the student refuses to meet, and/or refuses to undergo such assessment or to keep a scheduled appointment, the Chief Student Affairs Officer or designee may require emergency interim removal without a meeting and/or mental health assessment if he or she reasonably concludes on the basis of the available evidence that the student’s behavior evidences an immediate, severe and direct threat of harm to the student or others or is substantially disrupting the working or learning environment of others and presents a significant risk to continue that substantial disruption. The Chief Student Affairs Officer or designee shall consult with the University’s Office of the General Counsel before making such a determination.

4. The emergency interim removal from the college and/or residence hall shall remain in effect until a final decision has been made pursuant to the procedures below, unless, before a final decision is made, the Chief Student Affairs Officer or designee determines that the reasons for imposing the interim removal no longer exist.

B. Withdrawal after Emergency Interim Removal

1. If a student has been subjected to an emergency interim removal from the college and/or residence hall, the college shall request retention with conditions or voluntary withdrawal within 7 calendar days of such removal. Should the request for retention with conditions or voluntary withdrawal request be refused, the college shall determine within 7 calendar days of such refusal whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or, disciplinary proceedings under Article XV of the CUNY Bylaws, as applicable above, and shall send notice of either such proceeding in accordance with the notice requirements of the applicable procedure within that seven day period. For students who have been subjected to an emergency interim removal without having undergone the assessment procedures outlined above, the college shall follow the assessment procedures outlined below in B.2 a. prior to determining its course of action.
2. In cases where the student has been subjected to an emergency interim removal without assessment, the procedure for determining whether withdrawal is appropriate is as follows:

a. The Chief Student Affairs Officer or designee shall exercise best efforts to meet with the student to discuss the student’s behavior and to hear the student’s explanation of the alleged behavior. If, after hearing the explanation, the Officer or designee still wishes to consider the possibility of the student’s withdrawal, he or she shall offer the student an opportunity to be evaluated, at the college’s expense, by a qualified, licensed mental health professional, who may be an employee of a college of the university (CUNY) or the university, or on retainer to a college of the university or the university. Whenever possible, that professional shall have had no prior contact with the student. The professional shall make findings concerning whether the student’s behavior presents a direct threat of harm to him or herself or others or presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and if so, whether the student’s behavior may be the result of a medical issue. The professional shall report such findings to the Chief Student Affairs Officer, who shall, based on those findings, and after consultation with the University’s Office of the General Counsel, determine the appropriate action, including whether to request that the student withdraw from the university, the college and/or the college residence hall or whether to request that the student agree to specified conditions in lieu of withdrawal.

b. If the student refuses to undergo the requested assessment, or fails to keep the scheduled appointment, and the Chief Student Affairs Officer reasonably concludes on the basis of the available evidence that the student’s behavior presents a direct threat of harm to him or herself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others, the Chief Student Affairs Officer may request that the student voluntarily withdraw from the university, the college and/or the college residence hall. The Chief Student Affairs Officer shall consult with the University’s Office of the General Counsel before making any such request.

c. If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall

(i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable

(ii) discuss the circumstances with the student’s parents or legal guardians as permissible by law and as appropriate

(iii) consult with the student’s academic adviser or department, as appropriate

(iv) consult with the residence hall adviser, as appropriate

(v) refer the student to appropriate resources for treatment; and

(vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

d. If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University’s Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings, or, in the case of students referenced in II. A. above, whether to initiate disciplinary proceedings under Article XV of the CUNY Bylaws.

C. Withdrawal of Students without Emergency Interim Removal

1. Students who Present a Direct Threat of Harm to Others or Substantially Disrupt the Learning or Working Environment of Others
a. Voluntary Withdrawal or Retention with Conditions

(1) In situations where a student’s behavior evidences a direct threat of harm to himself or others or substantially disrupts the learning or working environment of others and presents a significant risk to repeat behavior that substantially disrupts the learning or working environment of others and the Chief Student Affairs Officer reasonably believes that the student’s behavior may be connected to a medical issue, the Chief Student Affairs Officer or designee may request that the student voluntarily withdraw or agree to retention under conditions.

(2) If the student agrees to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs officer or designee shall:

(i) discuss with the student the procedures for and consequences of voluntary withdrawal or the specified conditions, as applicable

(ii) discuss the circumstances with the student’s parents or legal guardians as permissible by law and as appropriate

(iii) consult with the student’s academic adviser or department, as appropriate

(iv) consult with the residence hall director, as appropriate

(v) refer the student to appropriate resources for treatment; and

(vi) advise the student concerning the process for applying for re-entry, as well as on conditions for re-entry, if applicable and appropriate.

b. Involuntary withdrawal

(1) If the student does not agree to the request for voluntary withdrawal or to the specified conditions, the Chief Student Affairs Officer shall determine, in consultation with the University’s Office of the General Counsel, whether to take further action against the student, including whether to initiate involuntary withdrawal proceedings or disciplinary proceedings under Article XV of the CUNY Bylaws.

(2) Before initiating involuntary withdrawal proceedings under this procedure, the Chief Student Affairs Officer shall follow the assessment procedures outlined above in B.2.

2. Students who Present a Direct Threat of Harm Solely to Themselves

a. The college shall follow the assessment and other procedures outlined above in B.2 a.-d. in order to determine the appropriate course of action.

D. Involuntary Withdrawal Procedures

1. The following shall be the procedures for involuntary withdrawal:

a. Notice of the involuntary withdrawal hearing and the time and place of the hearing shall be personally delivered or sent by the Chief Student Affairs Officer or designee of the student’s home college to the student at the address appearing on the records of the college, by overnight or certified mail, by regular mail, and, for students who have a college e-mail address, to that e-mail address. Notice of at least five business days shall be given to the student in advance of the hearing unless the student consents to an earlier hearing.

b. The notice shall contain: (i) a statement of the reasons involuntary withdrawal is sought (ii) the type of withdrawal sought (from the University, the college and/or from the college residence hall); and (iii) a statement that the student has a right to present his or her side of the story, to present witnesses and evidence on his or her behalf, to cross-examine witnesses presenting evidence against the student, to remain silent without assumption of guilt, and to be represented by legal counsel or an advisor at the student’s expense.
c. CUNY shall constitute a Health Review Panel, comprised of qualified, licensed mental health professionals employed by a college of CUNY or by CUNY, or on retainer to a college of CUNY or CUNY. CUNY’s Vice Chancellor for Student Development shall appoint the members of the Health Review Panel. Members of the Health Review Panel, in committees constituted separately for each hearing (“Health Review Committee”), shall be responsible for adjudicating all involuntary withdrawal hearings held according to these procedures. For each involuntary withdrawal hearing, the Vice Chancellor for Student Development or his designee shall constitute a three-person Health Review Committee from the Health Review Panel to adjudicate at that hearing. No member of the Health Review Committee shall have had prior contact with the student. All decisions of the Health Review Committee shall be made by majority vote.

d. The hearing shall be closed, unless the student requests an open hearing. However, the Health Review Committee may overrule a request for an open hearing if it determines that an open hearing would be inappropriate or disruptive in light of the nature of the evidence to be presented.

e. After the evidence is presented at the hearing, the Health Review Committee shall determine whether the college has proved, by a preponderance of the evidence, that the student’s behavior presents a direct threat of harm to him or herself or others, or has substantially disrupted the learning or working environment of others and presents a significant risk of threatening further substantial disruption of the learning or working environment of others, and if so, what the appropriate remedy should be. The Health Review Committee may also set reasonable and appropriate conditions on re-entry. The decision of the Health Review Committee shall be made within five business days from the close of the hearing.

E. Appeals

An appeal from the decision of the Health Review Committee may be made to the President of the student’s home college or the President’s designee within thirty calendar days after the delivery of the decision appealed from. The President or designee shall make his or her determination on the appeal within fifteen business days from receipt of the appeal. The President’s decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar days after the delivery of the President’s decision on appeal. The Chancellor or designee’s decision shall be made within fifteen business days from receipt of the appeal. The Chancellor (or designee’s) decision shall be final. The bases overturning a decision of the Health Review Committee at both levels of review are limited to the following:

(i) clearly erroneous factual findings;

(ii) procedural irregularities;

(iii) newly available evidence that would have affected the outcome;

(d) the remedy and/or conditions on re-entry were unreasonable or inappropriate.

F. Re-entry

1. A student who is withdrawn from the university, a student’s home college and/or a college residence hall under this policy may be considered for re-entry.

2. A student wishing to be considered for re-entry should contact his or her home college’s Chief Student Affairs Officer and provide appropriate documentation of behavioral change and resolution of the initial behavioral problem, including compliance with any conditions that may have been set for re-entry.

3. A student may apply for re-entry to the university, a college and/or a college residence hall no more than one time per term.

4. In assessing an application for re-entry, the Chief Student Affairs Officer or designee shall

(i) in cases in which he or she determines that an additional mental health assessment is necessary, refer the student
Hunter College

for assessment to a qualified, licensed mental health professional, at the college’s expense;
(ii) receive, investigate, and examine appropriate relevant documentation, including assessments made by college-
referred mental health professionals, and, if applicable, licensed treating mental health professionals;
(iii) consult with the Health Review Committee, in cases in which the student’s withdrawal was adjudicated by such a
Committee;
(iv) contact the student’s parents or legal guardians as permissible by law, if appropriate
(v) provide an opportunity for the student to meet with the Chief Student Affairs Officer or designee to discuss re-
entry.

5. If the Chief Student Affairs Officer or designee determines, based on the evidence presented, that there is not a
significant risk that the behavior that required withdrawal will be repeated, he or she shall approve the student’s
application for re-entry. In such cases, the Chief Student Affairs Officer or designee shall initiate the re-entry
process, provide the student with written conditions for continued attendance, and inform any relevant
administrators of the student’s re-entry.

6. If the Chief Student Affairs Officer or designee determines that the application for re-entry should be denied, he
or she shall provide the student with a written explanation of the reasons for the denial and specify when the next
request for re-entry may be considered.

7. A student may appeal the Chief Student Affairs Officer or designee’s denial of re-entry to the college President or
designee within thirty calendar days after the delivery of the decision denying re-entry. The President or designee
shall make his or her determination on the appeal within thirty calendar days from receipt of the appeal. The
President’s decision may be appealed to the Chancellor of the University or his or her designee within thirty calendar
days after the delivery of the President’s decision on appeal. The Chancellor or designee’s decision shall be made
within thirty calendar days from receipt of the appeal. The Chancellor (or designee’s) decision shall be final. The basis
for overturning a decision on appeal at either level shall be limited to a determination that the decision on re-entry
was clearly erroneous.

G. Effect on Academic Status

In the event of a withdrawal pursuant to this policy, a notation of withdrawal shall appear on the student’s transcript
for all classes taken during that semester. The Chief Student Affairs Officer at a student’s home college may grant a
student request that, in lieu of withdrawal, a notation of incomplete shall appear on his or her transcript for classes
taken during that semester if and only if there is a reasonable prospect that the student will eventually complete
such classes, subject to faculty approval for each such class. Regardless of the notation that appears on a student’s
transcript, the Chief Student Affairs Officer of the student’s home college shall inform the Vice Chancellor for
Student Development of the student’s withdrawal in order to effectuate a hold by the University Application
Processing Center on the student’s ability to transfer or otherwise seek admission to another college of CUNY.

H. Effect on Housing Status

If the student has been living in a college residence hall and will not be permitted to continue to do so, the student’s
contract will be canceled and fees refunded on a prorated basis.

I. Confidentiality

The results of examinations by mental health professionals to whom students are referred for assessment at any
stage in the withdrawal or readmission process shall be confidential student records, except that if the results
indicate that the student presents an imminent, severe, and direct threat of harm to him or herself or others, those
results may be shared with the appropriate individuals in order to attempt to prevent the occurrence of such harm.
The results of these examinations shall be admissible in involuntary withdrawal hearings but shall not be admissible
in disciplinary hearings, unless the student places his or her health, including mental health, at issue in a
disciplinary hearing. (BTM,2007,06-25,007_C)
ARTICLE XV: STUDENTS

SECTION 15.0 PREAMBLE.

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Student participation, responsibility, academic freedom, and due process are essential to the operation of the academic enterprise. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to learn and to explore major social, political, and economic issues are necessary adjuncts to student academic freedom, as is freedom from discrimination, as set forth in the university’s non-discrimination policy.

Freedom to learn and freedom to teach are inseparable facets of academic freedom. The concomitant of this freedom is responsibility. If members of the academic community are to develop positively in their freedom; if these rights are to be secure, then students should exercise their freedom with responsibility.

SECTION 15.1. CONDUCT STANDARD DEFINED

Each student enrolled or in attendance in any college, school or unit under the control of the board and every student organization, association, publication, club or chapter shall obey (1) the laws of the city, state and nation; (2) the bylaws and resolutions of the board, including the rules and regulations for the maintenance of public order pursuant to article 129-a of the education law ("Henderson rules"); and (3) the governance plan, policies, regulations, and orders of the college. Such laws, bylaws, resolutions, policies, rules, regulations and orders shall, of course, be limited by the right of students to the freedoms of speech, press, assembly and petition as construed by the courts.

SECTION 15.2. STUDENT ORGANIZATIONS

a. Any group of students may form an organization, association, club or chapter by filing with the duly elected student government organization of the college or school at which they are enrolled or in attendance and with an officer to be designated by the chief student affairs officer of the college or school at which they are enrolled or in attendance (1) the name and purposes of the organization, association, club or chapter; (2) the names and addresses of its president and secretary or other officers corresponding in function to president and secretary.

The board recognizes that students have rights to free expression and association. At the same time, the board strongly believes that respect for all members of the university’s diverse community is an essential attribute of a great university.

b. Extra-curricular activities at each college or school shall be regulated by the duly elected student government organization to insure the effective conduct of such college or school as an institution of higher learning and for the prevention of activities which are hereafter proscribed or which violate the standards of conduct of the character set forth in bylaw 15.1. Such powers shall include:

1. The power to charter or otherwise authorize teams (excluding intercollegiate athletics), publications, organizations, associations, clubs or chapters, and, when appropriate in the exercise of such regulatory power, the power to refuse, suspend or revoke any charter or other authorization for cause after hearing on notice.

2. The power to delegate responsibility for the effective implementation of its regulatory functions hereunder to any officer or committee which it may appoint.

c. 1. Any person or organization affiliated with the college may file a complaint with the chief student affairs officer if there is reason to believe that a student organization has violated any of the standards of conduct set forth in
section 15.1 above. The chief student affairs officer shall promptly notify the affected organization, investigate any complaint and report the results of that investigation along with a recommendation for appropriate action to the complainant and the student government which shall take action as it deems appropriate, except that in the case of a complaint against the student government itself, the chief student affairs officer shall report the results of the investigation and the recommendation for appropriate action directly to the president.

2. The complainant or any student organization adversely affected by the action of the student government pursuant to subparagraph c (1) above may appeal to the president. The president may take such action as he or she deems appropriate and such action shall be final.

d. Each college shall establish a student elections review committee in consultation with the various student governments. The student elections review committee shall approve the election procedures and certify the results of elections for student governments, and student body referenda. Decisions of the student elections review committee may be appealed to the college president, whose decision shall be final. An appeal from the decision of the student elections review committee must be made in writing to the President within ten (10) calendar days of the decision. The President shall consult with the student elections review committee and render a decision as expeditiously as possible which may affirm, reverse, or modify the decision of the student elections review committee.

e. Student government elections shall be scheduled and conducted, and newly elected student governments shall take office, in accordance with policies of the board, and implementing regulations.

SECTION 15.3. THE UNIVERSITY STUDENT SENATE

There shall be a university student senate responsible, subject to the board of trustees, for the formulation of university-wide student policy relating to the academic status, role, rights and freedoms of the student. The authority and duties of the university student senate shall not extend to areas of interest which fall exclusively within the domain of the student governments of the constituent units of the university. Consistent with the authority of the board of trustees in accordance with the education law and the bylaws of the board of trustees, the university student senate shall make its own bylaws providing for the election of its own officers, the establishment of its own rules and procedures, for its internal administration and for such other matters as is necessary for its existence. The university student senate shall have the full rights and responsibilities accorded student organizations as provided in these bylaws. The delegates and alternate delegates to the university student senate shall be elected by their respective constituencies, or by their student governments from the elected members of the respective student governments.

SECTION 15.4. STUDENT DISCIPLINARY PROCEDURES

Complaint Procedures

a. A University student, employee, visitor, organization or department who/which believes she/he/it is the victim of a student's misconduct (hereinafter “complainant”) may make a charge, accusation, or allegation against a student (hereinafter “respondent”) which if proved, may subject the respondent to disciplinary action. Such charge, accusation, or allegation must be communicated to the chief student affairs officer of the college the respondent attends.

b. The chief student affairs officer of the college or her or his designee shall conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. The chief student affairs officer or her or his designee shall advise the respondent of the allegation against her or him, explain to the respondent and the complainant their rights, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. The preliminary investigation shall be concluded within thirty (30) calendar days of the filing of the complaint, unless: (i) said complaint involves two or more complainants or respondents; or (ii) said complaint involves a matter that is also under investigation by law enforcement authorities. In those cases, the preliminary investigation shall be completed within sixty (60) calendar days. Further, if the matter has been previously investigated pursuant to the Board of Trustees Policy on Sexual Misconduct, the chief
student affairs officer shall dispense with a preliminary investigation and rely on the report completed by the Title IX Coordinator. Following the completion of the preliminary investigation, the chief student affairs officer or designee shall take one of the following actions:

(i) Dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary action. The individuals involved shall be notified that the complaint has been dismissed;

(ii) Refer the matter to mediation (except in cases involving allegations of sexual assault, stalking or other forms of sexual violence); or

(iii) Prefer formal disciplinary charges.

c. In the event that a respondent withdraws from the college after a charge, accusation or allegation against a respondent has been made, and the college prefers formal disciplinary charges, the respondent is required to participate in the disciplinary hearing or otherwise to resolve the pending charges and shall be barred from attending any other unit of the university until a decision on the charges is made or the charges are otherwise resolved. If the respondent fails to appear the college may proceed with the disciplinary hearing in absentia, and any decision and sanction shall be binding.

d. The college may offer the respondent and the complainant the opportunity to participate in a mediation conference prior to the time the disciplinary hearing takes place in an effort to resolve the matter by mutual agreement (except in cases involving sexual assault, stalking and other forms of sexual violence). The conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference:

1. An effort shall be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the faculty or staff member conducting the conference shall report her/his recommendation to the chief student affairs officer for approval and, if approved, the complainant and the respondent shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.

3. If no agreement is reached, or if the respondent fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.

**Mediation Conference**

d. The mediation conference shall be conducted by a qualified staff or faculty member designated by the chief student affairs officer. The following procedures shall be in effect at this conference: 1. An effort will be made to resolve the matter by mutual agreement.

2. If an agreement is reached, the faculty or staff member conducting the conference shall report his/her recommendation to the chief student affairs officer for approval and, if approved, the complainant shall be notified, and a written memorandum shall be created memorializing the resolution and any consequences for non-compliance.

3. If no agreement is reached, or if the student fails to appear, the faculty or staff member conducting the conference shall refer the matter back to the chief student affairs officer who may prefer disciplinary charges.

4. The faculty or staff member conducting the mediation conference is precluded from testifying in a college hearing regarding information received during the mediation conference.

**Notice of Hearing and Charges, and Pre-Hearing Document Inspection**

e. Notice of the charge(s) and of the time and place of the hearing shall be personally delivered to the respondent, or sent by certified or overnight mail and email to the respondent’s CUNY-assigned email address. Notice shall also be
sent in a similar manner to the complainant to the extent the charges relate to her/him/it. The chief student affairs officer is also encouraged to send the notice of charges to any other e-mail address that he or she may have for the respondent and the complainant. The hearing shall be scheduled within a reasonable time following the filing of the charges or the mediation conference. Notice of at least seven (7) calendar days shall be given to the respondent in advance of the hearing unless the respondent consents to an earlier hearing. The respondent is permitted one (1) adjournment as of right. Additional requests for an adjournment must be made at least five (5) calendar days prior to the hearing date, and shall be granted or denied at the discretion of the chairperson of the faculty-student disciplinary committee. If the respondent fails to respond to the notice, appear on the adjourned date, or request an extension, the college may proceed in absentia, and any decision and sanction shall be binding.

f. The notice shall contain the following:

1. A complete and itemized statement of the charge(s) being brought against the respondent including the rule, bylaw or regulation she/he is charged with violating, and the possible penalties for such violation.

2. A statement that the respondent and the complainant have the right to attend and participate fully in the hearing including the right:

   (i) to present their side of the story;

   (ii) to present witnesses and evidence on their behalf;

   (iii) to cross-examine witnesses presenting evidence;

   (iv) to remain silent without assumption of guilt; and

   (iv) to be represented by an advisor or legal counsel at their expense; if the respondent or the complainant request it, the college shall assist in finding a legal counsel or advisor.

3. A warning that anything the respondent says may be used against her/him at a non-college hearing.

4. At least five (5) calendar days prior to the commencement of a student disciplinary hearing, the college shall provide the respondent and the complainant and/or their designated representative, with similar and timely access to review any documents or other tangible evidence that the college intends to use at the disciplinary hearing, consistent with the restrictions imposed by Family Education Rights and Privacy Act ("FERPA"). Should the college seek to introduce additional documents or other tangible evidence during, or some time prior to, the disciplinary hearing, the respondent and the complainant shall be afforded the opportunity to review the additional documents or tangible evidence. If during the hearing the respondent submits documentary evidence, the chairperson may, at the request of either the college or the complainant, direct the respondent to produce such other documents as may be necessary in the interest of fairness.

**Emergency Suspension**

The president or her/his designee may in emergency or extraordinary circumstances, temporarily suspend a student pending an early hearing as provided in this bylaw section 15.4. to take place within not more than twelve (12) calendar days, unless the student requests an adjournment. Such suspension shall be for conduct which impedes, obstructs, impairs or interferes with the orderly and continuous administration and operation of any college, school, or unit of the university in the use of its facilities or in the achievement of its purposes as an educational institution. Prior to the commencement of a temporary suspension of a student, the college shall give the student oral notice (which shall be confirmed via email to the address appearing on the records of the college) or written notice of the charges against her/him and, if she/he denies them, the college shall forthwith give the student an informal oral explanation of the evidence supporting the charges and the student may present informally her/his explanation or theory of the matter. When a student's presence poses a continuing danger to person or property or an ongoing threat of disrupting the academic process, notice and opportunity for denial and explanation...
may follow suspension, but shall be given as soon as feasible thereafter. The complainant shall be notified in the event that an emergency suspension is imposed against a student, and/or when the suspension is subsequently lifted to the extent that the suspension involves the complainant in the same manner notice is given to the student.

Faculty-Student Disciplinary Committee Structure

h. Each faculty-student disciplinary committee shall consist of two (2) faculty members or one (1) faculty member and one (1) member of the Higher Education Officer series (HEO), and two (2) student members and a chairperson, who shall be a faculty member. A quorum shall consist of the chairperson and any two (2) members, one of whom must be a student. Hearings shall be scheduled promptly (including during the summers) at a convenient time and efforts shall be made to insure full student and faculty representation.

i. The president shall select in consultation with the head of the appropriate campus governance body or where the president is the head of the governance body, its executive committee, three (3) members of the faculty of that college to receive training and to serve in rotation as chairperson of the disciplinary committee. The following schools shall be required to select two (2) chairpersons, CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism. If none of the chairpersons appointed from the campus can serve, the president, at her/his discretion, may request that a chairperson be selected by lottery from the entire group of chairpersons appointed by other colleges. The chairperson shall preside at all meetings of the faculty-student disciplinary committee and decide and make all rulings for the committee. She/he shall not be a voting member of the committee but shall vote in the event of a tie.

j. The faculty members shall be selected by lot from a panel of six (6) elected biennially by the appropriate faculty body from among the persons having faculty rank or faculty status. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) faculty members. The HEO members shall be selected by lot from a panel of six (6) HEO appointed biennially by the president. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) HEO’s. The student members shall be selected by lot from a panel of six (6) elected annually in an election in which all students registered at the college shall be eligible to vote. CUNY School of Law, Guttman Community College, CUNY School of Professional Studies, and the CUNY School of Journalism shall be required to select four (4) students. In the event that the student or faculty panel or both are not elected, or if more panel members are needed, the president shall have the duty to select the panel or panels which have not been elected. No individuals on the panel shall serve on the panel for more than four (4) consecutive years. Notwithstanding the above, in cases of sexual assault, stalking and other forms of sexual violence, the president shall designate one (1) chairperson, two (2) faculty/HEO members, and two (2) students, who shall be specially trained, and who shall constitute the faculty-student disciplinary committee in all such cases.

k. In the event that the chairperson cannot continue, the president shall appoint another chairperson. In the event that a seat becomes vacant and it is necessary to fill the seat to continue the hearing, the seat shall be filled from the respective faculty, HEO, or student panel by lottery.

l. Each academic year, the chief student affairs officer, and her or his designee, shall appoint/identify one or more college employees to serve as presenters for the hearings. This list shall be forwarded to the Office of the Vice Chancellor for Student Affairs, and the Office of the General Counsel and Sr. Vice Chancellor for Legal Affairs prior to the first day of the academic year.

m. Persons who are to be participants in the hearings as witnesses or have been involved in preferring the charges or who may participate in the appeals procedures or any other person having a direct interest in the outcome of the hearing shall be disqualified from serving on the committee.

Faculty-Student Disciplinary Committee Procedures

n. The following procedures shall apply at the hearing before the faculty-student disciplinary committee:
1. The chairperson shall preside at the hearing. The chairperson shall inform the respondent of the charges, the hearing procedures and her or his rights.

2. All faculty student disciplinary committee hearings are closed hearings, but the respondent has the right to request an open public hearing. However, the chairperson has the right to deny the request and hold a closed hearing when an open public hearing would adversely affect and be disruptive to the committee's normal operations, or when the complainant in a case involving allegations of sexual assault, stalking, or other forms of sexual violence requests a closed hearing. In the event of an open hearing, the respondent must sign a written waiver acknowledging that those present will hear the evidence introduced at the hearing.

3. After informing the respondent of the charges, the hearing procedures, and her or his rights, the chairperson shall ask the respondent to respond. If the respondent admits the conduct charged, the respondent shall be given an opportunity to explain her/his actions before the committee and the college shall be given an opportunity to respond and present evidence regarding the appropriate penalty. If the respondent denies the conduct charged, the college shall present its case. At the conclusion of the college's case, the respondent may move to dismiss the charges. If the motion is denied by the committee, the respondent shall be given an opportunity to present her or his defense.

4. Prior to accepting testimony at the hearing, the chairperson shall rule on any motions questioning the impartiality of any committee member or the adequacy of the notice of the charge(s). Subsequent thereto, the chairperson may rule on the admissibility of the evidence and may exclude irrelevant, unreliable or unduly repetitive evidence. In addition, if either party wishes to question the impartiality of a committee member on the basis of evidence which was not previously available at the inception of the hearing, the chairperson may rule on such a motion. The chairperson shall exclude from the hearing room all persons who are to appear as witnesses, except the respondent and the complainant.

5. The college shall make a record of each fact-finding hearing by some means such as a stenographic transcript, an audio recording or the equivalent. The college must assign a staff member for each hearing, with the sole responsibility of ensuring that the hearing is recorded in its entirety. No other recording of the proceedings may be permitted. A respondent who has been found to have committed the conduct charged after a hearing is entitled upon request to a copy of such a record without cost upon the condition that it is not to be disseminated except to the respondent's representative or attorney. In the event of an appeal, both the respondent and the complainant are entitled upon request to a copy of such a record without cost, upon the condition that it is not to be disseminated except to their representatives or attorneys.

6. The college bears the burden of proving the charge(s) by a preponderance of the evidence.

7. The role of the faculty-student disciplinary committee is to listen to the testimony, ask questions of the witnesses, review the testimony and evidence presented at the hearing and the papers filed by the parties and render a determination. In the event the respondent is found to have committed the conduct charged, the committee shall then determine the penalty to be imposed.

8. The college, the respondent and the complainant are permitted to have lawyers or other representatives act on their behalf during the pendency of a disciplinary action, which shall include the calling and examining of witnesses, and presenting other evidence. Any party intending to appear with an attorney shall give the other party 5 (five) calendar days' notice of such representation.

9. The chairperson of the faculty-student disciplinary committee retains discretion to limit the number of witnesses and the time of testimony for the presentations by any party and/or their representative.

10. In the event that the respondent is charged with a sexual assault, stalking or other forms of sexual violence, neither the respondent nor the complainant shall be permitted to cross-examine the other directly. Rather, if they wish to, the respondent and the complainant may cross-examine each other only through a representative. If either or both of them do not have a representative, the college shall work with them to find a representative to conduct such cross-examination. In the alternative, either party may provide written questions to the chairperson to be posed to the witness.
11. At the end of the presentations, the respondent and the complainant may introduce individual character references. The college may introduce a copy of the respondent’s previous disciplinary record, including records from any CUNY institution the respondent has attended, where applicable, provided the respondent was shown a copy of the record prior to the commencement of the hearing. The previous disciplinary record shall be submitted to the committee in a sealed envelope, bearing the respondent’s signature across the seal, and shall only be opened if the respondent has been found to have committed the conduct charged. The previous disciplinary records, as well as documents and character evidence introduced by the respondent, the complainant, and the college shall be opened and used by the committee for dispositional purposes, i.e., to determine an appropriate penalty if the charges are sustained.

12. The committee shall deliberate in closed session. The committee shall issue a written decision, which shall be based solely on the testimony and evidence presented at the hearing and the papers filed by the parties.

13. The respondent shall be sent a copy of the faculty-student disciplinary committee’s decision within seven (7) calendar days of the conclusion of the hearing, by regular mail and e-mail to the address appearing on the records of the college. In cases involving two or more complainants or respondents, the respondent shall be sent a copy of faculty-student disciplinary committee’s decision within fourteen (14) calendar days of the conclusion of the hearing. The chief student affairs officer is also encouraged to send the decision to any other e-mail address that he or she may have for the respondent. The decision shall be final subject to any appeal. In cases involving a crime of violence or a non-forcible sex offense, as set forth in FERPA, the complainant shall simultaneously receive notice of the outcome of the faculty-student disciplinary committee’s decision as it relates to the offense(s) committed against the complainant, in the same manner as notice is given to the respondent.

14. When a disciplinary hearing results in a penalty of dismissal or suspension for one term or more, the decision is a university-wide penalty and the respondent shall be barred from admission to, or attendance at, any other unit of the university while the penalty is being served.

15. Disciplinary penalties shall be placed on a respondent’s transcript unless a mediation agreement, the committee’s decision, or the decision on any appeal under section 15.4(o) below, expressly indicate otherwise. For all undergraduate students, a penalty other than suspension or expulsion shall be removed from the respondent’s transcript upon the request of the respondent after at least four (4) years have elapsed since the penalty was completed, unless the respondent has been found to have committed a subsequent violation pursuant to this Article. The chief student affairs officer shall be responsible for having any penalty removed from a student’s transcript as provided above.

**Appeals**

o. A respondent or a complainant may appeal a decision of the faculty-student disciplinary committee to the president on the following grounds: (i) procedural error, (ii) newly discovered evidence that was not reasonably available at the time of the hearing, or (iii) the disproportionate nature of the penalty. The president may remand for a new hearing or may modify the penalty either by decreasing it (on an appeal by the respondent) or increasing it (on an appeal by the complainant). If the president is a party to the dispute, her/his functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor or her or his designee. If the penalty after appeal to the president is one of dismissal or suspension for one term or more, a respondent or a complainant may appeal to the board committee on student affairs and special programs. The board may dispose of the appeal in the same manner as notice is given to the respondent.

p. An appeal under this section shall be made in writing within fifteen (15) calendar days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or the board committee as the case may be. Within three (3) calendar days of the receipt of any appeal, either to the president or the board committee on student affairs and special programs, the appealing party shall be sent a written notice of the other party’s appeal. In addition, the respondent and/or the complainant shall have the opportunity to submit a written opposition to the other party’s appeal within fifteen (15) calendar days of the delivery of the notice of receipt of such appeal.
q. The president shall decide and issue a decision within fifteen (15) calendar days of receiving the appeal or within fifteen (15) calendar days of receiving papers in opposition to the appeal, whichever is longer. The board committee shall decide and issue a decision within five (5) calendar days of the meeting at which it hears the appeal.

SECTION 15.5. ACTION BY THE BOARD OF TRUSTEES

Notwithstanding the foregoing provisions of this article, the board of trustees reserves full power to suspend or take other appropriate action against a student or a student organization for conduct which impedes, obstructs, or interferes with the orderly and continuous administration and operation of any college, school, or units of the university in the use of its facilities or in the achievement of its purposes as an educational institution in accordance with procedures established by the board of trustees.

SECTION 15.6. COLLEGE GOVERNANCE PLANS

The provisions in a duly adopted college governance plan shall not be inconsistent with the provisions contained in this article.

Adopted by the CUNY Board of Trustees

November 28, 2011

SECTION 16.1 STUDENT ACTIVITY FEE

The student activity fee is the total of the fees for student government and other student activities. Student activity fees, including student government fees collected by a college of the university shall be deposited in a college central depository and, except where earmarked by the board, allocated by a college association budget committee subject to review by the college association as required in these bylaws.

SECTION 16.2 USE OF STUDENT ACTIVITY FEES - EXPENDITURE CATEGORIES

Student activity fee funds shall be allocated and expended only for the following purposes:

1. Extracurricular educational programs;

2. Cultural and social activities;

3. Recreational and athletic programs;

4. Student government;

5. Publications and other media;

6. Assistance to registered student organizations;

7. Community service programs;

8. Enhancement of the college and university environment;

9. Transportation, administration and insurance related to the implementation of these activities;
10. Student services to supplement or add to those provided by the university;

11. Stipends to student leaders.

SECTION 16.3 STUDENT GOVERNMENT FEE

The student government fee is that portion of the student activity fee levied by resolution of the board which has been established for the support of student government activities. The existing student government fees now in effect shall continue until changed. Student government fees shall be allocated by the duly elected student government, or each student government where more than one duly elected student government exists, for its own use and for the use of student organizations, as specified in section 15.2. of these bylaws, provided, however, that the allocation is based on a budget approved by the duly elected student government after notice and hearing, subject to the review of the college association.

Where more than one duly elected student government exists, the college association shall apportion the student government fees to each student government in direct proportion to the amount collected from members of each student government.

SECTION 16.4 STUDENT GOVERNMENT ACTIVITY DENIED

A student government activity is any activity operated by and for the students enrolled at any unit of the university provided, (1) such activity is for the direct benefit of students enrolled at the college, (2) that participation in the activity and the benefit thereof is available to all students enrolled in the unit or student government thereof, and (3) that the activity does not contravene the laws of the city, state or nation, or the published rules, regulations, and orders of the university or the duly established college authorities.

SECTION 16.5 COLLEGE ASSOCIATION

1. The college association shall have responsibility for the supervision and review over college student activity fee supported budgets. All budgets of college student activity fees, except where earmarked by the board to be allocated by another body, should be developed by a college association budget committee and recommended to the college association for review by the college association prior to expenditure. The college association shall review all college student activity fee, including student government fee allocations and expenditures for conformance with the expenditure categories defined in Section 16.2. of this article and the college association shall disapprove any allocation or expenditure it finds does not so conform, or is inappropriate, improper, or inequitable.

2. A college association shall be considered approved for purposes of this article if it consists of thirteen (13) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board of the college association is composed of:

   1. The college president or his/her designee as chair.

   2. Three administrative members appointed by the college president.

   3. Three faculty members appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. Six student members comprised of the student government president(s) and other elected students with the student seats allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable in proportion to the student activity fees provided by the students from the respective constituencies.
2. The college association structure provides a budget committee composed of members of the governing board, at least a majority of whom are students selected in accordance with section 16.5.(b) (1)(iv) of these bylaws. The budget committee shall be empowered to receive and review student activity fee budget requests and to develop a budget subject to the review of the college association. The college association may choose to not approve the budget or portions of the budget if in their opinion such items are inappropriate, improper, or inequitable. The budget shall be returned to the budget committee with the specific concerns of the college association noted for further deliberation by the budget committee and subsequent resubmittal to the college association. If the budget is not approved within thirty (30) days those portions of the budget voted upon and approved by the college association board will be allocated. The remainder shall be held until the college association and the budget committee agree.

3. The governing documents of the college association have been reviewed by the board’s general counsel and approved by the board.

SECTION 16.6 MANAGEMENT AND DISBURSEMENT OF FUNDS

The college and all student activity fee allocating bodies shall employ generally accepted accounting and investment procedures in the management of all funds. All funds for the support of student activities are to be disbursed only in accordance with approved budgets and be based on written documentation. A requisition for disbursement of funds must contain two signatures; one, the signature of a person with responsibility for the program; the other, the signature of an approved representative of the allocating body.

SECTION 16.7 REVENUES

All revenues generated by student activities funded through student activity fees shall be placed in a college central depository subject to the control of the allocating body. The application of such revenues to the account of the income generating organization shall require the specific authorization of the allocating body.

SECTION 16.8 FISCAL ACCOUNTABILITY HANDBOOK

The chancellor or his/her designee shall promulgate regulations in a fiscal accountability handbook, to regulate all aspects of the collection, deposit, financial disclosure, accounting procedures, financial payments, documentation, contracts, travel vouchers, investments and surpluses of student activity fees and all other procedural and documentary aspects necessary, as determined by the chancellor or his/her designee to protect the integrity and accountability of all student activity fee funds.

SECTION 16.9 COLLEGE PURPOSES FUND

A college purposes fund may be established at each college and shall be allocated by the college president. This fund may have up to twenty-five (25) percent of the unearmarked portion of the student activity fee earmarked to it by resolution of the board, upon the presentation to the board of a list of activities that may be properly funded by student activity fees that are deemed essential by the college president.

Expenditures from the college purposes fund shall be subject to full disclosure under section 16.13. of these bylaws.

Referenda of the student body with respect to the use and amount of the college purposes fund shall be permitted under the procedures and requirements of section 16.12. of these bylaws.

SECTION 16.10 AUXILIARY ENTERPRISE BOARD

The auxiliary enterprise board shall have responsibility for the oversight, supervision and review over college auxiliary enterprises. All budgets of auxiliary enterprise funds and all contracts for auxiliary enterprises shall be developed by the auxiliary enterprise budget and contract committee and reviewed by the auxiliary enterprise board prior to expenditure or execution.
The auxiliary enterprise board shall be considered approved for the purposes of this article if it consists of at least eleven (11) members, its governing documents are approved by the college president and the following requirements are met:

1. The governing board is composed of the college president or his/her designee as chair, plus an equal number of students and the combined total of faculty and administrative members.

2. The administrative members are appointed by the college president.

3. The faculty members are appointed by the college president from a panel whose size is twice the number of seats to be filled and the panel is elected by the appropriate college faculty governance body.

4. The student members are the student government president(s) and other elected students and the student seats are allocated on a basis which will provide representation to each government, where more than one exists, as nearly as practicable, in proportion to the student enrollment by headcount from the respective constituencies.

5. The auxiliary enterprise board structure provides for a budget and contract committee composed of a combined total of faculty and administrative members that is one more than the number of student members. The budget and contract committee shall be empowered to develop all contract and budget allocation proposals subject to the review and approval of the auxiliary enterprise board.

6. The governing documents of the auxiliary enterprise board have been reviewed by the board’s general counsel and approved by the board.

SECTION 16.11 THE REVIEW AUTHORITY OF COLLEGE PRESIDENTS OVER STUDENT ACTIVITY FEE ALLOCATING BODIES AND AUXILIARY ENTERPRISE BOARDS

1. The president of the college shall have the authority to disapprove any student activity fee, including student government fee, or auxiliary enterprise allocation or expenditure, which in his or her opinion contravenes the laws of the city, state, or nation or any bylaw or policy of the university or any policy, regulation, or order of the college. If the college president chooses to disapprove an allocation or expenditure, he or she shall consult with the general counsel and vice chancellor for legal affairs and thereafter communicate his/her decision to the allocating body or auxiliary enterprise board.

2. The president of the college shall have the authority to suspend and send back for further review any student activity fee, including student government fee, allocation or expenditure which in his or her opinion is not within the expenditure categories defined in section 16.2. of this article. The college association shall, within ten (10) days of receiving a proposed allocation or expenditure for further review, study it and make a recommendation to the president with respect to it. The college president shall thereafter consider the recommendation, shall consult with the general counsel and vice chancellor for legal affairs, and thereafter communicate his/her final decision to the allocating body as to whether the allocation or expenditure is disapproved.

3. The chancellor or his/her designee shall have the same review authority with respect to university student activity fees that the college president has with respect to college student activity fees.

4. All disapprovals exercised under this section shall be filed with the general counsel and vice chancellor for legal affairs.

5. Recipients of extramural student activity fees shall present an annual report to the chancellor for the appropriate board committee detailing the activities, benefits and finances of the extramural body as they pertain to the colleges.
where students are paying an extramural fee.

**SECTION 16.12 REFERENDA**

A referendum proposing changes in the student activity fee shall be initiated by a petition of at least ten (10) percent of the appropriate student body and voted upon in conjunction with student government elections.

1. Where a referendum seeks to earmark student activity fees for a specific purpose or organization without changing the total student activity fee, the results of the referendum shall be sent to the college association for implementation.

2. Where a referendum seeks to earmark student activity fees for a specific purpose or organization by changing the total student activity fee, the results of such referendum shall be sent to the board by the president of the college together with his/her recommendation.

3. At the initiation of a petition of at least ten (10) percent of the appropriate student body, the college president may schedule a student referendum at a convenient time other than in conjunction with student government elections.

4. Where the referendum seeks to affect the use or amount of student activity fees in the college purposes fund, the results of the referendum shall be sent to the board by the college president together with his/her recommendation.

**SECTION 16.13 DISCLOSURE**

The college president shall be responsible for the full disclosure to each of the student governments of the college of all financial information with respect to student activity fees.

The student governments shall be responsible for the full disclosure to their constituents of all financial information with respect to student government fees.

The student activity fee allocating bodies shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to all of its activities.

The auxiliary enterprise board shall be responsible for the full disclosure of all financial information to its membership, to the college and to the student governments with respect to auxiliary enterprises.

For purposes of the foregoing paragraphs, full disclosure shall mean the presentation each semester of written financial statements which shall include, but need not be limited to, the source of all fee income by constituency, income from other sources creditable to student activity fee accounts, disbursements, transfers, past reserves, surplus accounts, contingency and stabilization funds. Certified independent audits performed by a public auditing firm shall be conducted at least once each year.

**SECTION 16.14 STIPENDS**

The payment of stipends to student leaders is permitted only within those time limits and amounts authorized by the board.
The City University of New York Policy on Acceptable Use of Computer Resources

I. INTRODUCTION

CUNY's computer resources are dedicated to the support of the University's mission of education, research and public service. In furtherance of this mission, CUNY respects, upholds and endeavors to safeguard the principles of academic freedom, freedom of expression and freedom of inquiry. CUNY recognizes that there is a concern among the University community that because information created, used, transmitted or stored in electronic form is by its nature susceptible to disclosure, invasion, loss, and similar risks, electronic communications and transactions will be particularly vulnerable to infringements of academic freedom. CUNY's commitment to the principles of academic freedom and freedom of expression includes electronic information. Therefore, whenever possible, CUNY will resolve doubts about the need to access CUNY Computer Resources in favor of a User's privacy interest. However, the use of CUNY Computer Resources, including for electronic transactions and communications, like the use of other University-provided resources and activities, is subject to the requirements of legal and ethical behavior. This policy is intended to support the free exchange of ideas among members of the CUNY community and between the CUNY community and other communities, while recognizing the responsibilities and limitations associated with such exchange.

II. APPLICABILITY

This policy applies to all Users of CUNY Computer Resources, as defined in Article III below. This policy supersedes the CUNY policy titled "CUNY Computer User Responsibilities" and any college policies that are inconsistent with this policy.

III. DEFINITIONS

1. “CUNY Computer Resources” refers to all computer and information technology hardware, software, data, access and other resources owned, operated, or contracted by CUNY. This includes, but is not limited to, desktop and laptop computers, handheld devices that allow or are capable of storing and transmitting information (e.g., cell phones, tablets), mainframes, minicomputers, servers, network facilities, databases, memory, memory sticks, and associated peripherals and software, and the applications they support, such as e-mail, cloud computing applications, and access to the internet.

2. “E-mail” includes point-to-point messages, postings to newsgroups and listservs, and other electronic messages involving computers and computer networks.

3. “Faculty” includes full-time, part-time, and adjunct faculty.

4. “FOIL” is the New York State Freedom of Information Law.

5. “Non-Public University Information” has the meaning set forth in CUNY’s IT Security Policies and Procedures found at security.cuny.edu, namely: personally identifiable information (such as an individual's Social Security Number; driver’s license number or non-driver identification card number; account number, credit or debit card number, in combination with any required security code, access code, or password that would permit access to an individual’s financial account; personal electronic mail address; Internet identification name or password; and parent’s surname prior to marriage); information in student education records that is protected under the Family Educational Rights and Privacy Act of 1974 (FERPA) and the related regulations set forth in 34 CFR Part 99; other information relating to the administrative, business, and academic activities and operations of the University (including employee evaluations, employee home addresses and telephone numbers, and other employee records that should be treated confidentially); and any other information available in University files and systems that by its nature should be treated confidentially.
IV. RULES FOR USE OF CUNY COMPUTER RESOURCES

1. Authorization.

- Users may not access a CUNY Computer Resource without authorization or use it for purposes beyond the scope of authorization. This includes attempting to circumvent CUNY Computer Resource system protection facilities by hacking, cracking or similar activities, accessing or using another person’s computer account, and allowing another person to access or use the User’s account.

- Notwithstanding subsection 1.a. above, a User may authorize a colleague or clerical assistant to access information under the User's account on the User's behalf while away from a CUNY campus or when the User is unable to efficiently access the information on the User's own behalf (including as a result of a disability), but delegated access will be subject to the rules of Section 10 – Security, below.

- CUNY Computer Resources may not be used to gain unauthorized access to another computer system within or outside of CUNY. Users are responsible for all actions performed from their computer account that they permitted or failed to prevent by following ordinary security precautions. CUNY advisories and resources are available at security.cuny.edu.

2. Purpose.

- Use of CUNY Computer Resources is generally limited to activities relating to the performance by CUNY employees of their duties and responsibilities, by students in connection with their college courses and activities, and by retired CUNY teaching faculty, librarians, and other retired employees approved by the college president or where the employee is a member of the Central Office staff then by the Chancellor or his or her designee. For example, use of CUNY Computer Resources for private commercial or not-for-profit business purposes, for private advertising of products or services, or for any activity meant solely to foster personal gain, is prohibited. Similarly, use of CUNY Computer Resources for partisan political activity is also prohibited.

- Except with respect to CUNY employees other than faculty, where a supervisor has prohibited it in writing, incidental personal use of CUNY Computer Resources is permitted so long as such use does not interfere with CUNY operations, does not compromise the functioning of CUNY Computer Resources, does not interfere with the User’s employment or other obligations to CUNY, and is otherwise in compliance with this policy, including subsection 2.a. above. Users should be aware that personal messages, data and other information sent or received through a User’s CUNY account or otherwise residing in a CUNY Computer Resource are subject to CUNY review pursuant to Section 13 of this policy and may also be subject to public disclosure pursuant to FOIL.

3. Compliance with Law.

- CUNY Computer Resources may not be used for any purpose or in any manner that violates CUNY rules, regulations or policies, or federal, state or local law. Users who engage in electronic communications with persons in other states or countries or on other systems or networks may also be subject to the laws of those other states and countries, and the rules and policies of those other systems and networks. Users are responsible for ascertaining, understanding, and complying with the laws, rules, policies, contracts, and licenses applicable to their particular use.

- Examples of applicable federal and state laws include those addressing defamation, invasion of privacy, obscenity and child pornography, and online gambling, as well as the following:
  - Computer Fraud and Abuse Act
  - Copyright Act of 1976
○ Electronic Communications Privacy Act
○ Export control regulations issued by the U.S. Departments of Commerce, State and Treasury
○ Family Educational Rights and Privacy Act
○ FOIL
○ New York State Law with respect to the confidentiality of library records

● Examples of applicable CUNY rules and policies include those listed below.

● Other rules and policies may be found in the Manual of General Policy and on the CUNY Legal Affairs website:
  ○ Gramm-Leach-Bliley Information Security Program
  ○ IT Security Policies & Procedures
  ○ Policy on Maintenance of Public Order (the “Henderson Rules”)
  ○ Sexual Harassment Policy
  ○ University Policy on Academic Integrity
  ○ Web Site Privacy Policy


● Users may use only legally obtained, licensed data or software and must comply with applicable licenses or other contracts, as well as copyright, trademark and other intellectual property laws.

● Much of what appears on the internet and/or is distributed via electronic communication is protected by copyright law, regardless of whether the copyright is expressly noted. Users should generally assume that material is copyrighted unless they know otherwise, and not copy, download or distribute copyrighted material without permission unless the use does not exceed fair use as defined by the federal Copyright Act of 1976. Protected material may include, among other things, text, photographs, audio, video, graphic illustrations, and computer software. Additional information regarding copyright and file sharing is available on the CUNY Legal Affairs website.

5. False Identity and Harassment. Users may not employ a false identity, mask the identity of an account or computer, or use CUNY Computer Resources to engage in abuse of others, such as sending harassing, obscene, threatening, abusive, deceptive, or anonymous messages within or outside CUNY.

6. Confidentiality

● Users may not invade the privacy of others by, among other things, viewing, copying, redistributing, posting such data to the Internet, modifying or destroying data or programs belonging to or containing personal or confidential information about others, without explicit permission to do so.

● CUNY employees must take precautions by following all IT Security Policies and Procedures to protect the confidentiality of Non-Public University Information encountered in the performance of their duties or otherwise.

7. Integrity of Computer Resources. Users may not install, use or develop programs intended to infiltrate or damage a CUNY Computer Resource, or which could reasonably be expected to cause, directly or indirectly, excessive strain or theft of confidential data on any computing facility. This includes, but is not limited to, programs known as computer viruses, Trojan horses, and worms. Users should consult with the IT director at their college before installing any programs on CUNY Computer Resources that they are not sure are safe or may cause excess strain.
8. Disruptive Activities.

- CUNY Computer Resources must not be used in a manner that could reasonably be expected to cause or does cause, directly or indirectly, unwarranted or unsolicited interference with the activity of other users, including:
  i. chain letters, virus hoaxes or other e-mail transmissions that potentially disrupt normal e-mail service;
  ii. spammers, junk mail or other unsolicited mail that is not related to CUNY business and is sent without a reasonable expectation that the recipient would welcome receiving it;
  iii. the inclusion on e-mail lists of individuals who have not requested membership on the lists, other than the inclusion of members of the CUNY community on lists related to CUNY business; and
  iv. downloading of large videos, films or similar media files for personal use.

b. CUNY has the right to require Users to limit or refrain from other specific uses if, in the opinion of the IT director at the User's college, such use interferes with efficient operations of the system, subject to appeal to the President or, in the case of central office staff, to the Chancellor.

9. CUNY Names and Trademarks.

a. CUNY names, trademarks and logos belong to the University and are protected by law. Users of CUNY Computer Resources may not state or imply that they speak on behalf of CUNY or use a CUNY name, trademark or logo without authorization to do so. Affiliation with CUNY does not, by itself, imply authorization to speak on behalf of CUNY.

b. Notwithstanding subsection 9.a. above, CUNY employees and students may indicate their CUNY affiliation on e-mail, other correspondence, and in academic or professionally-related research, publications or professional appearances, so long as they do not state or imply that they are speaking on behalf of the University.


a. CUNY employs various measures to protect the security of its computer resources and of Users' accounts. However, CUNY cannot guarantee such security. Users are responsible for engaging in safe computing practices such as guarding and not sharing their passwords, changing passwords regularly, logging out of systems at the end of use, and protecting Non-Public University Information, as well as for following CUNY's IT Security Policies and Procedures.

b. Users must report incidents of non-compliance with IT Security Policies and Procedures or other security incidents to the University Chief Information Officer and Chief Information Security Officer, and the Chief Information Officer at the affected User's college.

11. Filtering. CUNY reserves the right to install spam, anti-malware, and spyware filters and similar devices if necessary in the judgment of CUNY's Office of Information Technology or a college IT director to protect the security and integrity of CUNY Computer Resources. CUNY will not install filters that restrict access to e-mail, instant messaging, chat rooms or websites based solely on content, unless such content is illegal, such as child pornography sites.

12. Confidential Research Information. Principal investigators and others who use CUNY Computer Resources to collect, examine, analyze, transmit or store research information that is required by law or regulation to be held confidential or for which a promise of confidentiality has been given are responsible for taking steps to protect such confidential research information from unauthorized access or modification. In general, this means storing the information on a computer or auxiliary hard drive that provides strong access controls (passwords) and encrypting files, documents, and messages for protection against inadvertent or unauthorized disclosure while in storage or in transit over data networks. Robust encryption and passwords must be used to protect Non-Public University Information, and is strongly recommended for
information stored electronically on all computers, especially portable devices such as notebook computers, Personal Digital Assistants (PDAs), and portable data storage (e.g., auxiliary hard drives, memory sticks) that are vulnerable to theft or loss, as well as for information transmitted over public networks. Software and protocols used should be reviewed and approved by CUNY's Office of Information Technology. In addition, the steps taken to protect such confidential research information should be included in submissions to the CUNY Institutional Review Board reviewing the research protocol.

13. CUNY Access to Computer Resources.

a. Copying. CUNY may copy a User's account and/or hard drive on a CUNY Computer Resource, without monitoring or inspecting the contents of such account and/or hard drive, at any time for preservation of data or evidence, without notice to the User.

b. General Monitoring Practices. CUNY does not routinely monitor, inspect, or disclose individual usage of CUNY Computer Resources without the User's consent. In most instances, if the University needs information located in a CUNY Computer Resource, it will simply request it from the author or custodian. However, CUNY IT professionals and staff do regularly monitor general usage patterns as part of normal system operations and maintenance and might, in connection with these duties, observe the contents of web sites, e-mail or other electronic communications. Except as provided in this policy or by law, these individuals are not permitted to seek out contents or transactional information, or disclose or otherwise use what they have observed. Nevertheless, because of the inherent vulnerability of computer technology to unauthorized intrusions, Users have no guarantee of privacy during any use of CUNY computer resources or in any data in them, whether or not a password or other entry identification or encryption is used. Users may expect that the privacy of their electronic communications and of any materials stored in any CUNY Computer Resource dedicated to their use will not be intruded upon by CUNY except as outlined in this policy.

c. Monitoring without Notice.

i. Categories. CUNY may specifically monitor or inspect the activity and accounts of individual users of CUNY computer resources, including individual login sessions, e-mail and other communications, without notice, in the following circumstances:

A. when the User has voluntarily made them accessible to the public, as by posting to Usenet or a web page;

B. when it is reasonably necessary to do so to protect the integrity, security, or functionality of CUNY or other computer resources, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;

C. when it is reasonably necessary to diagnose and resolve technical problems involving system hardware, software, or communications, as determined by the college chief information officer or his or her designee, after consultation with CUNY's chief information officer or his or her designee;

D. when it is reasonably necessary to determine whether CUNY may be vulnerable to liability, or when failure to act might result in significant bodily harm, significant property loss or damage, or loss of evidence, as determined by the college president or a vice president designated by the president or, in the case of the Central Office by the Chancellor or his or her designee, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a current CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;

E. when there is a reasonable basis to believe that CUNY policy or federal, state or local law has been or is being violated, as determined by the college president or a vice president designated by the president or, in the case of the Central Office by the Chancellor or his or her designee, after consultation with the Office of General Counsel and the Chair of the University Faculty Senate (if a current CUNY faculty member's account or activity is involved) or Vice Chair if the Chair is unavailable;
F. when an account appears to be engaged in unusual or unusually excessive activity, as indicated by the monitoring of general activity and usage patterns, as determined by the college president or a vice president designated by the president and the college chief information officer or his or her designee or, in the case of the Central Office by the Chancellor or his or her designee, after consultation with CUNY’s chief information officer or his or her designee, the Office of General Counsel, and the Chair of the University Faculty Senate (if a current CUNY faculty member’s account or activity is involved) or Vice Chair if the Chair is unavailable; or

G. as otherwise required by law.

ii. Procedures. In those situations in which the Chair of the University Faculty Senate is to be consulted prior to monitoring or inspecting an account or activity, the following procedures shall apply:

A. if the monitoring or inspection of an account or activity requires physical entry into a faculty member’s office, the faculty member shall be advised prior thereto and shall be permitted to be present to observe, except where specifically forbidden by law; and

B. the college president or the Chancellor, as the case may be, shall report the completion of the monitoring or inspection to the Chair and the CUNY employee affected, who shall also be told the reason for the monitoring or inspection, except where specifically forbidden by law.

iii. Other Disclosure.

A. CUNY, in its discretion, may disclose the results of any general or individual monitoring or inspection to appropriate CUNY personnel or agents, or law enforcement or other agencies. The results may be used in college disciplinary proceedings, discovery proceedings in legal actions, or otherwise as is necessary to protect the interests of the University.

B. In addition, users should be aware that CUNY may be required to disclose to the public under FOIL communications made by means of CUNY Computer Resources whether in conjunction with University business or as incidental personal use.

C. Any disclosures of activity of accounts of individual Users to persons or entities outside of CUNY, whether discretionary or required by law, shall be approved by the General Counsel and shall be conducted in accordance with any applicable law. Except where specifically forbidden by law, CUNY employees subject to such disclosures shall be informed promptly after the disclosure of the actions taken and the reasons for them.

iv. Annual Statement. The Office of General Counsel shall issue an annual statement of the instances of account monitoring or inspection that fall within categories D through G above. The statement shall indicate the number of such instances and the cause and result of each. No personally identifiable data shall be included in this statement.

v. Privacy Policy. See CUNY’s Web Site Privacy Policy for additional information regarding data collected by CUNY from visitors to the CUNY website at www.cuny.edu.

14. Waiver of Policy

a. A CUNY employee or student may apply to the General Counsel for an exception or waiver from one or more of the provisions of this policy. Such application may be for a single use or for periodic or continuous uses, such as in connection with a course or program. Any application for a waiver should be made prior to using the CUNY Computer Resource for the purposes described in the application. b. The written waiver application must state:

i. the policy provision or provisions for which the User is seeking a waiver;

ii. how the User plans to use CUNY Computer Resource to be covered by the waiver and the reasons why the User believes a waiver should be
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approved;

iii. if the waiver involves confidential research information, what steps will be taken to protect such information;

iv. the length of time for which the waiver is being requested; and v. if a student, how and by whom the student will be supervised.

c. The General Counsel shall consult with the CUNY’s chief information officer and the president of the applicant’s college (or, if the applicant is a Central Office employee, the Chancellor) or their designees, prior to making a determination regarding the application.

d. Users should be aware that CUNY cannot waive federal, state or local law; for example, the contents of CUNY Computer Resources (including confidential research information) may be subject to a valid subpoena regardless of the terms of any waiver.

15. Enforcement.

a. Violation of this policy may result in suspension or termination of an individual’s right of access to CUNY Computer Resources, disciplinary action by appropriate CUNY authorities, referral to law enforcement authorities for criminal prosecution, or other legal action, including action to recover civil damages and penalties.

b. Violations will normally be handled through the University disciplinary procedures applicable to the relevant User. For example, alleged violations by students will normally be investigated, and any penalties or other discipline will normally be imposed, by the Office of Student Affairs.

c. CUNY has the right to temporarily suspend computer use privileges and to remove from CUNY computer resources material it believes violates this policy, pending the outcome of an investigation of misuse or finding of violation. This power may be exercised only by the president of each college or the Chancellor.

16. Additional Rules. Additional rules, policies, guidelines and/or restrictions may be in effect for specific computers, systems, or networks, or at specific computer facilities at the discretion of the directors of those facilities. Any such rules which potentially limit the privacy or confidentiality of electronic communications or information contained in or delivered by or over CUNY Computer Resources will be subject to the substantive and procedural safeguards provided by this policy.

17. Disclaimer.

a. CUNY shall not be responsible for any damages, costs or other liabilities of any nature whatsoever with regard to the use of CUNY Computer Resources. This includes, but is not limited to, damages caused by unauthorized access to CUNY Computer Resources, data loss, or other damages resulting from delays, non-deliveries, or service interruptions, whether or not resulting from circumstances under the CUNY’s control.

b. Users receive and use information obtained through CUNY Computer Resources at their own risk. CUNY makes no warranties (expressed or implied) with respect to the use of CUNY Computer Resources. CUNY accepts no responsibility for the content of web pages or graphics that are linked from CUNY web pages, for any advice or information received by a user through use of CUNY Computer Resources, or for any costs or charges incurred by a user as a result of seeking or accepting such advice or information.

c. CUNY reserves the right to change this policy and other related policies at any time. CUNY reserves any rights and remedies that it may have under any applicable law, rule or regulation. Nothing contained in this policy will in any way act as a waiver of such rights and remedies.

Approved by the Board of Trustees on January 29, 2007, Cal. No. 4.D., with amendments approved on June 25, 2012, Cal. No. 5.A. and June 29, 2015, Cal. No. 5.A.
Notice of Non-Discrimination

It is the policy of The City University of New York—applicable to all colleges and units—to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without discriminating on the basis of actual or perceived race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, status as a victim of domestic violence/stalking/sex offenses, unemployment status, caregiver or familial status, prior record of arrest or conviction, or any other legally prohibited basis in accordance with federal, state and city laws. This policy is set forth in CUNY’s Policy on Equal Opportunity and Non-Discrimination.

CUNY’s Policy on Sexual Misconduct prohibits all forms of sexual misconduct, including sexual harassment, gender harassment and sexual violence. Inquiries concerning sexual misconduct or sex discrimination may be made to the individuals specified in that Policy or may be referred to the U.S. Department of Education, Office for Civil Rights.

It is also the University’s policy to provide reasonable accommodations and academic adjustments, when appropriate, to individuals with disabilities, individuals observing religious practices, individuals who have pregnancy or childbirth-related medical conditions and victims of domestic violence/stalking/sex offenses. The process for addressing these issues is set forth in CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments.

Retaliation for reporting or opposing discrimination, cooperating with an investigation of a discrimination complaint, or requesting an accommodation or academic adjustment is also prohibited.

To access CUNY’s Policy and Procedures on Equal Opportunity and Non-Discrimination, Policy on Sexual Misconduct, and Procedures for Implementing Reasonable Accommodations and Academic Adjustments, please visit these links:

1. CUNY Equal Opportunity and Non-Discrimination Policy
2. CUNY Policy on Sexual Misconduct
3. Procedures for Implementing Reasonable Accommodations and Academic Adjustments

The following persons have been designated at Hunter College to handle inquiries and complaints relating to CUNY’s Policy on Equal Opportunity and Non-Discrimination and Policy on Sexual Misconduct and to ensure compliance with CUNY’s Procedures for Implementing Reasonable Accommodations and Academic Adjustments:

John T. Rose
Dean for Diversity and Compliance, Title IX Coordinator
E1706
(212) 772-4242
John.Rose@hunter.cuny.edu

Colleen Barry
Associate Director of Student Conduct, Deputy Title IX Coordinator
E1103
(212) 772-4534
Colleen.Barry@hunter.cuny.edu

Laura Nelson
Deputy Director for Diversity and Title IX Compliance
The following federal, state, and local agencies enforce laws against discrimination:

- New York City Commission on Human Rights
- New York State Division on Human Rights
- U.S. Equal Employment Opportunity Commission
- United States Department of Justice
- United States Department of Education, Office for Civil Rights

**CUNY/Hunter Drug and Alcohol Policy**

The City University of New York maintains a policy regarding Drugs and Alcohol (“Policy”). The Policy sets forth the standards of conduct that the University requires of all students, employees and visitors relative to drugs and alcohol on CUNY property and in CUNY-sponsored activities both on and off campus.

Additionally, the Policy describes sanctions which students and employees who violate the Policy are subject to, and the obligations of the CUNY colleges and units for disseminating this Policy to their students and employees. Also, included in the Policy is information about drug and alcohol abuse and its effects.

http://www.hunter.cuny.edu/hr/repository/updated-policies/

**Drug-Free Schools and Campuses, Public Law 101-226**

Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226).

The New York State minimum drinking age (21 years) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will be served.

All Hunter College organizations sponsoring events must, in advance of the event, agree to the following conditions:

1. No person shall sell or provide an alcoholic beverage to a person under the age of 21. Where documentation of age is unavailable or not reasonably certain, the law requires denial of an alcoholic beverage to that person.

2. No person shall sell or provide an alcoholic beverage to a person actually or apparently under the influence of alcohol.
3. No person shall sell or provide an alcoholic beverage to a person known to be a habitual excessive drinker.

4. All advertising, promotion, publicity, invitations, etc. stating the availability of alcoholic beverages at an event, must include the following statement:

The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Assistance is available by calling:

For Emergencies contact Public Safety – (212) 772-4444
Hunter College Medical Services – (212) 772-4801
Employee Assistance Program – (212) 772-4051
Student Services – (212) 772-4882

The Hunter College Smoking Policy
http://www.hunter.cuny.edu/tobaccofreehunter/tobacco-policy

Hunter College is a non-smoking environment (facility) pursuant to New York City Law.

Department of Public Safety

695 Park Avenue, West B-122
New York, New York, 10065
Director of Public Safety: Joseph D. Foelsch, Jr.
Telephone: (212) 772-4521

About Public Safety

Established in 1991, the CUNY Public Safety Department was created to further ensure that those who attend any of the CUNY institutions do so in a safe and comfortable environment. CUNY Public Safety Officers are sworn Peace Officers and have arrest authority granted them by the City of New York. They are designated as New York City Special Patrolmen/Peace Officers in accordance with Section 2.10, subsection 27 of the New York State Criminal Procedure Law. Campus Peace Officers (CPO) undergo sixteen weeks of training at York College, where they receive training pertaining to servicing the college community and how to effectively handle situations which may occur on a college campus and in the surrounding community. Campus Security Assistants (CSA) are employed as security guards in accordance with Article 7A of the General Business Law. CSA’s do not have arrest authority above that of a private citizen.

All Hunter College Department of Public Safety personnel wear distinctive uniforms and carry two-way radios. Additionally, the college has seven New York State Certified Emergency Medical EMTs to respond to medical emergencies at the Main and Brookdale campuses. These personnel are trained in first aid, cardiopulmonary resuscitation and other emergency response procedures.

Campus Peace Officers (CPO’s) are charged with the responsibility of making sure federal, state and local laws, as well as University policies and procedures are obeyed. Although officers are not city police officers, they are granted “Peace Officer” status through the City of New York and have arrest powers on all Hunter campuses. This allows officers to make an arrest and to search and seize evidence in connection with an arrest as long at the crime was
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committed in their presence or for a felony, not committed in their presence or view, but reasonable grounds exist that the offense was committed by the person the officer is arresting on the campus. The Hunter College Public Safety Department also maintains a strong working relationship with the City of New York Police Department (NYPD) as well as county, state and federal authorities and the City of New York Fire Department.

**NOTE:** The Hunter College Department of Public Safety does not provide security at any off-campus events; or for any off-campus organizations and/or residences not owned by Hunter College.

Students, staff and faculty are encouraged to report all public safety concerns to this department. A mechanism has been added to the Hunter Public Safety web page which allows the college community to report crimes anonymously, known as “Silent Witness”.

The Director of the Public Safety Department is Joseph D. Foelsch, Jr., who has an extensive law enforcement background. Mr. Foelsch is assisted in the daily operations of the Department by a Deputy Director, Lt. Robert Lyons and Chief of Staff Jerry Matthews. The Public Safety staff includes two Lieutenants, eleven Sergeants, seven Corporals, four Specialists, 45 Campus Peace Officers and 45 Campus Security Assistants. The staff maintains several “fixed” posts, a communications center as well as roving patrols.

**Campus Access**

The campus is monitored 24 hours a day by members of the Public Safety staff. After the campus is closed all persons entering the institution must sign in. Only those students with written permission from a department head, or faculty member, are permitted entry to the campus when the college is closed. A student that wants to remain on campus after hours must request permission to do so, in writing, through their Department head, or designee sponsoring the after hour visit. The permission and a supporting letter must be provided to Public Safety. Students are not permitted to sign in non-students through the Visitors Center.

**Persona Non-Grata Guideline**

The College may restrict access to the campus by any visitor (i.e., a person who is neither a student nor an employee of Hunter College), including but not limited to guests, event attendees, and/or alumni whose conduct, after review by a panel of the Campus Safety Advisory Committee, is determined to be in violation of any rules and/or policies of Hunter College or the City University of New York or applicable New York State Law. This restriction may include revocation of alumni identification cards and/or other restrictions on access to Hunter College. Depending on the status of the individual involved, varying levels of review will be considered.

**Identification Cards**

Every member of the college community is required to carry a validated identification card, a One Card, while on campus. Upon request of a Public Safety Officer or college official, the ID card must be presented. Refusal to present the ID card will result in denial of access to the campus. ID cards are **NON-TRANSFERABLE** and may not be used by any other person, for any reason. The college will prosecute any unauthorized person who trespasses or loiters on college property. Students, faculty, and staff will need an ID card in order to gain access to buildings, or to gain access to offices when keys are forgotten. Student ID cards shall be validated each semester.

**Complaints and Information**

Complaints and requests for information concerning Public Safety services should be made to Mr. Joseph D. Foelsch, Jr. the Director of Public Safety at (212) 772-4521. After hours, all calls for Public Safety service should be made to (212) 772-4447.

**Reporting a Crime**

All crimes against person and property should be reported as soon as possible to the Office of Public Safety. This helps us apprehend criminals and make strategic decisions about the deployment of security resources. Incidents can be reported in person in the Public Safety office (B-122 in the West Building); by phone X 1-4444 if the crime is in
process, (X 1-4447 after the fact) or to any uniformed officer on campus. The Office of Public Safety will assist you in reporting a crime to the NYPD as necessary.

**Even if you do not want to pursue action with the college or the criminal justice system, please make a confidential report which does not reveal your identity to the Public Safety Office.** This helps us keep an accurate record of the number and nature of incidents, determine whether there is a pattern of crime and we need to redeploy our security officers, and alert the campus community to a potential danger. Reports filed in this manner are counted and disclosed in the crime statistics of the college.

**Security Policies**

The policy of the City University and of Hunter College is that:

- Students and employees should report safety hazards; crimes; loss of property; illness or injury. Proper reporting assists in the apprehension of criminals and ensures the safety of the college community. Incidents can be reported to any Public Safety officer or by calling the Office of Public Safety.

**Investigation of Violent Felony Offenses**

Hunter College has adopted and implemented a plan providing for the investigation of any violent felony offenses occurring on Campus, and providing for the investigation of resident Missing Persons. Such plans provide for the coordination of the investigation of such crimes and reports with the New York City Police Department (NYPD). Such plans shall include, but not be limited to, written agreements with the NYPD providing for the prompt investigation of such crimes and reports.

**Violent Felony Offenses**

Defined in Section 70.02 sub. 1 of the New York State Penal Law and include Class A, B, C, D and E. violent felony offenses. These crimes will be immediately reported to the New York City Police Department by the Hunter College Department of Public Safety Office. A joint initial investigation will be conducted and then a follow up investigation will be conducted by the appropriate unit of the New York City Police Department. The college administration and college community will be kept informed and will be updated on developments.

**Alcohol and Drugs:**

- **Alcohol and Drugs**

  Any action or situation which recklessly or intentionally endangers mental or physical health, or involves forced consumption of liquor or drugs for the purpose of initiation or affiliation with any organization is prohibited. The unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs or controlled substance by University students or employees on University/College property, or as part of any University/College activities is prohibited. Employees of the University must also notify the College Personnel Director of any criminal conviction for a violation occurring in the workplace no later than (5) days after such conviction.

  The unlawful possession, use, or distribution of alcohol by students or employees on University/College property, or as part of any University/College activities is prohibited.

  The legal age for possession and consumption of alcohol in New York State is **21**. It is against the law to sell or give away alcohol to anyone under the age of **21**.

  The possession or use of illegal drugs is a crime in the State of New York. Anyone found in possession of or using such drugs on college property will be severely dealt with and will face criminal charges.

  Hunter College is in compliance with the Drug-Free Schools and Communities Act Amendments of 1989 (**Public Law 101-226**). The New York State minimum drinking age (**21 years**) is observed at all campus functions. Proof of age is required to consume alcoholic beverages and no individual appearing to be under the influence of alcohol will...
The unlawful possession, use or distribution of drugs is prohibited on the campus. Violators will be subject to penalties ranging from reprimand and warning for a first infraction, to separation from the college for a subsequent offense.

Legal sanctions against students alleged to be in violation of Public Law 101-226 will be determined according to Article 15 Section 3 of the CUNY Board of Trustees Bylaws. Sanctions for members of the instructional staff and non-instructional staff will be governed by Article VII of the CUNY Board of Trustees Bylaws and Article XIV, respectively.

Weapons

No individual within the university community, except Peace Officers, pursuant to authorization of the college presidents, shall have in their possession a rifle, shotgun, firearm or any other dangerous instrument or material that can be used to inflict bodily harm on an individual, or damage to a building or the grounds of the campus.

Public Safety Emergencies

Throughout the Hunter College Main Campus and Brookdale Campus are stainless steel colored “Talk-A-Lert” boxes. The Talk-Alert boxes are mounted on walls near elevators, stairways and female bathrooms. Talk-Alerts are to be used for any and all emergencies on campus. Just push the black button, wait for the box to connect with Public Safety communications and a verbal response to your emergency. You may always reach Public Safety by dialing 212-772-4444 or 1-4444 from any internal telephone; or 911 from a cellular phone will connect you with NYPD. To dial 911 from an interior campus telephone you must dial 9-911 first.

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate. (PROCEDURES ARE LISTED UNDER Fire Safety Plan SECTION)

Timely Emergency Warnings

If a situation arises either on or off campus that, in the judgment of senior staff of the college, constitutes an ongoing threat, a campus wide “timely warning” will be issued through the college e-mail and CUNY Alert systems to all students, faculty and staff. To update your CUNY Alert preferences, please go to the CUNY Alert website and follow the directions.

Sexual Misconduct

CUNY Sexual Misconduct Policy

Daily Crime and Fire Log

The Department of Public Safety maintains a “daily crime log” and a “daily fire log” in two ways. One is placed in electronic form and may be viewed on our web site at http://www.hunter.cuny.edu/publicsafety/reports/daily-log. This forum lists all crimes that are reported at all Hunter campuses. The second manner is a “daily crime log” that is maintained at each Hunter campus of crimes reported to the particular campus. That log will show reported crimes for the past 60 days and is available for viewing by students, faculty and staff during normal business hours.

ASR availability:

The Annual Security Report, commonly known as the ASR, provides information about Hunter Colleges Public Safety Department; policies and procedures; types of crimes and definitions; college resources for students and victims of a crime and crime statistics for the college.
The Annual Security Report (ASR) is mandated by the Clery Act to be available to all students, faculty and potential students: ASR’s can be obtained on-line Annual Security Report at any public safety desk at any one of Hunters campuses or at Public Safety’s Administrative Office located in the West Building in room B-122A.

Lost and Found

Public Safety maintains a Lost & Found storage in Room West 213. This office is not continuously staffed by Public Safety. To report a lost item to Public Safety, please submit a Lost & Found form online. Complete the form and it will be sent to the Lost & Found Custodian.

Due to the high volume of requests submitted, you will ONLY be contacted if your item is turned into Lost & Found. If we do not contact you, it means your item was NOT turned in.

Lost & Found Policy

• For health reasons, all clothing items such as but not limited to: hats, scarves, gloves, coats, sneakers, etc. will only be held for a period of seven (7) days.

• All other unclaimed items will be donated to charity or destroyed (depending on the type of item) after a period of sixty (60) days.

• All financial items, credit cards and non-Hunter IDs will be destroyed after a period of sixty (60) days.

• All Hunter College ID cards will ONLY be held for a period of thirty (30) days.

If you have lost your Hunter ID card, you can submit the Lost & Found form or contact the OneCard Office located at room 203 West Building.

FIRE SAFETY

Each campus has a fire alarm system that meets the fire code of New York City. In most campuses a Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.

Things to Remember: 

• If you notice a fire - pull the fire alarm pull station - do not waste time calling public safety. (Once activated, the alarm goes directly to a central station and NYFD is automatically notified and dispatched.

• If a “pull station” is not close to you then,
  ○ Activate one of the silver wall mounted “Talk-Alert” boxes
  ○ Dial 1-4444 on a main campus telephone
  ○ Dial 911 on your cell phone.

• Fire extinguishers are located on all floors of all campuses.

• A Fire Warden is assigned to each floor and is responsible for implementing the fire safety policy and evacuation during a fire emergency.

• It is important to follow their instructions, they are there for your safety

• Stairway “A” is the primary staircase to be used for evacuation, unless told otherwise.
Disabled individuals should enter the stairway and stay on the landing of their floor. NYFD will come and get you!

- A delay in public address announcements after a fire alarm sounds is usually because public safety is investigating the source of the alarm to determine what needs to be done.
  - Always listen for public address announcements.
- If there is a fire or smoke condition in, or near an elevator shaft, the fire alarms will sound on all floors.
  - Elevators will get automatically re-called to the lowest floor/lobby.
- Some elevators may be re-called to the main floor due to a fire.
- After a fire alarm is activated, the alarm and the elevators cannot be reset until the NY Fire Department authorizes it and gives the “all clear”.
- Evacuations may only occur on the “fire floor” and one floor above, and one floor below and not the entire building.
- Organized “Fire Brigades” will respond to the floor below the fire floor.
- Each semester Public Safety performs fire drills at each campus.

Evacuation Procedures

Usually evacuation procedures concern a working fire; however there may be other reasons that a building may have to be evacuated. Examples of this may be a bomb threat; a chemical spill in a lab; a police action; a power failure; or other situation where it would be in the best interest of the occupants to evacuate.

- Do Not Use Elevators Remain calm.
- Everyone will listen for a public address announcement to evacuate the building when the fire alarm is sounded.
- Normally, evacuation is ordered by building and by floor to prevent overcrowding in the stairwells.
- Upon activation of the fire alarm, and the announcement to evacuate, all occupants will immediately exit the building using the nearest exit stairwell and proceed across the street from the building.
- Excessive smoke, smell of gas is reason to immediately evacuate even if no announcement was heard.
- Evacuation floor plans are posted on each floor by the elevators throughout each campus.
- Close windows and doors. Leave lights on and doors unlocked.
- When you evacuate, do not stop for personal belongings or records.
- If there is excessive smoke, crawl to an exit. If you are unable to exit, stay low and plug all openings around doors, windows and vents.
- If you find yourself trapped dial 911 and give them your location, room number and floor.
- Before entering another room or stairwell, check for heat by placing your hand near the door.
- Fire Wardens that are familiar with the evacuation procedures will alert on their assigned floor to follow their emergency procedures.
- Disabled persons will enter the closest stairwell and await NYFD to assist them in exiting the building.
A “runner” should be dispatched to tell the responding officer (fire or police) the location of the handicapped individual(s), so that a rescue can be initiated.

Building occupants must immediately advise the responding Public Safety Officers of the possibility and location of any persons who have not yet evacuated the buildings due to injury or incapacitation.

No one is permitted to re-enter an evacuated building until the building is determined to be safe by the emergency service personnel and NYFD advises that re-entry into the building is permitted.

Persona Non Grata Guideline

The College may restrict access to the campus by any visitor (i.e., a person who is neither a student nor an employee of Hunter College), including but not limited to guests, event attendees, and/or alumni whose conduct, after review by a panel of the Campus Safety Advisory Committee, is determined to be in violation of any rules and/or policies of Hunter College or the City University of New York or applicable New York State Law. This restriction may include revocation of alumni identification cards and/or other restrictions on access to Hunter College.

Fire Safety Plan

Use of Elevators during a Fire

No person should ever use an elevator in a fire unless directed by Fire Department personnel. Using an elevator in a fire is extremely dangerous. The college has been informed by the Fire Department that the use of elevators in a fire has, in many cases, resulted in many unfortunate and unnecessary deaths.

The New York City Fire Department has informed Hunter College that the Fire Department has the primary responsibility to determine if elevators can be used to transport disabled persons during fire emergencies. Fire Department officials also state that they are responsible for relocating disabled persons to a safe location if such relocation is necessary. Disabled persons should wait at the designated stairwell on the floor that they are on at the time of an emergency.

The New York City Fire Department considers transporting disabled persons in an emergency a highly risky procedure. The relocation process may subject disabled persons and other persons to accidents and injuries. However, if it is necessary to relocate disabled persons during an emergency, the Fire Department will handle the relocation of disabled persons, using safe procedures and experienced Fire Department personnel.

If elevators can be used during a fire alarm

The Fire Department considers use of the elevators to be the best method of relocation because it is practical, safe and efficient. This explains the Fire Department’s position of advocating emergency assembly areas for disabled persons. (The Fire Department often refers to this type of assembly area as a refuge area.)

When there is a report of a fire alarm in the building

(note: The alarm may be a false alarm or the fire may be in a small section of the building) if disabled persons are not in any danger from the fire or its smoke, the Fire Department does not automatically recommend the relocation of disabled persons. In most cases, the Fire Department would not recommend that such persons be removed from the building. Instead, the Fire Department would recommend that such persons be moved to a safe location within the building.)
Note: It is extremely important that the Hunter College community understand the procedure of the New York City Fire Department for evacuating a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the street. Nor should everyone be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons.

If you have any questions regarding the standards used to determine the need for evacuating the buildings, call the Director of Public Safety and Security at (212) 772-4521.

For Your Safety

The Hunter West, East, North and Thomas Hunter Buildings are equipped with Fire Emergency notification devices. It is the responsibility of everyone to become familiar with their location and their use. These Fire Emergency notification devices consist of the following:

Fire Alarm

The Fire Alarm Pull Stations are small, red boxes. They are wall mounted and located next to a fire exit. Printed on these pull stations is PULL HERE IN CASE OF FIRE.

To activate the Fire Alarm Pull Station, follow these steps:

1. Lift cover and pull down the RED lever on the Fire Alarm Pull Station box. This will cause the fire alarm to sound on the fire door and on the floor above. In addition, it will send a signal to the Fire Command Station. The Fire Safety Director at the Fire Command Station will carry out the fire emergency procedures. Make yourself familiar with them now, so that in an emergency you will know what to do.

2. During a fire alarm, Fire Wardens, Fire Searchers and Public Safety Officers have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden phones to the Fire Command Station. The Fire Safety Director will notify members of the New York City Fire Department regarding the status of all disabled persons in the building as soon as the Fire Department arrives on campus.

Note: It is extremely important that the college community understand the protocol of the New York City Fire Department for evacuation of a building that is experiencing a fire. Everyone in the building should not automatically be evacuated to the outside, or, for that matter, be relocated within the building. This is the policy for ambulatory persons as well as non-ambulatory persons

Instructions for Fire Reporting and Evacuation Procedure

A. If you see a fire, do the following:

1. Call the Fire Department (911), or

2. Call the Public Safety Emergency Number (Security) (212) 772-4444, or

3. Pull the fire alarm.

4. Then, follow the procedures below:

B. Procedures

1. Evacuate your area.

2. Close, but do not lock, doors.

3. Follow instructions transmitted over the public address system.

4. Proceed to evacuate the building through designated exits.

5. Evacuate to street if not directed otherwise over the public address system.
6. Before entering any stairwell, touch the door with the back of your hand. If it is warm or hot, do not enter the stairwell. Proceed to the next stairwell.

7. When leaving the building keep your head turned to the center of the stairway.


9. It is dangerous to use elevators during an evacuation. Only use elevators when authorized to do so by fire emergency personnel.

10. When using the down escalators, make long and wide turns going from one escalator to the next escalator in order to prevent congestion.

11. When you are outside the building, move away from the entrance approximately 200 feet.

12. Wait for the all-clear signal before re-entering the building.

**Fire Safety Plan for the Disabled**

When there is a fire alarm in one of the college’s buildings disabled persons who are unable to walk down steps should assemble at one of the designated stairwells as per the fire safety director’s instructions.

During a fire alarm, fire wardens, fire searchers and security personnel have been directed to communicate the number, the location and the status of all disabled persons via Fire Warden Phones or through security personnel to Hunter College’s Fire Command Station. The Public Safety person at the Fire Command Station will notify members of the New York City Fire Department of the status of all disabled persons in the building as soon as the firefighters arrive on the campus.

When Public Safety Offices Will Relocate Disabled Persons if, for any reason, a disabled person is in imminent danger due to fire, smoke or similar circumstances on campus and members of the Fire Department are not present to relocate the disabled person, Public Safety Officers and other members of the College Fire Brigade will assume the responsibility of relocating that person to a safe location.

Public Safety Officers and members of the Fire Brigade operating under the direction of the Fire Safety Director will take command and make immediate arrangements to have the appropriate disabled person(s) moved to a safe location if necessary.

Note: The Public Safety Officer in charge of the evacuation process will determine the number of carriers needed to relocate a disabled person. Factors to be considered when making these assignments will be the weight of the disabled person, the weight of the wheelchair, the width of the staircase and any other factors that are deemed necessary to successfully carry out these functions without accidents.

This Fire Safety Plan for the Disabled is established to provide for the safety of the disabled members of the Hunter College community and disabled visitors to the college in the event of a fire or other life-threatening emergency. The plan will be implemented in any situation in which there may be a need to relocate disabled persons to a safe location.

The Fire Safety Plan for the Disabled identifies the New York City Fire Department as the agency having the primary responsibility for relocating any disabled person from an endangered floor to a safe location. However, if the Fire Department or other New York City emergency agency response is not exercised in a timely fashion and the situation requires immediate removal of disabled persons, Public Safety and Security Personnel will transport such individual or individuals to a safe location.

The Fire Safety Plan for the Disabled is a part of the Hunter College Fire Safety Plan. All faculty, staff and students are advised to read and be fully familiar with the entire Fire Safety Plan.

**Orientation**
Orientation to the Fire Safety Plan, including the relocation procedures, will be provided for disabled faculty, students and staff yearly under the auspices of the 504 Committee.

Orientation for new disabled students will be included in the orientation program for entering freshmen.

Instructions regarding the Fire Safety Plan and Relocation Procedures will be included in the regularly conducted fire drills.

**Disabled Person Precautions**

1. Remain calm. Your safety and the security of others depend on the absence of panic.

2. Before entering any stairwell, using the back of your hand, touch the door leading into the stairwell. If the door is warm or hot, do not open or enter the stairwell. Proceed to the next stairwell.

3. If you cannot reach a stairwell near an elevator and you are in an office or classroom and have access to a phone, call Security at 212-772-4444. Disabled persons and persons who are trapped are the only persons who should call Public Safety during a fire emergency.

4. If you are in an area with a door and cannot reach an exit near the elevators, seal the crack around the door with rags or clothing.

5. All rooms including restrooms will be searched by Public Safety and the fire brigad

**What Emergency Personnel Will Do**

1. The person who searches the floor will report your location to the fire command station. The fire command station will inform the Fire Department of your location.

2. If you are in need of relocation and the Fire Department is not available to relocate you, a member of the Public Safety and Security Department will relocate you to a safe location.

3. If necessary, you will be relocated to a safe floor or taken out of the building.

**Locating Disabled Persons**

1. The Office of AccessAbility maintains class schedules for disabled students and work schedules for disabled faculty and staff. These schedules will be used to assist emergency personnel to locate disabled persons in an emergency.

2. Students are responsible for reporting their class schedules, their work schedules and schedule changes to the Coordinator for Disabled Student Services (Room 1214B Hunter East).

3. Disabled faculty and staff are responsible for reporting their work schedules and schedule changes to the director of personnel (Room 1502A Hunter East).

**Special Instructions for the Handling of Disabled Persons**

**Person Who Is Visually Impaired**

A disabled person who is visually impaired and has to be relocated, but is able to walk downstairs, will be personally escorted to a safe location by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the college Fire Brigade.

**Person Who Has a Hearing Impairment**
A person who has a hearing impairment will be alerted to a fire alarm by a Public Safety Officer, a Fire Warden, a Fire Searcher, or a member of the College Fire Brigade. Those disabled persons will be escorted to a safe location if necessary.

**Special Caution on Lifting and Carrying Disabled Persons**

Before lifting any disabled person, carriers will, if possible, ask the disabled person how they should be lifted. Disabled persons know better than anyone else how they should be lifted or carried in order to avoid any unnecessary injuries to the disabled person.

**Responsibility for Implementation**

The fire safety director of the Department of Public Safety is responsible for the implementation of the Fire Safety Plan.

**Distribution**

The Fire Safety Plan for Disabled Persons will be distributed to all faculty, students and staff who have identified themselves as disabled. The Fire Safety Plan for the Disabled will be distributed with the Hunter College Fire Safety Plan.

If you have any questions regarding the various parameters used to evaluate the necessity of evacuation, please consult with the fire safety director at ext. 6640.

**Health Regulations**

**Health Standards**

The following are the general health standards for admission, readmission and continuing attendance at Hunter College:

1. The student’s health status shall not constitute a danger to any individual or group at Hunter College.

2. The health condition shall not be such that it may be aggravated or intensified by the demands of attendance at the college.

3. Any limitations of activity necessitated by a health problem shall be such that program adjustments will still enable the student to conform to the college’s academic requirements.

4. A student’s health status shall be such that the student may be expected to continue his or her college work, taking a reasonable number of hours on a continuing basis.

**Immunizations**

Public Health Law 2165 requires college students to present a complete record of two live immunizations against measles and single immunization against mumps and rubella rubella or two doses of MMR vaccination; or titer (blood test) showing positive immunity to measles, mumps, and rubella. Students born on or after January 1, 1957 must submit a complete immunization record signed by a health practitioner. Noncompliance will prohibit a student from registering for classes.

**Meningococcal Disease**
Public Health Law 2167 requires institutions, including colleges and universities, to distribute information about meningococcal disease to all students meeting the enrollment criteria, whether they live on or off campus. Hunter College, CUNY, is required to maintain a record of the following for each student:

- A response to receipt of meningococcal disease and vaccine information signed by the student or student’s parent or guardian. This must include information on the availability and cost of meningococcal meningitis B Series vaccine (MenACWY).

- and either -

- A record of meningococcal meningitis immunization within the last 5 years

- or-

- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian.

Medical Records and Examinations

Matriculated students (including transfer students) are required to submit a medical report by a recognized physician upon admission into certain programs. If a student’s medical report or other factors indicate a health problem, the college may require from the student’s physician a report from a medical specialist in the area of the student’s disability.

Student Physical Activity Cards

The Immunization Records Office no longer processes or issues Physical Activity Cards (PAC). All students, faculty, and staff interested in participating in recreational programs at Hunter College must obtain access to an electronic Physical Activity Card (PAC) from the OneCard Office or go to: Physical Activity Card. If you have questions, call 212-650.3191, visit the OneCard office (203 west building), or contact the recreation office at 212.772.4912, located in (wb315 West Building).

Notice of Access to Campus Crime Statistics, the Campus Security Report and Information on Registered Sex Offenders

The college Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the U.S. Department of Education, as well as the annual campus security report. The campus security report includes:

1. the campus crime statistics for the most recent calendar year and the two preceding calendar years;
2. campus policies regarding procedures and facilities to report criminal actions or other emergencies on campus;
3. policies concerning the security of and access to campus facilities;
4. policies on campus law enforcement;
5. a description of campus programs to inform students and employees about campus security procedures and practices and to encourage students and employees to be responsible for their own security and the security of others;
6. campus crime prevention programs;
7. policy concerning the monitoring through the police of criminal activity at offcampus locations of students organizations officially recognized by the college;

8. policies on illegal drugs, alcohol and underage drinking;

9. where information provided by the State on registered sex offenders may be obtained (also see below); and

10. policies on campus sexual assault programs aimed at the prevention of sex offenses and procedures to be followed when a sex offense occurs. This information is maintained pursuant to the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

The campus crime statistics and the annual campus security report are available at the Public Safety Office-West Building B122 and the college Web site.

If you wish pick up copies of the campus crime statistics and the annual campus security report, you should contact Joseph Foelsch, Jr., Director of Public Safety and Security at (212) 772-4521. Copies are available at the Main Campus, West Building, B-122. The U.S. Department of Education's Web site address for campus crime statistics is http://ope.ed.gov/campussafety/#/institution/search CUNY Hunter College, New York City, New York, then "Continue"

In accordance with the federal Campus Sex Crimes Prevention Act, registered sex offenders now are required to register the name and address of any college at which he or she is a student or employee. The New York State Division of Criminal Justice maintains a registry of convicted sex offenders and informs the college's chief security (public safety) officer of the presence on campus of a registered sex offender as a student or employee. You may contact the college's chief security officer, Joseph Foelsch, Jr., Director of Public Safety and Security, B122 West, (212) 772-4521 to obtain information about Level 2 or Level 3 registered sex offenders on campus. To obtain information about Level 3 offenders, you may contact the Division's registry Web site at http://www.criminaljustice.ny.gov/nsor/ and then click on "Search for Level 3 Sex Offenders" or access the directory at the college's public safety department or police precinct. To obtain information about Level 2 offenders, you need to contact the public safety department, local police precinct in which the offender resides or attends college, or the Division's sex offender registry at 800-262-3257.

The Dr. Murray and Anna C. Rockowitz Writing Center

7th Floor Cooperman Library
Hunter East
(212) 772-4212
http://rwc.hunter.cuny.edu

The Dr. Murray and Anna C. Rockowitz Writing Center is a comprehensive service designed to provide tutorial assistance and academic advisement to students as well as technical support and development to faculty, staff, and alumni. Part of the Klara and Larry Silverstein Student Success Center located on the 7th floor of the Cooperman Library, the RWC offers services to all registered students at the college – undergraduate and graduate – and maintains an inclusive website comprising an extensive library of online materials and resource links in the areas of research information and techniques, writing tools and references, evaluating information sources, ESL and literary resources, and instructional resources regarding teaching and learning. Students can utilize the RWC's services by registering for individualized, paired, or online e-tutoring sessions by appointment, receive assistance on a drop-in basis during scheduled hours of operation, or attend the RWC's on-site workshop series. Tutors help to develop a reading-writing process that students can use to improve their skills and to negotiate the requirements of academic reading and writing.

Writing Across the Curriculum
The Writing Across the Curriculum (WAC) Program at Hunter includes consultation on writing pedagogy provided by experts in the field; the CUNY WAC Fellows Program, a collaboration between fellows from the CUNY Graduate Center and Hunter faculty in the effort to address issues of writing in the disciplines; and the services of the Rockowitz Writing Center, which offers tutoring in academic writing across the curriculum to students and consultation with faculty on student writing. The Writing Across the Curriculum Program is founded on the principle that students learn by writing: they learn to write by engaging in a variety of academic writing activities, and they learn subject matter by writing about it. For more information about the program, go to the program Web site: Writing Across the Curriculum

The Mary P. Dolciani Mathematics Learning Center

7th Floor Cooperman Library, Hunter East
(212) 772-5371
http://www.hunter.cuny.edu/dolciani

The Mary P. Dolciani Mathematics Learning Center is part of the Klara and Larry Silverstein Student Success Center on the 7th floor of the Cooperman Library. It is a multi-purpose facility providing group tutoring, computer-assisted tutorials, CDs, and multi-media materials for all students in the college needing assistance with mathematics, statistics, quantitative reasoning, preparation for placement or graduate school exams and professional licensing, whether during the Center’s six days of operation or via e-tutoring on Sundays. It is includes a library with student textbooks, solutions manuals, and reference books.

It also provides workshops on a variety of topics to not only assist students in the learning of mathematics and statistics but to make connections with other subject areas and everyday life. It also provides assistance with mathematics study skills. Specific hours of operation and additional information can be found on our Website.

The Leona and Marcy Chanin Language Center

209 HW
(212) 772-5700

The Chanin Language Center is a multi-media foreign language learning and teaching facility. The Center consists of two independent study labs equipped with 72 multi-media workstations, the Cecile Insdorf Foreign Language Screening Room, and a small library where walk-in tutoring sessions take place. Students can supplement their foreign language skills from the elementary to the advanced level by working with computer applications, both online and in house, based on textbooks and/or student activity manuals. The Chanin Center also houses an extensive collection of foreign language films and video programs. An audio CD home borrowing program is available to students enrolled in certain foreign language courses. A 30-minute orientation session is required for all first time users. Hours and additional information can be found on our Web site.

Skirball Science Learning Center (SSLC)

7th floor Cooperman Library, Hunter East
Skirball Science Learning Center
(212) 396-6458
Hunter College

Hours: Monday through Friday during the day and evening. At the beginning of each semester, the specific hours and tutoring schedules are posted outside the center.

The Skirball Science Learning Center (SSLC) provides comprehensive assistance to all Hunter College students in all areas of the natural sciences and technology. Our professional staff and peer tutors provide a learning environment in which all students (regardless of major) are welcome. The center provides, scheduled and drop-in one-to-one tutoring, group-mentor sessions, and review sessions.

Throughout the academic year, the SSLC sponsors workshops aimed to enhance science learning skills including reading primary literature, scientific writing, dissemination of science concepts and creating effective science presentations. The SSLC also supports training on essential science study skills, and problem solving techniques and guidance for peer-led group learning. SSLC Seminar series presented by Hunter’s faculty and invited guests provides deeper understanding of applications of the scientific methods in the real world and broader awareness of STEM careers.

The SSLC is equipped with state-of-the-art multimedia screens, ample white boards and materials for loan including laptops, textbooks, study guides and educational models.

The Social Sciences Computing Laboratory

Hunter East B118
(212) 772-5605

The Social Sciences Computing Laboratory is located in Hunter East, Room B118, (enter through the Main Library) and facilitates computer-based teaching and research among the social science departments. The lab itself is used primarily as a computer classroom for social science departments, but is open to all Hunter students for walk-in hours when available. Exact hours vary from week to week. The current and following week’s walk-in hours are posted on the door and on the lab Web site. http://urban.hunter.cuny.edu/sscl/

Hunter College Libraries

The Hunter College Libraries, with locations at all of our campuses, offer the Hunter College community access to a wide variety of services, collections, and spaces for research and teaching. At the 68th Street campus, the Leon & Toby Cooperman Library occupies nine floors in the East Building, with entrances to the library on the 3rd and 7th floors. The Cooperman Library is home to the Hunter College Archives & Special Collections (Floor 2), the Silverstein Student Success Center (Floor 7), and the Education Library (Floor 6). Also at the 68th Street campus, the Zabar Art Library is located on the 16th Floor of the North Building. The Brookdale campus (425 East 25th Street) is home to the Health Professions Library, and the Silberman Building (2180 Third Avenue) houses the Social Work and Urban Public Health Library.

Our spaces include collaborative work areas, reservable study rooms, and areas for quiet study. Additionally, we provide desktop, laptop, and tablet computers as well as printers, photocopiers, scanners, whiteboards, and lots of electrical outlets.

Librarians are available for one-on-one and group research consultations. Request an appointment with a librarian by completing the Research Consultation form here: ask-a-librarian.

For more information about our services, including specifics about each of the libraries, please visit the Hunter College Libraries’ website.
Please note that the Cooperman Library is undergoing a phased renovation project which involves temporary floor closures due to construction. Take note of posted signage in the library and check our website for up-to-date information.

Leon and Toby Cooperman (68th Street Campus)
East 68th Street & Lexington Avenue
New York, NY 10065
Phone: (212) 772-4143

Health Professions Library (Brookdale Campus)
425 E. 25th St. at 1st Avenue
New York, NY 10010
Phone: (212) 481-5116

Schools of Social Work & Urban Public Health Library (Silberman Building)
2180 Third Avenue at 119th Street
New York, NY 10035
Phone: (212) 396-7654

Archives & Special Collections (68th Street Campus)
East 68th Street & Lexington Ave. - 2nd Floor
New York, NY 10065
Phone: (212) 772-4149

Zabar Art Library (68th Street Campus)
East 68th Street & Lexington Ave. - Rm 1608N
New York, NY 10065
Phone: (212) 772-5054

Office of the Registrar
217 Hunter North
Web site: http://registrar.hunter.cuny.edu
The Office of the Registrar designs and implements efficient systems for student registration, class scheduling, and room assignments; creates and maintains accurate academic records, and ensures the integrity of the Hunter College degree.

The Office of the Registrar also accepts, processes or issues:

- Withdrawals with a grade of W up to the deadline published on the academic calendar;
- Permit application requests to attend classes at other colleges;
- Academic department-approved Major declaration forms;
- Change of Name, Preferred Name, Address and other personal information;
- Certification of attendance or graduation;
- Electronic graduation applications;
- Electronic transcript requests. There is a fee of $7 per transcript, except for transcripts sent to other units of the City University, which are free.
- Grades at the end of each term.

The Office of the Bursar

238 Hunter North
(212) 772-4401

Bursar Information

The mission of the Bursar's Office is to provide accurate and timely financial information to both the campus community and its external constituents. As such, the Bursar's Office is responsible for maintaining all students' tuition accounts and the College's receivables. This includes reviewing charges for tuition and fees, collecting and processing payments from all sources, generating student account statements, billing third-party providers and monitoring and issuing student refunds. In addition, the Bursar's Office is responsible for collecting, safeguarding and depositing Hunter College's revenue. By maintaining the integrity of student financial records and providing exceptional customer service, the Bursar's Office strives to support Hunter College's students in meeting their financial obligations while ensuring compliance with CUNY's policies and procedures, as well as Federal, State and City guidelines.

The Bursar’s Office offers a variety of payment options for paying your bill:

- Online: Payment Plans (which allow for both E-check or credit/debit card payments) and E-checks/EFT.
- In Person at the Cashier's window: Personal Check or Money Order and cash.
- We also accept Wire Transfers from your bank, NY State SAVES 529 Program, and Third Party Options.

Financial Obligations

Students are expected to settle their bill by the college's designated due dates. Pursuant to CUNY policy, students who have unsettled bills by the term start date may be subject to cancellation for non-payment. Student accounts
that remain unpaid for one semester or more are turned over to the university’s collection agency. Students who have a negative service indicator (stop) for unpaid balances will not be permitted to register for classes or obtain a transcript.

Registrar’s Office/One Stop

Registrar’s Office/One Stop
Room 217 Hunter North Building
(212) 772-4474

The Registrar’s Office is located on the second floor of Hunter North, around the corner from the Bursar, Financial Aid, and Admissions Offices; one floor up from the Hunter College Welcome Center; and one floor down from the Medical Office. Many of the forms and services available in the One Stop are also available on the One Stop web pages.

Registration

Registration Procedures: Prior to each registration period, the registrar’s office develops a Schedule of Classes, available via CUNYFirst. Students are assigned registration dates and times based upon their academic progress. Prior to each registration, an e-mail is sent to students at their “myhunter” email address alerting them that their registration appointment has been established. Students may then view their appointment time online by accessing their CUNYfirst student account at http://home.cunyfirst.cuny.edu.

Each semester, as instructors submit grades, the grades are available for viewing at the student’s CUNYfirst account. Students should pay careful attention to their grade and if there are any errors, contact their instructor immediately.

Access to CUNYfirst is available at the CUNY web page at www.cuny.edu or at www.hunter.cuny.edu. Students may register, drop or withdraw, view their transcript, current schedule, current bill, change their non-permanent address or phone number, view open course sections and access their registration appointment times. All course registration is performed at CUNYfirst via each student’s CUNYfirst account.

Students wishing to register for courses at another CUNY campus may do so by applying for a CUNYePermit, also available in CUNYfirst. Effective fall 2004, grades for courses taken on permit are posted to students’ records and are computed in the GPA.

Honor Societies

Two kinds of honor societies are recognized at Hunter College: academic and professional. In general the requirements for nomination are: for academic societies, a cumulative GPA of 3.0 and a departmental GPA prescribed by the department concerned, although in no case less than 3.0; for professional societies, a cumulative GPA of 2.8 and a departmental GPA and professional qualifications that meet departmental requirements. All honor societies except Phi Beta Kappa and Sigma Xi are subject to the rules and regulations established by a committee of the Hunter College Senate. Students may qualify for the following honor societies:
<table>
<thead>
<tr>
<th>Alpha Kappa Delta - Sociology</th>
<th>Omicron Delta Epsilon - Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dobro Slovo - Slavic Language and Literature</td>
<td>Phi Alpha Theta - History</td>
</tr>
<tr>
<td>Eta Beta Rho - Hebrew</td>
<td>Pi Mu Epsilon - Mathematics</td>
</tr>
<tr>
<td>Eta Sigma Phi - Latin and/or Greek</td>
<td>Pi Sigma Alpha - Political Science</td>
</tr>
<tr>
<td>Gamma Kappa Alpha - Italian</td>
<td>Psi Chi - Psychology</td>
</tr>
<tr>
<td>Gamma Theta Upsilon - Geography</td>
<td>Sigma Delta Pi - Spanish</td>
</tr>
<tr>
<td>Kappa Delta Pi - Education</td>
<td>Sigma Epsilon Phi - German</td>
</tr>
<tr>
<td>Kappa Pi - Art</td>
<td>Sigma Pi Sigma - Physics</td>
</tr>
<tr>
<td>Kappa Omicron Nu - Food Science</td>
<td>Sigma Theta Tau - Nursing</td>
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<td>and Human Nutrition</td>
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**Phi Beta Kappa** is the oldest undergraduate honors organization in the United States. Students do not apply for membership; they are elected on the basis of academic excellence. Eligibility is calculated on the basis of liberal arts courses under Phi Beta Kappa rules, which differ from those used in awarding other honors at Hunter College.

**Sigma Xi** The Scientific Research Society honors those who have made noteworthy contributions in research. Its purpose is “to encourage original investigation in science, to foster companionship and cooperation among scientists, and to maintain honor, integrity and honesty in all scientific activities.” It has nearly 65,000 active members, scientists and engineers, whose goal is to improve the human condition. The Hunter College Chapter was installed in 1969.

**Student Services**

**The Office of Advising**

1119 East  
(212) 772-4882  
http://www.hunter.cuny.edu/advising

Academic advising at Hunter College is a student-centered teaching and learning process dedicated to student success. Advising teaches students the information, skills and competencies necessary to make informed choices about their college experience. Through a variety of venues, including online orientation, individual advising, group advising, and electronic communications, advisers help students to understand academic requirements, clarify their goals, access resources and devise action plans. Realizing that connections to the Hunter community contribute to student success, Advising staff members prepare students to engage with faculty, staff and fellow students. In addition, the Office of Advising provides additional resources including small group registration and special programming for first year students, the Peer Advisor Network, Project Success, Student Veteran Services, and the Sylvia E. Fishman Student Center.

**Learning Community**
First-year students entering in the fall semester begin their college careers by enrolling in a cluster of courses called a Learning Community. Each Learning Community consists of four or five introductory-level courses designed to introduce students to areas of study or majors offered at the college. By enrolling in and completing these courses, first-year students begin to explore potential areas of study as well as completing some of the Hunter Core courses needed to fulfill degree requirements for graduation. Additionally, since small groups of students are enrolled in many of the same course sections, these Learning Communities are designed to bring students together and make connections with peers who share their learning experiences and academic interests. Participation in a Learning Community does not limit a student’s future area of study and can be tailored to fit a student’s educational history.

**Honors Scholar Programs**

140 North Building  
(212) 396-6888  
scholarprograms@hunter.cuny.edu  
http://www.hunter.cuny.edu/scholars

Hunter College provides scholarships, support, and enrichment activities through academically themed cohort programs for incoming freshmen who demonstrate high academic achievement and potential. Programs offer 4-year renewable scholarships, dedicated advisors and faculty and/or peer mentors, priority registration, priority access to residential housing, and an enriching academic experience through first-year seminar, common readings, and special co-curricular programming. There are six cohort programs:

**Cohort Programs**

- Muse - Visual and Performing Arts
- Yalow - Scientific Research and Medicine
- Roosevelt - Civic Issues and Public Policy
- Nursing - Leadership in the Field of Nursing
- Athena - Philosophy and the Liberal Arts
- Daedalus - Computer Science

The Office of Scholar Programs also houses Jenny Hunter and Janovic Scholars.

**Career Development Services**

805 East  
(212) 772-4850  
www.hunter.cuny.edu/studentservices/cds

The Office of Career Development Services helps Hunter College students to compete in the job market through a variety of services:

- **Career Counseling** Career counseling is an interactive process where students are assisted in discovering the career that will provide optimum personal satisfaction. Counselors meet with students individually and in small groups to explore and evaluate the student's academic strengths and concentration, additional training, work history, interests, skills and personal traits. Counselors help uncover underlying factors that may impede progress toward decision making. Counselors also help the student develop a résumé, interviewing skills and job search skills. Alumni are also encouraged to use the services for assistance in job search and career change.

- **Internships** Internships provide the opportunity to gain pre-professional work experience in a setting related to a student’s major course of study. Interns work in corporations, government agencies and nonprofit organizations. In addition to gaining work-related skills, students develop contacts for future employment and
acquire job related experience to enhance their resumé and interview presentation and earn academic credit or stipends.

- **Employer Recruiting** Representatives recruit and interview students both on and off campus from a wide variety of fields to meet the employment needs of students in all majors.

- **Employer Visits** Employers and successful professionals, including alumni, come to Hunter to discuss career opportunities in their respective areas. Panelists explore current trends in various fields, offer suggestions for preparing for the competitive job market and describe their own careers. From these experiences, students learn about specific companies, their products and services, hiring trends and career opportunities.

- **The On Campus Recruiting Program** Graduating seniors have the opportunity to enroll in the On Campus Recruiting Program. Approved resumés are made available to participating employers for review. Employers select those candidates in whom they are interested and conduct interviews on and off campus.

- **CAREERHUNTER Job and Internship Data Base** Businesses and organizations in a wide variety of fields post part- and full-time jobs and internships with the Career Development Services office. Students and alumni can register in CAREERHUNTER, create a profile, upload a resumé, access the listings, and send the resumé directly to employers.

- **Career Resources** A wide variety of career information is available both online and inhouse: skills and interest inventories, industry and job market information, employment trends, resumé and cover letter writing, interviewing and job search skills.

### Counseling & Wellness Services

[http://www.hunter.cuny.edu/cws](http://www.hunter.cuny.edu/cws)

**Counseling Services** offers free and confidential assessment and short-term counseling to enrolled Hunter College students. Professional counselors assist students with personal and emotional difficulties that may interfere with academic progress and success. Additional services include crisis intervention and referrals to community agencies and resources. Counselors are also available to provide consultation services to the entire Hunter College community. **1123 East (212) 772-4931**

**Immunization Records** is responsible for processing student immunization records, and offers health-related information and resources. **307 Hunter North (212)-772-4900**

**Health Promotion & Education** offers a variety of workshops and programs designed to enhance and advance the mental health and well-being of students in support of personal and academic success. Workshops designed to support student well-being are also offered to faculty and staff. **307 Hunter North (212)-772-4909**

### Office of AccessABILITY (for Students with Disabilities)

1214 Hunter East; 212-772-4857

[http://www.hunter.cuny.edu/access](http://www.hunter.cuny.edu/access)

In compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1975, the Office of AccessABILITY ensures the availability of variety of accommodations and services for students with documented disabilities or medical conditions who are currently registered at Hunter College. Disabilities include (but may not be limited to):

- Learning Disabilities, Physical Disabilities and Medical or and Psychological conditions.
Our office also accommodates students with temporary disabilities caused by an accident or short-term health conditions. To be eligible for reasonable accommodations, it is necessary for students to provide supporting documentation from a "qualified professional" (Physician, Psychiatrist, Psychologist, or Clinical Social Worker).

Under the auspices of the Office of AccessABILITY, the Access and Technology Center, located in room 300 North building, houses equipment with adaptive software and hardware technologies and functions as a student hub, study area and testing accommodation center.

For more information regarding our services, please call (212) 772-4857/VP (646) 755-3129 or visit our Web site.

The Section 504 Coordinator at Hunter College, Professor Bonnie Keilty, is responsible for enforcement of the provisions of Section 504. She may be contacted in 929 Hunter West, (212) 772-4709. There is a 504 Grievance Procedure for students with disabilities at Hunter College. Students may obtain the necessary form, which contains instructions for filing, from the Office of Student Services in Room 1119 Hunter East. Students with disabilities at the School of Social Work may contact the director of admissions at (212) 396-7574 for assistance.

International Students Office (ISO)

Rooms 1109/1133 Hunter East Building
(212) 772-4864
E-mail: intlss@hunter.cuny.edu
Website: http://www.hunter.cuny.edu/studentservices/is

The International Students Office (ISO) provides vital immigration-related information to international students, including F-1 and J-1 Exchange Visitor status or visa holders, including Fulbright students and other students with questions about their statuses to assist them in learning advocacy and status maintenance skills. The ISO also advises faculty/staff on matters of F-1/J-1 employment eligibility. Since the students’ academic progress is related to their respective immigration status, we refer all undergraduate international students to Academic Advising Services and graduate international students to their respective departments for educational planning for timely graduation from Hunter College.

The ISO is an important resource of immigration matters, such as the requirements for compliance with the Student Exchange and Visitors Information System (SEVIS) and the US Department of State. The ISO offers opportunities for off campus cross cultural and community engagement. The ISO issues SEVIS I-20/DS2019 forms to all newly admitted international students. It is also a strong liaison between the students and various offices within and off campus to help make the students’ transition to Hunter College easier. It also provides individualized advising and holds topical small group discussions throughout the academic year, such as employment options, immigration law, tax issues, and adaptation to both the United States (U.S.) educational systems and to the U.S. We assist students with change of employment authorizations. We work closely with CUNY’s Citizenship Now for matters regarding Permanent Residency and Naturalization.

We warmly welcome all students. For more information, visit the International Students Office and website.

Children’s Learning Center

The Children’s Learning Center at Hunter College offers a rich, developmentally appropriate environment for your child while you attend classes. The staff members are highly qualified to provide experiences and activities necessary for your child’s development. The Center has two programs: Preschool (aged 2.5 -5), and After-school (aged 6-12). Any Hunter student who is the parent or legal guardian of a child is eligible for this program. Students can be part time, full time, undergraduate, or graduate. Fees operate on a sliding scale and financial assistance is available to eligible students. Apply in person or online.
The Sylvia E. Fishman Student Center

417 Hunter West
(212) 650-3282

The Sylvia E. Fishman Student Center was created to provide a safe, friendly, educational, and supportive environment for all students and to help them create a strong foundation for their education. It offers programs, activities and services to enhance the academic experience for students. One of these is the Peer Advising Leadership Program, where trained student peer advisors work with first-year students in providing guidance throughout their first-year. Many of the Peer Advisors are also involved in a variety of campus activities, such as officers of student clubs, and members of athletic teams, social, and academic honor societies. They offer a unique perspective on what it is like to be a Hunter student. In addition to academic advising, the Center is often reserved by other student services areas to provide information about their programs. These include sessions on career exploration, internship opportunities, Pre-Law information, and other student-based events.

Center for Student Achievement

417 Hunter West
(212) 772-4890
http://www.hunter.cuny.edu/studentservices/csa

The Center for Student Achievement provides students with opportunities to develop and enhance their study methods. The Center provides assistance to students on academic probation. By offering programs such as Project Success and the Academic Success Coaching program we give students the opportunity to improve their academic skills. Project Success is a weekly seminar for students on academic probation, while the Academic Success Coaching program offers students who are academically at-risk individual meetings with a trained staff member. For more information about the services and resources, visit our Web site.

Campus Housing

Department of Residence Life
Residence Hall Office: (212) 481-4310
www.hunter.cuny.edu/livingathunter

Hunter College residents have the unique opportunity to enrich their learning experiences beyond the classroom by becoming involved in the Residence Life community. Residents can participate in a number of social, educational, and cultural programs designed to enhance their education and to promote positive relationships within the residences and the community at large.

Only a limited number of Hunter’s 23,000 plus students have the opportunity to live in our residences. Scholar groups are given priority access, and are assigned to a specific residence to better build community among them.

The Brookdale Residence Hall is located at 425 East 25th Street and houses approximately 650 undergraduate students. This location offers the convenience of 24 hour security, an indoor pool, a basketball court and a game room managed by the Brookdale Council. All rooms are single occupancy and contain basic furnishings. Gender neutral rooms are available. Each floor has a main lounge, bathroom facilities and a kitchen.
97th Street Residence is located at 1760 3rd Avenue at 97th Street, and houses 99 undergraduate residents. This updated residence hall is equipped with everything you would expect plus a concierge, high tech gym, and laundry facility.

92nd Street Residence is located at 1395 Lexington Ave (at 92nd Street), and houses 36 undergraduate residents. This location offers a full complimentary membership to the 92nd Street’s May Center for Health, Fitness & Sport, two weight-training rooms, two gyms, an indoor track, racquetball courts, steam rooms, saunas and a 25-yard ozone-purified swimming pool. Residents can also attend 92nd Street programs, events and classes at a discount.

The Apartments at 79th Street is located at 334 East 79th Street and houses approximately 160 undergraduate and graduate students. This housing location offers furnished apartment style rooms with the convenience of 24-hour security and a laundry room. Each apartment includes air conditioning, a full kitchen, WiFi, TV, cable services, and contains basic furnishings. The Apartments at 79th Street offers doubles, triples, quads style spaces, and several suites. Gender Neutral apartments are available upon request.

**Sports, Recreation and Fitness**

**Hunter Athletics**

B317 Hunter West; (212) 772-4783

Hunter Athletics

The Hunter College Athletic program is the premier benchmark intercollegiate program in the New York Metropolitan region and City University of New York Athletic Conference (CUNYAC). With 18 sponsored men’s and women’s teams, the Hawks compete on the NCAA Division III level with a commitment to athletic and academic progress and development each year. Student-athletes benefit from an outstanding and supportive academic environment, highly qualified coaches and superior facilities for competition and practice. Hunter College has won 10 CUNY Athletic Conference Commissioner’s Cups, an award presented to the best athletic program in the conference, to lead all other CUNYAC member schools. Since 2000, Hunter Athletics has also won 129 CUNYAC Championships, joining a dozen other athletic programs to reach the 100 championship pinnacle. The athletic program also maintains an impressive average GPA of higher than a 3.0 among student athletes each year. Furthermore, 65% of student-athletes boast a 3.0 GPA or better.

Hunter College offers a multi-million dollar athletics facility which is equipped with “state of the art” renovated competition and practice gymnasiums, wrestling room, fencing/yoga room, men’s and women’s locker rooms, swimming pool, athletic training room, state-of-the-art weight room, racquetball courts and the smart classroom for student use. The Brookdale campus also houses a swimming pool, weight room, gymnasium, and tennis courts for official athletic and recreation use. For more information on the Hunter Athletic program, log onto www.huntercollegeathletics.com or call 212-772-4783.

Women’s sports include basketball, cross country, fencing, indoor track, outdoor track, softball, swimming, tennis and volleyball. Men’s sports include basketball, cross country, fencing, indoor track, outdoor track, soccer, tennis, volleyball and wrestling.

**Recreation, Fitness and Intramurals**

B315 Hunter West
(212) 772-4912
Hunter College Recreation

Hunter College’s Recreation, Intramurals and Fitness programs are designed to promote physical fitness, relaxation, wellness and enjoyment for members of the college. Open to students, faculty, staff and alumni, the Recreation and Intramural and Fitness programs are flexible and provide for a variety of healthful and enjoyable experiences at all
levels of skill and participation. Activities offered include a fitness center, open swimming, basketball, volleyball, indoor soccer, tennis and racquetball. Non-credit group fitness classes such as yoga, Pilates, core classes, cardio spin, Bootcamp and Tai-Chi are also offered.

Intramural sports provide Hunter students with the opportunity to compete in various organized activities, games and sports against members of the college community. Some of the more popular sports include flag football, basketball, volleyball, soccer, racquetball, handball, scavenger hunts, and the annual Turkey Trot. There are also several opportunities for employment with the recreation program, for both work study and non-work study students. For more information on the Hunter Recreation, Intramural and Fitness program, log onto www.huntercollegeathletics.com/recreation or call 212-772-4912.

**Clubs, Organizations and Student Activities**

Student life at Hunter is enriched by a wide array of organizations and clubs — approximately 130 in number — which provide opportunities for participation in academic, political, recreational, ethnic, religious and social activities. Student organizations sponsor events and activities, which include hosting guest speakers, concerts, movies, attending conferences, assisting charities and social gatherings. All student clubs and publications are administered by the membership through their elected officers. Students are encouraged to join and become active in at least one organization so they have an opportunity to meet other students and develop interpersonal, leadership and managerial skills.

The Office of Student Activities, a unit of the Office of Student Affairs, encourages student involvement and supports clubs and organizations on campus by conducting a series of student leadership colloquia and other leadership development workshops, facilitating club events and opening doors to community service opportunities.

A complete listing of student organizations and additional information regarding student activities can be obtained by visiting the Office of Student Activities, Room C001 Hunter North or call (212) 772-4908.

**Assembly and Meeting Hours**

Dean’s Hour, scheduled on Wednesdays from 1:10-3:00 PM, is a time block reserved for official college assemblies, club/organizational meetings, guidance meetings, and other academic/administrative purposes. No classes will be scheduled at this time.

**Athletic Program Participation Notice**

The college files an annual report with the US secretary of education on intercollegiate athletics which includes information on the participation of males and females on its teams and the expenditures and revenues of those teams. Copies of the annual report on intercollegiate athletics are available at the reference desk of the library.

**Student Veterans Services**

Student Veteran Services (SVS) is the central hub that connects student veterans with academic and personal support resources on and off campus. The SVS team is made up of dedicated student affairs professionals, who support the student veteran population at the college, including: service members, veterans, and eligible family members. Our goal is to support your academic and personal endeavors at Hunter, from acceptance to graduation, including your transition and integration to our college community.

Hunter College is proud to have you enrolled at our institution and greatly appreciates your service to our nation. We look forward to working with you during your time at the college.
VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.
- Request enrollment certification at least 30 days prior to the start of the semester.

Other Services

Hunter Online Bookstore

The Hunter Online Bookstore, powered by TextbookX, operates completely online and can be visited at hunter.cuny.edu/bookstore. Students visit the website to order online and have their textbooks shipped to their home or to campus while digital course material access is emailed.

Created in partnership with Akademos, Inc. and powered by TextbookX, the Online Bookstore simplifies the textbook process for students while providing them with a variety of physical and digital textbook formats.

The Online Bookstore offers:

- Quick ordering process – complete your entire order in 5 minutes
- New, used, eBook, & rental textbook formats
- An average savings of 60% off list price on marketplace items
- Price match guarantee on new books
- Free shipping on retail orders over $49 (not including marketplace)
- Option to post and sell any textbook on the website’s marketplace – you name the price
- Year-round Customer Experience with 24/7 availability at the start of every major term

Visit the website and order online at hunter.cuny.edu/bookstore
Hunter College

All courses, required materials, and pricing options are displayed in a personalized, easy-to-use page when you log in with your CUNY Login account.

Order early to take advantage of great savings opportunities and free delivery options.

Need Help? Contact the Bookstore’s Customer Experience team: hunter.textbookx.com/help

  Track: Check on the delivery status of your order

  Returns: Need to return a book? Begin the return process here

  Sell Page: Learn how to post your textbooks for sale on the Marketplace

  FAQ: Other questions? Visit our FAQ page or check out our Help Videos

Food Services

Main Campus

The cafeteria (The Hungry Hawk) on the 3rd floor of Hunter West will re-open to all Hunter students, faculty, staff and visitors Fall 2022. Stay tuned for updates! There are two eating areas adjacent to the food service area. The south side seats around 200 people. The north side seats about 75.

The World Cup Café is located on the third floor of Hunter East and serves breakfast and Lunch items including specialty empanadas, soups, smoothies, pastries and beverages.

  - **Hours:** Monday thru Thursday 7:30am to 7:30pm and Friday’s 7:30am to 5:00pm

The World Cup Café Pop-up is located on the third floor of the North building.

  - **Hours:** Monday thru Thursday 8:00am to 5:00pm and Fridays 8:00am to 2:30pm

Vending: There are vending machines throughout all of Hunter College’s campus locations.

Instructional Computing and Information Technology Resources

The Instructional Computing and Information Technology Department (ICIT) provides technology resources and services for students, staff and faculty. These include open computer labs, 250 technology equipped classrooms, and a center for online learning, to support faculty in creating and teaching hybrid and online courses. Other services accessible to staff, faculty and students include training and consultation services on classroom technology, teleconferencing/videoconferencing services, telephone/voice mail assistance, networking services (on campus and off campus), software and student information services. Guidelines for access to and use of these services and facilities are posted at each facility and are subject to the rules and regulations of the college.

Hours, locations and a general description of the facilities available in each area are posted on the ICIT Web site.

Special Academic Programs
Honor’s Programs: Hunter College provides a range of honors programs for students with strong academic records and the desire for stimulating courses and a host of special opportunities

Macaulay Honors College at Hunter College

Graduating high school seniors and others who have not yet attended college may apply to the Macaulay Honors College at Hunter College. The mission of this highly competitive program is to inspire and prepare outstanding leaders to confront and solve the social, economic, cultural, and scientific challenges of New York City and the world. Accepted students take a series of interdisciplinary seminars focused on New York City, and work closely with Honors Advisors in order to learn about and access the diverse resources of CUNY. Generous financial support is provided, allowing students to concentrate on their studies and carefully selected co-curricular activities. For further information, call the Macaulay Honors College office at (212) 650-3556 or see the website: http://www.hunter.cuny.edu/honorscollege.

Thomas Hunter Honors Program (Special Honors Curriculum)

This program provides superior students who are pursuing a Hunter BA degree with a course of study suited to their individual needs and interests. Open to students who have demonstrated academic excellence and an interest in interdisciplinary studies and who desire to be intellectually challenged, it offers the opportunity to design a personalized curriculum under the supervision of the Council on Honors. The program also offers its participants the chance to study with faculty members committed to working with outstanding undergraduates who wish to pursue interdisciplinary studies. For details, see the Thomas Hunter Honors Program.

Undergraduate Research

Hunter College is committed to supporting undergraduates who are interested in participating in research. The Office of the Provost coordinates several initiatives to support undergraduate research including: the Undergraduate Research Initiative which supports student-faculty research collaborations; an annual Undergraduate Research Conference that recognizes and celebrates student-faculty research; and Presidential funding initiatives for summer and semester-long research experiences within and outside Hunter. Hunter faculty strive to expose and socialize students to the broader research community by taking them to scientific meetings and co-authoring publications in peer-reviewed journals, activities that foster the development of future scientific leaders.

Hunter currently has several large institutional grants that provide unique educational opportunities for students who have been traditionally underrepresented in research, particularly members of racial/ethnic minorities, students with disabilities, women, those who are the first generation of their family to attend college, veterans, and students with demonstrated financial need. These programs offer students critical resources such as mentors, professional development workshops, tuition coverage, stipends, and much more to help them succeed as they pursue their undergraduate degree – and prepare them for graduate study and careers in research, teaching or the health professions. A list of current programs follows:

BP-ENDURE (Blueprint Program for Enhancing Neuroscience Diversity through Undergraduate Education)

The BP-ENDURE program is designed to encourage and prepare undergraduate students from diverse backgrounds to enter into and succeed in PhD programs in the neurosciences. The BP-ENDURE program, administered through Hunter College, is conducted in partnership with New York University, Brown University, University of Michigan, and Vanderbilt University to expose BP-ENDURE-trainees to a research-intensive curriculum and an environment of active research. During the academic year students will work with a research mentor at Hunter or NYU and during the summer in one of the partnering institutions. The BP-ENDURE program selects students from both Hunter
Hunter College

College and NYU to participate. Hunter students will receive funding in the form of tuition remission and a stipend during the academic year and will also receive summer funding. For more information, please visit http://www.bpendure.org.

MARC (Maximizing Access to Research Careers)

The MARC program trains talented students in biomedical research and encourages them to pursue PhDs in this field. Students are offered a short introductory course in biomedical research, the opportunity to participate in faculty research, and the opportunity to present at the Annual Biomedical Research Conference for Minority Students. For additional information, please visit http://marc.hunter.cuny.edu.

MBRS-RISE (Minority Biomedical Research Support-Research Initiative for Scientific Enhancement)

The MBRS-RISE program offers research experience and academic and financial support for undergraduate and graduate students at Hunter. For additional information visit rise.hunter.cuny.edu.

McNair Scholars Program

The Ronald E. McNair Scholars Program program prepares eligible undergraduates for doctoral studies through involvement in research and scholarly activity. Participants acquire the skills and knowledge required for admission to graduate school and the successful completion of graduate studies. For additional information, please visit www.hunter.cuny.edu/mcnair.

McNulty Scholars Program

At the core of the McNulty Scholars (John P. McNulty Scholars Program for Excellence in Science and Math) program is the determination to create challenging learning environments that will inspire ambitious young women to reach the top ranks of science and math professions. The McNulty Scholars program aims to encourage students who are motivated in science and math to aspire to leadership positions across industry and academia. For more information please contact Latifa Fletcher at LF708@hunter.cuny.edu.

Mellon-Mays Undergraduate Fellowship (MMUF)

The Mellon Foundation’s original purpose for establishing the MMUF Program has been to rectify the problem of the underrepresentation of Blacks, Latinos, and Native Americans in the faculties of this country’s colleges and universities. Involvement in the program means one-on-one mentoring with a Hunter faculty member, collaborating with a mentor in research projects and teaching, and curriculum development, attending professional conferences, and having opportunities to study or conduct research either at other universities in the United States or in international settings abroad during the academic year or the summer months. The hope is that such an experience will give students an enjoyment in a field of study and an advanced working knowledge about graduate programs and the academic profession, all of which will encourage them to pursue and obtain a PhD and enter one of this nation’s colleges or universities as faculty members. For more information please visit www.hunter.cuny.edu/mmuf.

The Mellon Public Humanities Project

Public humanities is an evolving interdisciplinary field and set of practices that draw on humanistic modes of inquiry to address pressing concern in the public sphere and open new areas of civic engagement. The Mellon Public Humanities Project seeks to promote research on public good them and to help talented, ambitious students develop their skills in preparation for graduate school and other career aspiration. Students are paired with a research mentor in the Humanities. For more information please visit Mellon Public Humanities Project.

Hunter-Stanford Summer Research Program
This program supports and prepares advanced undergraduate students who are considering graduate school for doctoral research in the Humanities. Students spend 8 weeks paired with a Stanford faculty member working on individually designed research projects. Also students enroll in a GRE preparation course and participate in a seminar on the graduate application process. Additional information to be posted soon.

Honors Scholar Programs

140 North Building  
(212) 396-6888  
scholarprograms@hunter.cuny.edu  
http://www.hunter.cuny.edu/scholars

Hunter College provides scholarships, support, and enrichment activities through academically themed cohort programs for incoming freshmen who demonstrate high academic achievement and potential. Programs offer 4-year renewable scholarships, dedicated advisors and faculty and/or peer mentors, priority registration, priority access to residential housing, and an enriching academic experience through first-year seminar, common readings, and special co-curricular programming. There are six cohort programs:

Cohort Programs

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<th>Muse</th>
<th>Visual and Performing Arts</th>
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<tr>
<td>Yalow</td>
<td>Scientific Research and Medicine</td>
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<td>Roosevelt</td>
<td>Civic Issues and Public Policy</td>
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<td>Nursing</td>
<td>Leadership in the Field of Nursing</td>
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<td>Athena</td>
<td>Philosophy and the Liberal Arts</td>
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<td>Daedalus</td>
<td>Computer Science</td>
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The Office of Scholar Programs also houses Jenny Hunter and Janovic Scholars.

Pre-Professional Programs

Pre-Health Professions

Students preparing for a career in allopathic medicine or other health professions (osteopathy, dentistry, optometry, podiatry, physical therapy, physician assistant programs, veterinary medicine, pharmacology) may major or minor in any area (Biology, English, Urban Affairs, etc). Pre-Health is not a degree program and there is no special application for undergraduate students at Hunter College who are interested in following a pre-medical curriculum. Students can register with the Pre-Health Advising Office at Hunter College by going to the pre-health website. It is important that students maintain a close relationship with the premedical advising office from the time they become interested in such a career. Admission to professional schools is highly competitive so exceptional academic preparation is key, as is strong experience in leadership, research and community service. There are several premedical clubs on campus and students are encouraged to join one as soon as they enter Hunter.

The Pre-Health Professions Advising offices are located on the 7th floor of the Cooperman Library. All Students are encouraged to review the invaluable information on the pre-health website and to join the pre-health listserv. Students can make an appointment with an adviser on the pre-health website.

Pre-Law
There are no specific courses or a specific major required for entry to law school. Students applying to law school come from a variety of majors including those in the humanities, sciences, and social sciences. Legal educators agree that a broad and rigorous liberal arts education is the best preparation for admission to and success in law school. Students planning to attend law school should take courses that develop writing skills and the ability to think critically and creatively; they should discuss with the Pre-Law Advisor and with academic advisers which courses will best advance their educational and career goals. There is a 15-credit, interdisciplinary Legal Studies minor, housed in the Political Science Department, which, although not required, might be of interest to students who wish to explore legal themes in the context of their undergraduate work. There are some areas of legal practice for which a specific undergraduate major or coursework in a particular area is required or helpful. In order to be admitted to the Patent Bar, for example, an undergraduate degree or other training in science, computer science or engineering is required. More information regarding course selection is available at Hunter’s Pre-Law Website: http://www.hunter.cuny.edu/prelaw/undergraduate-planning/course-selection. Students interested in law are encouraged to meet with the Pre-Law Adviser as early as possible to learn about opportunities to explore legal careers and to discuss preparation for applying to law school. To schedule an appointment with the Pre-Law Advisory Office, please phone (212) 772-4882. For quick questions, contact Hunter’s Pre-Law Adviser, Elise Jaffe, at prelaw@hunter.cuny.edu. To keep up with Pre-Law events and opportunities on campus, students are also encouraged to subscribe to the Pre-Law Listserv by following the instructions that appear on the homepage of the Pre-Law Website. The Pre-Law Advising Office is located on the 7th floor of the Cooperman Library.

Cooperman Business Center, Business Advising

Cooperman Business Center, Business Advising Students interested in a career in business pursue a wide array of opportunities, industries and functions and therefore come from a wide variety of majors including humanities, sciences and social sciences. Many employers agree critical skills, in general, for a career in business include: communication skills, teamwork, problem-solving, project management, and quantitative capability. While there is not a major or minor in business, launching in Spring of 2020, there is a new Business Studies certificate allowing students to gain a recognized credential demonstrating both a facility with some basic business concepts and training, as well as a targeted interest in the world of business.

Cooperman Business Center offers programming, resources, advice and opportunities for students to explore and pursue internships and full-time opportunities in various fields of business, including finance, consulting, marketing, entrepreneurship, tech and many other areas. The Cooperman Business Center Advising offices are located on the 7th floor of the East Building, Pre-Professional Suite E713. All interested students are encouraged to subscribe for our listserv on the pre-business site to receive valuable information, resources and opportunities. For questions or appointments, students can visit the website or email business advisers: Peggy Segal at ms3171@hunter.cuny.edu or Naomi Press at np1231@hunter.cuny.edu.

Preparation for Social Work

An undergraduate BSW degree is now available at Hunter. It is an upper division program. Students apply for admission once they have completed between 50 and 80 of their undergraduate credits in liberal arts. Information about the BSW program can be accessed at http://sssw.hunter.cuny.edu/programs/bsw/.

If you are considering an MSW program after earning a BA, a major in one of the social or behavioral sciences is preferred. Specific entrance requirements vary for the different graduate schools of social work. Most schools recommend a minimum of 24 credits in social sciences. A major in sociology or psychology is desirable for those interested in specializing in work with individuals, families and groups; a major in sociology, political science, economics, or urban affairs is desirable for those interested in community organization. In addition, field internship courses that provide experience in social work agencies are highly recommended.

Students planning to go to a graduate school for social work, are encouraged to speak with an adviser in the Office of Advising.
Other Programs

Education Abroad Programs

Opportunities exist for study abroad in summer, winter intersession and during the academic year. There are a variety of countries, subject matters and languages to choose from. Some recent summer offerings include programs in: the Bahamas, Costa Rica, France, Germany, Italy, Poland, Spain, England and Scotland. Winter intersession has offered programs in Argentina, Australia, Brazil, Ghana, Italy, Jordan and Uganda. During the academic semester or year, Hunter students can participate in a study abroad program in Costa Rica and in exchanges with Queen Mary College of the University of London, Nebrija University in Madrid, University of Amsterdam, Meji Gakuin University in Yokohama, Japan as well as with the three main campuses (Melbourne, Geelong and Warnabul) of Deakin University in Australia. Additional information about Hunter programs is available on the Education Abroad website.

Besides the programs organized by Hunter College, students can participate in the study abroad programs of other CUNY colleges, as well as CUNY-wide exchanges. More information about these programs can be found at www.cuny.edu/studyabroad. Hunter students also have the option of participating in programs offered by SUNY colleges. More information is available at www.studyabroad.com/suny.

Finally, Hunter College belongs to the University Studies Abroad Consortium (USAC) and all USAC programs are open to Hunter students. For more information go to http://usac.unr.edu/.

The Study Abroad office is located on the 14th floor of the East Building.

Continuing Education Programs

Continuing Education Programs at Hunter College offers non-credit courses for adults in a variety of disciplines. Classes in academic skill development, personal finance, nursing, foreign languages, creative writing, fitness, computers, business and professional development. A variety of Professional Certificate Programs—such as Interpretation/Translation, Legal Studies, Medical Coding and Billing, Computer Programming and Graphic Design—are also offered. Whether students are new to the workforce, looking for a career change or simply looking to learn a new skill, our continuing education programs are designed to enhance professional development and personal enrichment. For more information about the classes offered, call (212) 650-3850 or visit the Continuing Education Website.

The International English Language Institute (IELI)

IELI is a noncredit, continuing-education program offering courses in English as a second language to students from all over the world. Students at the IELI actively learn and use new skills to develop their fluency, accuracy and confidence in the English language. Classes for beginner through advanced levels are taught in the morning, afternoon, evening and on weekends. Students may register for full- or part-time programs. Preparation classes for the CUNY Assessment Tests and TOEFL are available to advanced-level students. Students who present proof of successfully completing the most advanced levels of the IELI program are not required to submit TOEFL scores as a part of their admission process to Hunter and other CUNY colleges. For individuals interested in teaching English to speakers of other languages, we offer a Certificate program in TESOL. For more information call (212) 772-4292 or visit the Continuing Education Website.

The Writing Center through Continuing Education at Hunter College
The Lewis Burke Frumkes Center for Writing and Culture through Continuing Education Programs at Hunter College offers an exciting cultural showcase of special topic courses and literary events since joining the CUNY Hunter community in September 2010. In addition to helping students gain knowledge in classes, The Lewis Burke Frumkes Center for Writing and Culture pushes to educate students outside of the typical classroom environment by offering free literary events throughout the semester where students have the unique opportunity to listen to their favorite authors speak and partake in a question and answer session with the audience.

For more information, call (212) 772-4294 or visit the Lewis Burke Frumkes Center for Writing and Culture Web site.

Parliamo Italiano

Parliamo Italiano, an Italian curriculum offers Italian Language courses using a proven method developed by the founding director, Francis Lally. Parliamo Italiano offers courses for all levels—days, evenings, and Saturdays. Cultural workshops provide students with an understanding of Italian history and traditions while conversation circles allow students to practice their speaking skills. For more information about the classes offered, call (212) 774-4793 or visit the web site at http://www.parliamo.com.

Research Centers and Institutes

Brookdale Center for Healthy Aging

Executive Director

Ruth Finkelstein, Professor; ScD, John Hopkins University; Population Health Inequities, Aging and population aging, Health care financing, and Age discrimination in employment.

Brookdale’s Mission Statement

The Brookdale Center for Healthy Aging, located in East Harlem, is dedicated to improving the lives of older adults through research, demonstration projects, policy and professional development with the goal of giving everyone the opportunity to age as well as anyone can. Founded in 1974 by Dr. Rose Dobrof, Brookdale was one of the country’s first academic gerontology centers with a focus on social gerontology and elder law.

Today, under the guidance of Executive Director Dr. Ruth Finkelstein, Brookdale works with community, academic, and governmental partners to ensure that New York City is a great place to grow old. Researchers and students can develop joint research and service projects in aging policy, law, psychology and social science.

Brookdale Center for Healthy Aging
Hunter College/CUNY
2180 Third Avenue, 8th Floor
New York, NY 10035

www.Brookdale.org

The Center for Puerto Rican Studies

(Centro de Estudios Puertorriqueños)
Administrative Office: 1429 Hunter East; (212) 772-5688
Director: Edwin Meléndez, Ph.D.
http://www.centropr.hunter.cuny.edu
The Centro de Estudios Puertorriqueños/Center for Puerto Rican Studies (Centro) is a university-based research institute whose mission consists of two components. One is to produce, facilitate and disseminate interdisciplinary research about the diasporic experiences of Puerto Ricans and to link this scholarly inquiry to social action and policy debates. The other is to collect, preserve and provide access to archival and library resources documenting the history and culture of Puerto Ricans. To execute this mission, Centro sponsors a year-round program of educational and cultural activities.

History Founded in 1973 by a coalition of faculty, students and community leaders, Centro seeks to implement its mission by working closely with a network of education, research, archival, advocacy and community-based partners. A university-wide research center serving the entire CUNY system, Centro has been housed at Hunter College since 1983. Centro staff guide and mentor students, assist and advise community organizations and other research institutions and serve on local, national and international committees concerned with issues of social, economic, educational and cultural policy. In addition, CUNY faculty and staff with interests in Puerto Rican and Latino studies are invited to affiliate with Centro, where they utilize its extensive resources. Centro has been a founding member of the Inter-University Program for Latino Research (IUPLR) since 1989. The IUPLR, currently composed of 23 affiliate centers, is the most extensive consortium of Latino research centers in the United States.

Research Program As a university-based research center focused on Puerto Ricans, Centro staff and researchers are interested in a comprehensive understanding of the Puerto Rican diasporic experience in the U.S. and in relevant socioeconomic and historical aspects regarding Puerto Rico. Given its history and role within CUNY, Centro is particularly interested in New York’s Puerto Rican and ethnic communities. The following are research areas of current interest and attention: history and political economy, migration, race, class, gender and sexuality, education, community development, political and human rights, public policy and political participation and cultural and literary studies. This list reflects the current combination of staff strengths and expertise, as well as the academic, community and policy networks the Centro has developed. Given the changing needs in Puerto Rican communities, in academia and in the Centro’s staff, the areas of current interest are reviewed periodically.

The Centro Research Exchange program promotes institutional, faculty and student intellectual and scientific exchange with stateside academic institutions. Since its inception the program has focused on strengthening institutional links between the City University of New York and stateside higher education and research institutions through academic and cultural exchanges and scholarly collaboration. Centro has sponsored numerous resident scholars, including theses and dissertation, post-doctoral and junior faculty fellows. The Centro Research Exchange Program has facilitated research and other academic/cultural activities for more than three hundred faculty and students.

Library and Archives The Centro Library and Archives is devoted to collecting, preserving and providing access to resources documenting the history and culture of Puerto Ricans living in the United States. Located at the Lois V. and Samuel J. Silberman Building in East Harlem, the collections include books, newspapers, periodicals, audio and video tapes, manuscripts, photographs, prints and recorded music. The Library and Archives provides services and programs to the scholarly community as well as the general public. They facilitate access to their holdings through mail and telephone services, City University’s online public catalog (CUNY+), participation in national computerized databases, and through the publication of finding aids. The Library and Archives also promote the study of Puerto Rican history and culture through exhibitions and other public programs.

With over 300 collections and 1000 oral histories among other holdings, Centro’s archives include personal papers, records of organizations and institutions, photographic collections, broadsides, programs and ephemera. Among the collections are the records of civil rights organizations, the papers of activists, writers, artists, scholars, educators and elected officials. A highlight of the holdings is the extensive records of the offices of the Government of Puerto Rico.
in the U.S. Special features of the Archives include its photographic holdings, art prints/posters by artists from New York and Puerto Rico and sound recordings of Puerto Rican popular music. Finding aids and guides are available for processed collections and are found online on the Centro Web site.

**Publications** Through Centro Publications, Centro seeks to expand its goal of broad dissemination of knowledge about Puerto Ricans and their experience. Centro Publications include various types of products targeting specific constituencies such as academics, policy makers, community leaders and organizations, and others.

The **CENTRO Journal**, founded in 1987, is one of the Centro’s most important links to the public. The Journal is a multidisciplinary, bilingual, refereed publication that welcomes scholarly articles in the humanities and the social and natural sciences, as well as interpretive essays, interviews, fiction, reviews and art. It reflects developments in the field of Puerto Rican studies. Although primarily an academic publication directed at disseminating the body of scholarship on Puerto Rico and Puerto Ricans, the Journal retains elements of its earlier incarnation, publishing work in a variety of formats. The journal encourages a dialogue that compares Puerto Ricans with other ethnic groups, particularly other Latinos and African Americans. The Journal is available by subscription directly from our office or it may be ordered via our website.

**Centro Voices** is the e-magazine of the Center for Puerto Rican Studies. A web-based platform at https://centropr.hunter.cuny.edu/centrovoices, Voices’ goal is to disseminate scholarly contributions about the Puerto Rican experiences in the United States to a general public. It encourages interactions among academics, our community and the general public. In collaboration with WIPR, Puerto Rican Voices, a television series, premiered in 2015 and has had a strong and successful three seasons since its debut. In 2016, it received the Imagen Award for Best Local Informational Program. Puerto Rican Voices highlights the contributions of Puerto Ricans across the United States. Its programming is presently available through CUNY-TV.

Launched in 2013, **Centro Press** currently has seven published titles, with an additional three forthcoming. These books are currently available for purchase directly from our office or online on our website.

Centro Publications also include **Policy Briefs, Data Sheets** and special topics **Booklets**. These products are typically distributed free through our web site and events. Research Briefs are descriptive and topical summaries on specific areas of interest about the experience of the Puerto Rican population in the United States. Data Sheets are short documents that provide the most up-to-date demographic information about the Puerto Rican population in the United States. Data provided by the U.S. Census Bureau is summarized through a series of charts, tables and maps to illustrate major points and changes within the Puerto Rican population. Booklets are publications on special topics targeting a wide audience. Recent examples include: U.S. Citizenship in Puerto Rico: One Hundred Years After the Jones Act; State of Puerto Ricans 2017; Puerto Rico in Crisis Timeline; and, Puerto Ricans in the United States: A Brief Chronology.

**Education** Centro’s education programs focus on the development of curriculum and educational materials (such as video, posters, teaching guides) that disseminate and promote the use of historical and cultural heritage content for undergraduate courses, and for middle and high schools, as well as the general public. One such program—the Puerto Rican Heritage Cultural Ambassadors Program—is a national partnership of youth, community leaders, cultural and educational institutions devoted to promoting Puerto Rican culture, with the goal of cultivating leadership skills in Puerto Rican youth so they may become a driving force of change for themselves and their communities.

**Conferences and Seminars** As part of our educational initiatives, Centro regularly sponsors conferences and seminars that highlight the Puerto Rican experience. The recent economic crisis in Puerto Rico and the aftermath of devastating cyclones on the island have led us to concentrate our efforts to convening the Puerto Rican community in the United States as part of a solidarity network in order to assist in the recovery and reconstruction of Puerto Rico. Centro has therefore convened three major national conferences—Puerto Rico, Puerto Rican-Diaspora Summits—and many more regional and local ones to assess conditions on the island, and in Puerto Rican communities in the United States as a way to build consensus for community-based strategies and responses. Centro has also coalesced with other CUNY research institutes and community-based organizations in promoting the Summit on Latin@'s in
New York City (SoL-NYC) to foster the creation of an action agenda to improve conditions and the standing of the Hispanic population in the city.

Events Centro sponsors cultural and educational activities that contribute to the study and interpretation of the Puerto Rican experience in the United States. We give priority to activities that support teaching and learning Puerto Rican Studies, develop and promote our archival collections, and that are useful to those in community organizations, public policy, and academia. Our speaker forums focus on scholarship in the social sciences, humanities, and performance arts.

For more information on current programs, events and other activities, please visit http://centropr.hunter.cuny.edu.

Performing and Fine Arts Venues

The Kaye Playhouse

The Kaye Playhouse  
Ground Floor Hunter North  
68th Street, between Park & Lexington Aves.  
212.772.4471  
212.650.3919 Fax

Email: kayeinfo@hunter.cuny.edu  
www.hunter.cuny.edu/kayeplayhouse/

The Kaye Playhouse at Hunter College, a fully-equipped proscenium theater with 624 seats, boasts an elegant 1940’s design. It is home to a wide array of national and international events, including theatrical productions, dance performances, chamber music and opera, film/photo/television shoots, fashion shows, jazz concerts, lectures, corporate meetings, vocal concerts, and children’s shows.

The Kaye’s flexible and sophisticated sound and lighting systems enhance and improve the event experience for both performers and audiences. Each season, the Kaye Playhouse hosts over 200 events, bringing an eclectic mix of live performances to over 100,000 theatergoers annually.

Assembly Hall

Hunter North Lobby- Room 118 HN

The Assembly Hall is Hunter’s largest performance venue. With a seating capacity of 2,079, the hall hosts performances by the Hunter College Symphony, concerts, meetings, forums and a variety of other events. Anyone interested in reserving the Assembly Hall for an event should contact the Office of Central Reservations at (212) 772-4872.

The Frederick Loewe Theatre

Ground Floor Thomas Hunter

The Frederick Loewe Theatre is a black-box theatre that seats an audience of 110. It has the ability to accommodate proscenium or thrust stage productions and houses most of the Department of Theatre events. Box office: (212) 772-4448; administrative office: (212) 772-4227.
Ida K. Lang Recital Hall

4th Floor Hunter North

The Lang Recital Hall, a 149-seat auditorium designed by the firm of Abramowitz Kingsland Schiff, opened in Spring 1995.

This state-of-the-art facility hosts jazz concerts, chamber music ensembles and film festivals and houses most of the Department of Music graduation and faculty recitals. Artists from throughout the world have performed at the Lang. Box office: (212) 772-4448; administrative office: (212) 772-4227.

Roosevelt House

Roosevelt House, the historic NYC home of Franklin and Eleanor Roosevelt, and now the restored home of Hunter College’s public policy institute, is a state-of-the-art facility offering a prime venue for lectures, conferences, seminars, film/photo/television/ video shoots, film screenings and elegant social functions. The dramatic auditorium, seating 120, is ideal for lectures, conferences, and similar programs. The elegant reception areas and dining room are available for a variety of intimate affairs, including weddings, business gatherings, cocktail receptions, and other high-profile functions.

Roosevelt House Public Policy Institute
47-49 E. 65th Street
New York, NY 10065
Magdalena Nuovo
Phone: 212-650-3174
Email: rhrental@hunter.cuny.edu

Hunter Galleries

Main campus gallery: (212) 772-4991

The Hunter College Art Galleries, comprised of the Bertha and Karl Leubsdorf Gallery, The 205 Hudson Gallery, and The Artist's Institute are committed to a dynamic exhibition program that expands the classroom experience of undergraduate learning across the college. The Galleries are also integral to the graduate programs in Art and Art History, affording students the opportunity to work hands-on with faculty, guest curators, and gallery staff to develop exhibitions that encourage critical thinking, original research, and direct contact with both historical and contemporary art.

The Bertha and Karl Leubsdorf Gallery is located in the West Building of the main campus at 68th Street and Lexington Avenue and focuses on historical and scholarly exhibitions developed by faculty, students, and alumni.

The 205 Hudson Gallery is a new street level exhibition space, housed in the Studio MFA program building in Tribeca. 205 Hudson is dedicated to engaging contemporary art through diverse exhibitions, performance events, and programming, including exhibitions of graduating MFA students.

The Artist's Institute, located on the Lower East Side, was founded in 2010 by Hunter College and curator Anthony Huberman. The Artist's Institute is an experimental platform for thinking about art in the present moment, with an annual program that is divided into two six-month seasons, each of which is dedicated to the work of a single artist.

Located in the Silberman School of Social Work Building at 119th Street, The Hunter College East Harlem Art
Gallery is a space for initiating partnerships between different departments and academic disciplines. The gallery presents exhibitions and public events that foster academic collaboration at Hunter College while addressing subjects relevant to the East Harlem community.

**Comparative Literature Faculty Committee**

Sarah Chinn, Professor, English; PhD Columbia

Chris Stone, Associate Professor, Arabic Division, Classical and Oriental Studies; MA, PhD Princeton

Paolo Fasoli, Associate Professor, Romance Languages (Italian); Dottore in Lettere Universita’ di Roma II (Italy), PhD Toronto (Canada)

Robert Koehl, Professor, Classics Division and Chair, Classical and Oriental Studies, PhD University of Pennsylvania

Anselmo Di Iorio, Associate Professor, French; BA Grinnell, MA, PhD Pennsylvania

**Human Rights Policy and Curriculum Faculty Committee**

Leonard Feldman, Chair, Associate Professor, Political Science; PhD University of Washington
http://www.hunter.cuny.edu/polsci/faculty/Feldman

Roseanne Flores, Associate Professor, Psychology; PhD CUNY
http://www.hunter.cuny.edu/psychology/faculty/cognitive-psychology/flores

Jennifer Gaboury, Lecturer and Assoc. Dir., Women and Gender Studies Program. Political theorist, UC Santa Cruz, New School for Social Research, CUNY Graduate Center
http://www.hunter.cuny.edu/wgs/women-and-gender-studies-staff

Yukiko Koga, Assistant Professor, Anthropology; PhD Columbia
http://www.hunter.cuny.edu/anthropology/faculty-staff/full-time-faculty/koga-yukiko

Lawrence Moss, Distinguished Lecturer and Dir., Human Rights Program; JD Stanford
http://www.roosevelthouse.hunter.cuny.edu/hrp/about/director/

Larry Shore, Professor, Film and Media; PhD Stanford
http://fm.hunter.cuny.edu/?page_id=928

**School of Arts and Sciences**

**About the School of Arts and Sciences**

Hunter College’s School of Arts and Sciences provides students with opportunities to pursue undergraduate and graduate degrees in the arts, humanities, social sciences, and natural sciences. In the classroom, the laboratory, or the studio, students work with accomplished faculty members who have gained recognition for their cutting-edge research, their creative activity, and their dedication to the city. An increasing number of undergraduates in the arts and sciences undertake their own research under faculty supervision. Besides stimulating and challenging courses,
Hunter College

the School encourages students to study abroad, participate in internship programs, and more. Advising resources (including pre-professional advising in business, health, and law) help students plan and prepare for their careers after graduation.

As the largest academic unit within Hunter College, the School consists of more than 450 full-time faculty members in 26 departments and several interdisciplinary programs, and enrolls more than 15,000 undergraduate and more than 1,500 graduate students. All the major academic disciplines in the arts and sciences are represented in the school. Students also participate in interdisciplinary programs such as Asian American Studies, Comparative Literature, Human Biology, Jewish Studies, and Religion. In cooperation with Hunter College’s Roosevelt House, the School vigorously supports interdisciplinary programs in in Human Rights and Public Policy.

Office of the Dean:

812 East
(212) 772-5121

Dean:

Andrew Polsky
(212) 772-5121

Web site: http://www.hunter.cuny.edu/arts_sci/deans_office

Asian American Studies Program

Overview

The Asian American Studies Program (AASP) is an interdisciplinary program and offers a range of courses on the history and contemporary experiences of Asian immigrants to the Americas, with close attention paid to how Asian immigrants are an integral part of the history of the United States, continuously redefining American culture and reconstituting American society.

The AASP is located in a global city, with unmatched cultural and intellectual resources and diverse and dynamic Asian populations: our faculty and students actively contribute to scholarship and advocacy in the field of Asian American studies as engaged members of New York City’s diverse Asian American communities and community-based organizations. Our courses are discussion-driven and firmly rooted in the belief that linkages between theory and practice must always be maintained; as a result, our program works actively to be a bridge between the Hunter College campus community and the city and nation’s rapidly expanding APA populations.

The program draws its faculty and course offerings from traditional disciplines such as history, sociology, anthropology, political science, education and literature, as well as interdisciplinary fields such as American ethnic studies; women, gender, and sexuality studies; postcolonial studies; international human rights; and policy studies. The AASP grounds its curriculum in the firm belief that a rigorous intersectional approach to Asian American studies necessitates an alliance of these areas and methods of study.

What can I do with my minor in Asian American Studies?

Graduates who minor in Asian American Studies enter careers including business, international trade and industry, teaching and academic research, diplomacy, development agencies and immigration and social service.

Administration

Director:
Comparative Literature

Overview

The Department of Romance Languages at Hunter College offers a major in Comparative Literature.

What can I do with my degree in Comparative Literature?

The study of comparative literature prepares students for careers in teaching, interpreting, and translating, as well as those professions that recognize the importance of a broad humanistic education, including law and medicine.

Honors

Students are eligible for departmental honors if their GPA in the major is no less than 3.5. The student must also take at least 3 credits (but no more than 6 credits) in honors courses offered by the program and approved by the adviser. The offerings of the Comparative Literature Program are determined by the needs of students in the program and the faculty available. For specific information, consult the coordinator.

Administration and Faculty

Coordinator:
Paolo Fasoli
1318 West
(212) 772-5129
pfasoli@hunter.cuny.edu

Program Office:

Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1341 West
(212) 772-5306
http://www.hunter.cuny.edu/romancelanguages

Human Biology Program

Overview
Human Biology is a multidisciplinary major that provides students with a curriculum that emphasizes the analysis of humanity in a holistic framework that includes behavioral, cultural, social, and biological approaches. This major will guide students towards an integrated view of humans and our biology through a wide array of courses from departments including Anthropology, Biological Sciences, Psychology, Sociology, and Urban Public Health. The Human Biology major curriculum is built on a core foundation of courses in biology, anthropology, and statistics. Students will then choose one of the following three specialized tracks: Track I. Body, Mind, and Health, which emphasizes biological knowledge within the context of human biology, with coursework that addresses how social factors have an impact on humans and human health; Track II. Human Evolution and Variation, which emphasizes humans as an evolved species that is part of the natural world, with coursework focusing on physical anthropology; and Track III. Human Organizations, which emphasizes social phenomena, with coursework from multiple social science disciplines. Finally, students will complete a capstone course in human biology (HMBIO 40100), where they will analyze some of the key contemporary topics and issues in human biology from multiple vantage points.

What can I do with my degree in Human Biology?

The knowledge and skills obtained by Human Biology majors will prepare students well for a range of future careers and educational paths, including graduate school in the sciences or social sciences; medical, public health, and allied health graduate training (possibly requiring additional course work); and careers in natural or social sciences research or related fields.

Administration and Faculty

Program Office:

Program Director:

Jessica Rothman
Hunter North 726
212-772-4064
jessica.rothman@hunter.cuny.edu

Jewish Studies Program

Overview

Jewish Studies is an inter-departmental, multi-disciplinary program offering a 24-credit major leading to a BA degree in Jewish Studies with courses in such fields as history, Hebrew language and literature, English and other literatures, religion, sociology, and political science. It also offers independent study and fieldwork on Jewish subjects and a 12-credit minor.

What can I do with my degree in Jewish Studies?

Graduates continue to careers in education, law, business, religious life, academics, politics, publishing and the arts. Jewish Studies majors are well-prepared to apply for graduate studies in many fields.

Administration and Faculty

Program Office:
Latin American and Caribbean Studies Program

Overview

Latin American and Caribbean Studies is an interdisciplinary program that offers students the opportunity to learn about the history, culture, politics, society, and political economy of the region and its relations with the United States. The LACS program, in collaboration with the Hunter College Education Abroad Office, has offered study-abroad programs in Argentina, Costa Rica, and Brazil in recent years.

Administration and Faculty

Anthony Browne  
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(212) 772-5033  
apbrowne@hunter.cuny.edu

Administrative Assistant:

Barbara Saunders  
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Phone: (212) 772-5035  
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Email: bsaunder@hunter.cuny.edu or afprl@hunter.cuny.edu  
http://www.hunter.cuny.edu/afprl

Mathematics & Statistics

Overview

Mathematics has many aspects: it is the language and tool of the sciences, a cultural phenomenon with a rich historical tradition, and a model of abstract reasoning. The course offerings and the major in Mathematics reflect these multiple facets. The Mathematics major provides a broad education in various areas of mathematics in a program flexible enough to accommodate many ranges of interest. The major introduces students to the fundamental areas of mathematics and provides some degree of specialization in one or more areas. It trains students in the analytic thinking characteristic of pure and applied mathematics and provides familiarity with rigorous methods of mathematical proof. In addition to the standard Mathematics Major, the department offers a
number of specialized undergraduate tracks for students interested in pursuing careers in bioinformatics or in preparing for teaching: the concentration Quantitative Biology, the concentration Preparation for Adolescent Education (Grades 7-12), and the concentration Preparation for Childhood Education (Grades 1-6).

What can I do with my degree in Mathematics and Statistics?

The Mathematics major prepares students for careers in business, government, research and teaching. The study of statistics provides the student with analytical tools that may find application in various fields within the sciences and social sciences. Bioinformatics is a rapidly developing area open to students in statistics with a working knowledge of computing and biological sciences. Actuarial science is one area open to students in statistics who also have backgrounds in such subjects as computer science, mathematics and economics.

Credit and Course Exemption

The department offers credit or course exemption based on standard examinations such as AP. Inquiries should be made at the department office.

Mathematics Proficiency and Placement

All students entering Hunter College must demonstrate proficiency in the basic skills through their scores on the mathematics assessment exam. Exemptions are given for SATs, ACT, NY Regents, and for certain other entrance categories. The placement exam further assesses a student’s preparedness for certain courses in mathematics, statistics, and other disciplines at the college. Students may enroll in these courses only if their scores on the placement exam are at appropriate levels or if they have taken college courses in the required mathematics. Students who need to place into courses by examination and have not taken the placement exam are advised to schedule the test with the Testing Center, Room 150 Hunter North, 212-772-4868, http://hunter.cuny.edu/testingcenter, well in advance of registration. Students should notice the mathematics and statistics prerequisites that are indicated in the descriptions of courses and majors so they can effectively plan their studies.

Administration

Chair:
Barry Cherkas
914A East
212-772-5300
barry.cherkas@hunter.cuny.edu

Department Office:

919 East
(212) 772-5300
fax (212) 772-4858
Web site: http://math.hunter.cuny.edu

Dolciani Mathematics
Learning Center:

Hunter East, 7th Floor Library – Silverstein Student Success Center
(212) 772-5371
Religion Program

Overview

In the program in Religion, students examine the nature of religion and the forms its various expressions have taken. Religion is studied as an academic discipline and the program’s approach reflects no doctrinal bias. The purposes of the program are to introduce the field of religion in general; to present the thoughts, documents and history of major religious traditions (both Eastern and Western, ancient and modern, missionary and tribal); and to give students insight into specific religious issues and thinkers. The program consists of a series of core courses taught by specialists in the field, augmented by other religion courses offered by faculty in 8 participating departments or divisions: Anthropology, Africana and Puerto Rican/Latino Studies, Chinese, Classics, Hebrew, History, Philosophy and Sociology. The program is divided into four categories of courses: Introduction to the field of religion (basic introductory courses); Theoretical studies in religion (courses focusing on different methodological approaches to the study of religion); Issues in religion (courses dealing with religious experience, faith, ethics, religion and the arts); and Religious traditions (courses in major religious traditions).

What can I do with my degree in Religion?

Studying theology and religious studies gives you a thorough understanding of the major world religions, their historical development and their relationship with the world we live in. Graduates continue to careers in religion, law, education, business, journalism, social work, medicine and health care.

Administration

Director:
Barbara Sproul
1206 West
(212)772-4989
bsproul@hunter.cuny.edu

Program Office:
Hours of Operation: Monday – Friday 9:00 AM – 5:00 PM
1241 West
(212) 772-4989
Website: http://www.hunter.cuny.edu/religion

Special Honors (Thomas Hunter Honors Program)

Overview

The interdisciplinary Thomas Hunter Honors Program provides some outstanding undergraduate students with a course of study suited to their individual needs and interests. Students selected for the Thomas Hunter Honors Program must show evidence of high academic potential, interdisciplinary interests and intellectual curiosity, as well as the willingness to explore unfamiliar fields and to accept challenges.
Students may apply for admission to the program on their own or they may be invited to participate in recognition of their outstanding academic records. Many graduates of the Thomas Hunter Honors Program go on to PhD programs in the various arts and sciences, or to law, medical and other professional schools. Others choose careers in a wide variety of professional, artistic and business fields.

College Requirements

The Thomas Hunter Honors Program requires that students maintain breadth in their programs, create a significant pattern of courses in at least two academic areas of investigation (Humanities and Arts, Social Sciences, Sciences and Mathematics), including at least one laboratory science course. All programs must be approved every semester by a Council adviser.

Students entering Hunter in fall 2013 or later, are required to complete the College’s Common Core requirements. Note that all colloquia in the 200 or 300 series are “W” courses.

Administration and Faculty

Program Coordinator:
Sarah R. Jeninsky
(212) 772-4127
thhp@hunter.cuny.edu

Program Office:
1421 West
(212) 772-4127
Web site: http://hunter.cuny.edu/thhp

Faculty

Thomas Hunter Honors Program Faculty

Centers and Initiatives

Hunter College is committed to service – and research-based initiatives that serve the community. These initiatives work directly with community-based organizations, educational institutions, not for profit groups, as well as constituents within the School of Education and Hunter College. Please review the School of Education’s Centers and Initiatives page at education.hunter.cuny.edu/about/centers-and-initiatives for more information on the following programs.

- Center for Gifted Studies and Education
- Elise C. Tepper Education Fellow
- Equity and Advocacy Committee
- Gray Fellowship for Principal Excellence
- The Learning Lab
- Literacy Space
- Mathematics Center for Learning and Teaching
Hunter College

- National Society for Leadership and Success
- NYC Men Teach
- Regional Center for Autism Spectrum Disorders
- School of Education Student Council
- Hunter College Urban Center for Assessment, Research, and Evaluation (UCARE)

School of Education General Information and Accreditation

Undergraduate Teacher Education Pathways (UTEP)

School of Education UTEP programs at Hunter College prepare prospective teachers to serve as highly effective educators, and provide opportunities to work with children of diverse backgrounds, abilities, and interests within an array of educational settings in New York State.

A student who completes an undergraduate School of Education program fulfills the academic requirements for New York State Initial Certification. All students in an education major at Hunter must also fulfill both the Hunter core requirement and the requirements for a liberal arts or sciences major.

The School of Education is committed to the development of teacher candidates that will be both educators and lifelong students. Teacher preparation that focuses on the unique challenges of working in NYC public school classrooms is at the core of Hunter College’s educational mission, and the School of Education is a place for aspiring teachers to learn their craft and contribute to the future through the classroom.

School of Education students are held to the highest professional and academic standards, and will be expected to:

- Learn deep and broad content knowledge across academic disciplines.
- Develop professional knowledge and academic skills.
- Learn the theory and practice of effective pedagogy.
- Understand the history, philosophy, psychology, and sociology of education that will inform their teaching.

The School of Education also believes in preparing teacher candidates to work with a diverse student population in the modern classroom, and recognizes that learning takes place inside social and community networks that support student learning. Thus, our programs also provide teacher candidates with knowledge on how to:

- Manage their educational setting to provide effective instruction for all students.
- Design lessons and units of work for students and to adapt their instruction to students’ prior knowledge and level of skill.
- Use research-based theories and methods of teaching students with special needs, including special education students and English language learners.
- Learn to create humane and ethical learning communities in which all students receive the support they need to achieve academically.
- Learn to communicate effectively with parents, families, community members, and other members of the school faculty and staff in order to provide this support.
Master the use of technology as a tool for teaching.

Finally, becoming a Hunter College teacher candidate requires dedication to the continuous improvement of one’s professional abilities. Our programs, therefore, ensure teacher candidates know how to:

- Reflect on teaching practice in order to strengthen work with students and grow as professionals.
- Gain expertise in analyzing and using assessments of student achievement to guide and inform instruction.

School of Education Administration

Administration

- Dean, Michael J. Middleton
- Acting Senior Associate Dean, Sherryl Brown-Graves
- Associate Dean, Matthew Caballero
- Manager, Office of Admissions and Recruitment, Vanessa Arriola
- Director, Office of Academic and Student Affairs, Melissa M. Boronkas
- Manager, NYC Men Teach, Jonathan Gaines
- Director, Office of Clinical Experience, Ileana Infante
- Director, Office of Partnership Programs, Erin Shay
- Director, Institutional Research, Assessment, and Accreditation, Christopher Scott
- Director, Career, Professional, and Partnership Development, Kenney Robinson
- Manager, Frankfort Center for Learning and Scholarly Technologies, Kenny Hirschmann

Department Chairs

- Curriculum and Teaching, Terrie Epstein
- Educational Foundations and Counseling Programs, Elizabeth Cardoso
- Special Education, Bonnie Keilty

School of Education Faculty

Department of Curriculum and Teaching Faculty
Department of Educational Foundations and Counseling Faculty
Department of Special Education Faculty
School of Education website: education.hunter.cuny.edu

School of Education Accreditation
Accreditation is the recognition that an institution maintains standards requisite for its graduates to gain admission to other reputable institutions of higher learning or to achieve credentials for professional practice. The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality.

The Hunter College School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and each teacher preparation program is nationally recognized by its respective Specialized Professional Association (SPA).

**Declaring an Education Major**

The Hunter College School of Education is committed to the development of teacher candidates who will be both educators and lifelong learners. Teacher preparation that focuses on the unique challenges of working in NYC public school classrooms is at the core of Hunter College’s educational mission, and the School of Education is a place for aspiring teachers to learn their craft and contribute to the future through the classroom.

Students must be approved by the School of Education to join an Education major. Prior to declaring your Education major, the School of Education invites interested students to attend an information session to learn more about the requirements of the major. Students then complete an interest form, are screened for eligibility, and may be invited to participate in an interview with faculty.

All education majors are required to have a primary School of Arts & Sciences major and must fulfill the Hunter Core requirements. Graduates will also fulfill the academic requirements for New York State Initial Certification. Education majors typically have cumulative GPAs of 3.0 or better, perform well across all subject areas, are mature, demonstrate professional readiness and are committed to supporting the development of children or adolescents.

For more information on the School of Education Major Declaration process, please visit education.hunter.cuny.edu/utep or contact our Pre-Major Advisor at utep@hunter.cuny.edu.

The School of Education also offers the following course to Hunter students who have not applied for admission to an SOE program: EDUC 25000 - Introduction to Urban Education: Topics and Issues around Diversity and Equity (W).

**Majors in the School of Education**

**Undergraduate Teacher Education Pathway (UTEP) majors**

Adolescent Education (Grades 7 – 12)

- Biology (BA)
- Biology (BAMA)
- Chemistry (BA)
- Chemistry (BAMA)
- Chinese (BA)
- Earth Science (BAMA)
- English (BA)
Hunter College

- French (BA)
- Italian (BA)
- Mathematics (BA)
- Mathematics (BAMA)
- Physics (BA)
- Physics (BAMA)
- Spanish (BA)
- Social Studies, History (BA)
- Social Studies, Geography (BA)

Creative Arts Education (Grades PreK – 12)
- Dance Education (BA)
- Dance Education (BAMA)
- Music Education (Grades PreK – 12) (BAMA)

Childhood Education (Grades 1 – 6)
- Childhood Education (Grades 1 – 6) (BA)

Early Childhood Education (Birth – Grade 2)
- Early Childhood Education (Birth – Grade 2) (BA)

School of Education Academic Offices

The Office of Academic and Student Affairs (OASA)

The Office of Academic and Student Affairs (OASA) provides administrative services to students in the School of Education. The primary areas of service provided include: advisement on policies; student events and workshops, assistance with registration; graduation audit; New York State certification; and various other student services such as academic forms.

Location: 10th Floor - West Building Email: soe.oasa@hunter.cuny.edu

The Office of Clinical Experiences (OCE)

The School of Education’s Office of Clinical Experiences (OCE) is responsible for ensuring the quality of student experience in their clinical placements across programs – as these experiences are critically important to students’ development as teachers, counselors, and school leaders. To that end, the faculty and staff work collaboratively to support students in the development as professionals by coordinating partnerships with schools and other clinical placement sites, identifying and training cooperating teachers for the important work of mentoring new teachers, and working with faculty and field supervisors to ensure alignment of placements to the curriculum and academic
work of teacher, counselor, and leadership candidates. Specific student teaching schedules, (weekly and daily) will be
determined by the partner site where students are ultimately placed. The expectation is for teacher candidates to
honor each partner’s planned schedule.

Location: 10th Floor - West Building Email: oce@hunter.cuny.edu

Frankfort Center for Learning and Scholarly Technologies

The Frankfort Center for Learning and Scholarly Technologies advances the needs of students, faculty and staff at the
School of Education by supporting the integration and exploration of technology across the curriculum and in
research. The Frankfort Center has an array of workshops and support resources for students, faculty, and staff.
Online, one-on-one, or small group consultations are also available. More information about these services can be
found on the School of Education’s Frankfort Center for Learning & Scholarly Technologies page at
education.hunter.cuny.edu/frankfort.

Location: E613 (6th floor of the main library in the Bobbie and Lew Frankfort Education Library area)
Email: soehelp@hunter.cuny.edu

Career, Professional and Partnership Development (CPPD)

The School of Education provides a comprehensive student career preparation program. We prepare teachers,
leaders, counselors and other professional candidates for the job market through workshops, and orientations on
professional topics such as resume writing, interviewing strategies, and demonstration lessons. We also provide
additional support to teacher candidates for all aspects of NYS certification, including NYS mandated workshops,
specialized training, and some required NYS certification testing. More information about these services can be
found on the Career, Professional and Partnership Development (CPPD) page at education.hunter.cuny.edu/careers.

Location: 10th Floor West
Email: cppd@hunter.cuny.edu

School of Education Academic Policies and Procedures

Degree Requirements & Graduation

Program requirements vary according to the requirements of specific programs. Students must achieve a GPA of at
least 3.0 in courses.

Candidates should consult their DegreeWorks account and program coordinator/adviser about their program’s exit
requirements at least one year in advance of the expected date of graduation.

Graduation is the official completion of your program and conferral of an academic degree. In order to graduate,
students must apply for graduation using CUNYFirst the semester before their planned graduation and complete any
outstanding requirements by the stated deadlines. For more information on the graduation process, please visit the
School of Education’s Graduation and Commencement page education.hunter.cuny.edu/academics/graduation-
commencement.

Course Equivalency
Undergraduate students who would like to use coursework taken at another institution towards their education major should complete the Course Equivalency form, have it reviewed by their Faculty Advisor and then submit to the School of Education Office of Academic and Student Affairs. For more information on the graduation process, please visit the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

Registration Support & Appeals

For support with general registration issues and troubleshooting, please visit the School of Education’s Register for Classes page at education.hunter.cuny.edu/academics/register-for-classes.

Adding a Course After the Registration Appeal Period Has Ended

Students seeking to resolve registration issues after the registration appeal period has ended may submit the School of Education Dean’s Request form. Please note, a request requires extenuating circumstances. Students are not approved if two or more classes have been missed.

Appealing a Registration Issue

Students seeking to appeal a registration issue after the deadlines for the semester may do so via the Dean’s Request form. All appeals require extenuating circumstances. The review adheres to the colleges published deadlines for add/drop and refunds. Students are only permitted one request during the time in their program. The School of Education Dean’s Request form can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Grade Appeals

The School of Education adheres to the Hunter College Grade Appeals Procedures as outlined in this catalog. The School of Education Grade Appeal form can be accessed on the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

Pass/Fail

The New York State Education Department (NYSED) does not permit any courses with a grade below C to be used toward the obtainment of teacher certification. Being that Hunter College’s pass grade includes grades A - D, all courses included in a course of study for an education program, including courses in the Arts & Sciences, can not be taken pass/fail.

Program Withdrawal

Students wishing to withdraw from their program must contact their School of Education faculty advisor, drop all courses in CUNYfirst (if currently enrolled) and complete the program withdrawal form found the School of Education’s Appeals page at education.hunter.cuny.edu/academics/appeals-and-special-circumstances.

School of Education Clinical Policies and Procedures

Applications for Clinical Experience
Each program has distinct fieldwork experiences (fieldwork) and supervised teaching (student teaching and/or practicum) requirements and applications. Students must apply for select fieldwork experiences and/or supervised teaching in order to register and/or be placed by the Office of Clinical Experiences. Each program has specific application, registration and placement processes and procedures. Students must have fingerprint clearance before registration permission is granted for a clinical course. To review the requirements and procedures specific to each program, please review the School of Education’s Fieldwork and Fingerprinting page at education.hunter.cuny.edu/academics/fieldwork.

Fingerprinting Policy

New York State law requires fingerprinting as a means to perform criminal history background checks for applicants for certification and all prospective employees of school districts, charter schools, and Boards of Cooperative Educational Services (BOCES) within New York State. All students in teacher preparation programs as well as programs in school counseling need to be fingerprinted so that they are cleared to work with children in various settings including New York City Department of Education (NYCDOE) public schools, charter networks, and other organizations. Fingerprint clearance is a professional expense related to certification. As such, candidates are responsible for related costs.

- Students enrolled in programs leading to certification in teacher preparation and school counseling programs who do not yet have fingerprint clearance from both the New York State Education Department (NYSED) and the New York City Department of Education (NYCDOE) must complete all steps of the fingerprinting process.

- If you are in a program in Applied Behavior Analysis (ABA), you only need fingerprint clearance from NYSED by the dates indicated above.

- Students in Early Childhood Education and Early Childhood Development and Learning (ECDL) programs that lead to certification and who may be placed in non-NYCDOE settings that serve children from birth to age 3 years and select Pre-K programs must be fingerprinted by both NYSED or NYCDOE and the Department of Investigations (DOI) as records cannot be shared between the DOI and other entities. Note that this only applies if the students are placed in sites subsidized by the Department of Health not the NYCDOE.

Note that your fingerprint clearance status will be reflected as a milestone in CUNYfirst (as “PETS Clearance Complete”) after all steps below have been completed and processed by NYSED and the NYCDOE.

More information on the School of Education’s Fingerprinting Policy and step by step guides can be accessed on the School of Education’s Fingerprinting page at education.hunter.cuny.edu/academics/fieldwork/fingerprinting.

School of Education Fieldwork Policy

The following Fieldwork Requirements and Procedures (“the Procedures”) are established by the Hunter College (“the College”) School of Education (“SOE”) to ensure productive and safe learning experiences for teacher candidates enrolled in SOE fieldwork placement programs and effective service for the schools and community agencies participating in those programs. A SOE teacher candidate’s conduct in these programs demonstrates to the College the teacher candidate’s ability to earn the College’s recommendation for National and State-wide professional licensure or certification.

Code of Conduct

In addition to following the standards outlined in the College’s Code of Conduct applicable to all teacher candidates, a SOE teacher candidate whose education includes any fieldwork component must:
1. Meet any and all standards or competencies required in the teacher candidate’s professional program of study or license/certification; and

2. Comply with the Rules/Policies of the school or community agency in which the teacher candidate is placed to conduct his or her fieldwork that do not conflict with College policy

Fieldwork Placement

The Office of Clinical Experiences (“OCE”) places teacher candidates for fieldwork intensive courses. Each SOE program has established procedures for making those placements, which may vary from program to program. A SOE teacher candidate enrolled within a program is responsible for learning and following the procedures applicable to his or her program. In addition, the teacher candidate must ensure that he or she:

- completes the required placement forms, applications, site selection processes, prerequisite coursework, and/or contracts before the established due dates; and
- meets the standards for continued acceptance at the placement site.

Moreover, a teacher candidate who intends to participate in a fieldwork placement program must exhibit professional behavior. Failure to behave in a professional manner may result in the denial or denial of a fieldwork placement pursuant to the processes stated below.

Placement Security Clearance

A teacher candidate applying for a fieldwork placement in a New York City (“NYC”) public school or other clinical setting is required to obtain security clearance by the NYC Department of Education (“DOE”) or other authority prior to placement. This process usually includes fingerprinting. A teacher candidate may also be asked by his or her fieldwork placement program to complete a self-reported, background check. The purpose of these checks, which are subject to the policies of the partnering organization, is to ensure public safety and avoid unacceptable risk to vulnerable populations. A teacher candidate who refuses to submit fingerprints, or is otherwise unable to obtain security clearance, cannot be placed and will be administratively withdrawn from the placement and/or program.

Background checks for private institutions are typically conducted by the placement site. If a violation is discovered, authorized personnel at the placement organization will determine the suitability of a candidate for placement. The SOE Program Coordinator or staff member in the Office of Clinical Experience (“OCE”) may also determine the suitability of a candidate for field placement based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- In case of a criminal conviction, the relevance of the crime to the practical experience;
- The nature of the work to be performed;
- The passage of time since the conviction;
- The age of the candidate at the time of the offense;
- The seriousness and specific circumstances of the offense;
- The number of offenses;
- The existence of pending charges; and
- Any relevant evidence of rehabilitation.

A teacher candidate may challenge a security clearance finding by appealing to the appropriate contact within the partnering organization as determined by that organization.
A SOE teacher candidate’s Inability to Qualify for a Placement

If a SOE teacher candidate is unable to qualify for a fieldwork placement, based on the determination of a partnering organization, the teacher candidate will be placed on academic probation for one (1) semester and the teacher candidate will be given no more than one (1) opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement). A SOE teacher candidate must be available to placement organization staff in their assessment of the teacher candidate’s qualifications for placement. A teacher candidate who is unable to qualify for placements with a partner fieldwork organization after two attempts at placement by the SOE will be deemed unable to continue in the SOE and will be terminated from the program.

Addressing Problems during the Fieldwork Placement

The Concerns of a SOE Teacher Candidate

If a SOE teacher candidate in a fieldwork placement encounters problems related to the placement, the teacher candidate must:

1. Inform the Clinical Placement Specialist and on-site Fieldwork Placement Coordinator (i.e., the primary supervisor/teacher of record for the field placement, practicum, and/or internship) within ten (10) business days not including any legal holidays;
2. Work with the Clinical Placement Specialist and faculty, if appropriate, on a plan to resolve the issue; and/or
3. Follow the plan with the Clinical Placement Specialist, faculty, and/or relevant school staff to resolve the problem.

The Concerns of a Fieldwork Placement Site

If a fieldwork placement site encounters problems related to the teacher candidate’s conduct, the fieldwork placement site shall:

1. Inform the Clinical Placement Specialist overseeing the teacher candidate’s placement of the problem within ten (10) business days, not including any legal holidays; and then either
2. Work on a plan with the Clinical Placement Specialist and/or faculty to address the problem with the SOE teacher candidate, to the extent possible, or
3. Inform in writing the Clinical Placement Specialist and/or faculty that the teacher candidate should be removed from placement site.

The SOE teacher candidate must follow the plan to the satisfaction of the placement organization.

If the plan does not satisfactorily address the fieldwork placement organization’s concerns about the SOE teacher candidate’s conduct:

1. The organization will contact the assigned Clinical Placement Specialist in SOE’s OCE of the problem within ten (10) business days, not including any legal holidays; and
2. OCE will determine the appropriate method needed to satisfactorily conclude the concern, for example, by engaging with the placement site coordinator to formulate a mutually acceptable plan, to the extent possible.

If this process does not lead to a satisfactory conclusion and the organization does not permit the teacher candidate to continue, the teacher candidate will receive a failing grade in fieldwork and a failing grade in the course. In addition, the teacher candidate will be placed on academic probation for one (1) semester and the teacher candidate will be given no more than one (1) opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement).
Different Scenarios for Dismissal from the SOE and applicable Procedures

Scenario 1: A SOE teacher candidate’s Arrest or other Security Clearance Related Issue

If a SOE teacher candidate is arrested and/or charged with a crime during fieldwork placement, he or she must follow the procedures listed below, in addition to following the procedures listed in the College’s teacher candidate Code of Conduct regarding the requirements upon a teacher candidate charged with a crime during his or her enrollment at the College:

1. Report the arrest to On-site Fieldwork Placement Supervisor and the SOE OCE placement specialist overseeing the teacher candidate’s placement within forty-eight (48) hours of the arrest, not including weekends and legal holidays; and

2. Notify the NYC DOE within forty-eight (48) hours of the arrest, not including weekends and legal holidays. If the teacher candidate does not report the arrest to the On-site Fieldwork Placement Supervisor and the SOE’s OCE, the NYC DOE will send a staff member to remove the teacher candidate from the fieldwork placement. It is highly recommended that the teacher candidate avoid such a situation. Under such a circumstance, College faculty and staff cannot determine the teacher candidate’s eligibility to remain at the assigned site. Only the NYC DOE can determine whether the teacher candidate may return to the placement site. The reason for the arrest may determine the timeframe of when the teacher candidate may return to the site. For example, a teacher candidate charged with driving while intoxicated (“DWI”) may be required to present court documentation to the NYC DOE, and a DOE determination may take two to four weeks. On the other hand, where a teacher candidate is charged with assault, the NYC DOE may require further investigation, which could take at least a year, before a teacher candidate is cleared for a placement.

Scenario 2: The teacher candidate Jeopardizes the Safety and/or Well-being of a Minor

If a SOE teacher candidate is dismissed by a fieldwork placement organization for having jeopardized the safety or well-being of a minor, the teacher candidate will be removed from the course and receive a failing grade. The OCE cannot knowingly place a teacher candidate who has compromised the safety or well-being of a minor, client, or patient in a clinical setting. If fieldwork placement is required for completion of a degree, license, or certificate, such a dismissal will result in the teacher candidate’s termination from the program. If the teacher candidate is terminated from the program, his or her action in coursework and clinical experience within the program will cease immediately.

Scenario 3: Removal by a Fieldwork Placement Organization

A SOE teacher candidate should be aware that as a member of the College community, he or she must follow the procedures listed in this document as well as the other policies referenced herein. There is no requirement, however, that a fieldwork placement organization follow these procedures. As such, if a fieldwork placement organization removes a teacher candidate from a placement due to unprofessional or egregious conduct or unsatisfactory performance, the College cannot mandate that the placement organization take the teacher candidate back.

Where a teacher candidate has been removed from a placement by the participant organization and alleged conduct does not involve behavior in which the SOE teacher candidate jeopardized the safety and/or well-being of a minor, the OCE staff will refer the matter to the Department Chair and Associate Dean for appropriate action. In such a case, the Department Chair and Associate Dean will:

1. Review the SOE teacher candidate’s alleged unprofessional or egregious conduct and determine whether replacement within a second fieldwork placement organization would be appropriate given the conduct in question;

2. If replacement is appropriate, teacher candidate will be placed on academic probation for one (1) semester; and
Hunter College

3. Instruct the SOE to make no more than one (1) attempt to find that teacher candidate another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement). A SOE teacher candidate must be available to placement organization staff in their assessment of the teacher candidate’s qualifications for the re-placement.

4. If the Associate Dean and Chair determine that replacement is not appropriate, they will recommend this action be reviewed by the SOE’s Clinical Standards Committee, which shall be comprised of the SOE’s Dean and one or more SOE Department Chairs. The teacher candidate will be placed on academic probation until the CSC issues a written decision. This decision shall serve as the final determination by the College’s SOE.

Failure to Meet the Terms of Academic Probation

A teacher candidate who is on academic probation and who thereafter violates the code of conduct will be removed from the fieldwork placement program by the SOE’s OCE. If fieldwork placement is required for completion of a degree, license, or certificate, such a dismissal or removal will result in the teacher candidate’s case being referred to the Clinical Standards Committee for review of the teacher candidate’s termination from the program. If the CSC affirms the termination of the teacher candidate from the program, his or her action in coursework and clinical experience within the program will cease immediately.

The Appeals Process

A teacher candidate who wishes to appeal an adverse decision under these procedures, may submit a timely written appeal to the Provost of Hunter College, stating reasons for his/her appeal. The Provost will decide the appeal within a reasonable time period and this decision will be the final decision by the College.

Policy for the Video Analysis of Teaching (VAT)

Three Step Process

All teacher candidate for a degree or certificate program at the Hunter College School of Education engage in analyzing video records of their practice for the purposes of gathering evidence for growth. Selected video may then be shared with faculty, supervisors or peers as part of course assignments.

Teacher candidates must complete this 3-step process. All forms can be found at huntersoe.org.

1. Obtain consent. Download disseminate, obtain and store consent forms in your personal @huntersoe.org drive for children and adults who appear in the video recording(s).

2. Upload and Share Video. Upload all videos to your personal @huntersoe.org google drive. Share link with faculty, supervisors, or peers as required within the @huntersoe.org domain.

3. Register Video via Teacher Candidate VAT Portal. Complete the process by registering that you have obtained and give your own consent via the provided form, and share the link to your video records through the VAT Portal at huntersoe.org.

Obtaining Consent

Before teacher candidates record video in clinical placements, consent must be obtained from the mentor/cooperating teacher, and parental/guardian consent, obtained for all students in levels Birth - Adult. Any breach of this policy is considered a serious violation of the School of Education’s Policy on Professionalism list at the bottom of this page.
Please note that the NYC Department of Education’s Media Consent forms are not acceptable. The Hunter College School of Education Consent Forms must be used.

FERPA

FERPA is a federal law that protects K-12 and university students from the disclosure of personally identifiable information. When sharing video records of practice, candidates and faculty must only upload videos to our one approved, FERPA complaint platform: the huntersoe.org google drive. This means that candidates and faculty must only be storing and sharing videos of practice via their @huntersoe.org accounts. These accounts are Hunter SOE administered, password-protected and FERPA compliant.

Please note that personal email accounts (including personal gmail accounts), Dropbox and YouTube are not FERPA compliant, and do not protect student privacy, and are not appropriate for video analysis.

In addition to exclusively using these approved platforms, at the end of each semester, it is the teacher candidate and faculty’s responsibility to delete any video records from smartphones, computers, or other electronic devices to avoid any risk of videos being shared outside of the huntersoe.org site after the course is completed.

Questions and Concerns

For Technical Assistance or other related questions, please email soehelpt@hunter.cuny.edu or review the Frankfort Center page on the School of Education website at education.hunter.cuny.edu/about/centers-and-initiatives/frankfort-center.

The School of Education Policy on Professionalism

The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social and emotional development of their students.

As such, the Hunter College School of Education values professionalism among its students, professors, and staff. In this section, you will find the standards of professionalism that you are expected to follow while a student at Hunter College.

As part of students’ professional development, and in order to nurture a safe and supportive learning environment for professors, teacher candidates, and students alike, all members of the Hunter College School of Education community are expected to adhere to the codes of professionalism outlined below. As a student at Hunter College, whether you are in class or at your fieldwork experience, you are a representative of Hunter College, and not an employee of the NYC Department of Education (DOE) or any other organization where you are placed, and are expected to adhere to these codes.

Below, you will find the description of the various aspects of professionalism that are expected of the School of Education’s students, both while at Hunter and as a guest in a field site, during coursework and during your clinical experience.

1. Professional Behavior

Interpersonal Relationships: As a member of the Hunter College School of Education community, you shall be courteous to and respectful of faculty, staff, other students, and any other members of the education community irrespective of race, political ideals, belief systems, and gender or sexual identification, so that all may feel at ease in a learning environment where everyone is free to participate in an open exchange of ideas. Throughout your
professional career you will be in contact with people from different cultural perspectives, and it is important to be sensitive to these differences. Therefore, you shall make every effort to respect cultural diversity both at Hunter and when you are a guest in a field site, and shall discourage any prejudice or discrimination in your own classroom. You shall at all times respect multiple points of view from your teachers, peers and your own students, and willingly accept constructive feedback from your professors, supervisors, mentors and cooperating teachers.

Punctuality and Attentiveness: Hunter students shall arrive promptly and be attentive in class, without engaging in private conversations, texting, or other activities that may be distracting to you or to other students. As professionals, you are expected to be on time for class, fieldwork, and other appointments.

Professional Attire: As Hunter College teacher candidates or counselors, you are representatives of the School of Education. As such, Hunter College expects that you dress in a professional manner when working in schools or in other professional settings where you will be conducting your clinical experiences.

2. Professional Integrity

Hunter College School of Education students are expected to conduct themselves ethically and with integrity, according to the expectations of the professions of teaching, administration, counseling and educational psychology. You shall interact with your peers, faculty, administrators, classroom teachers, and students, with respect and fairness, as well as follow the rules of confidentiality for your students and peers (see the rights and protections of privacy afforded to Hunter students by FERPA, the Family Education Rights and Privacy Act). All work you complete shall be your own, and you shall familiarize yourself with Hunter College’s policy on Academic Integrity.

3. Professional Communication

Email Address: You are expected to use your Hunter College email address for all electronic communications relating to your work at Hunter or in the field, since this email address is evidence of your professional affiliation with Hunter. If you absolutely must use an alternative email address, that address should signify who you are (i.e. your name), and not be a nickname, phrase, or be in any way provocative or childish. Conversely, you should avoid using your professional email address for personal correspondence.

Email Etiquette: You shall also follow basic rules of email etiquette. Always include a clear and direct subject line, and be clear and concise in the body of the email. Obey standard rules of grammar and style, write in full sentences, and avoid being overly familiar. Avoid humor, and be aware that written communication is different from face to face communication, since social cues such as facial expressions and tone are lost when writing, and something you might mean as a harmless joke could be taken as an offense by the recipient.

Communicating with Your Professor: When writing to a professor, be sure to indicate your course and section number, and follow the basic rules of email etiquette discussed above. Also include your EMPL ID number.

4. Social Media

Social Media (sites such as Facebook, Twitter, LinkedIn, or any other sites that encourage interactivity with the use of text or multimedia “sharing”) is a powerful tool for communication and networking, with the potential for useful teaching and learning opportunities. Although Hunter College does not have a specific policy related to Social Media, you are cautioned to use common sense with online interactions, and to adhere to the same behavior as described in the above section under “Interpersonal Relationships.” The privacy of others in the community must be respected according to the college’s FERPA policy, which includes the posting of information about, or photos and videos that depict your students or peers.
If you are placed in a DOE facility for your clinical field work, you are required to adhere to the Guideline from the DOE on Digital Citizenship and Social Media which can be accessed at the following website: schools.nyc.gov/school-life/school-environment/digital-citizenship.

In addition to the above standards, you should be prepared to adhere to the standards of professionalism that will apply to your future employment as a teacher, administrator, or counselor in a school system. The National Association of State Directors of Teacher Education and Certification defined a model code of ethics for educators in a recent document published on the web:

- Responsibility to the Profession, including upholding the rules, policies, and regulations of the profession, maintaining mental and physical health, and engaging with professional associations.

- Responsibility for Professional Competence. This includes keeping up-to-date on content and pedagogy, disposing of student records, and working to provide all students with equal access to curriculum and resources.

- Responsibility to Students, including respecting their backgrounds, avoiding inappropriate relationships with students, and protecting student privacy.

- Responsibility to the School Community, including working collaboratively with peers, supporting and mentoring new teachers, and communicating with parents in a timely and respectful way.

- Responsible and Ethical Use of Technology. This includes using social media in accordance with school and district policy, monitoring the potential for cyberbullying, and using technology to supplement teaching and learning.

The full text of the above code of ethics can be accessed on the National Association of State Directors of Teacher Education and Certification website at nasdtec.net/page/MCEE_Doc#Top. It is recommended that you take the time to familiarize yourself with these standards, which offer a common framework that will most likely be applicable in some form in any educational institution where you will be employed in the future.

New York State Teacher Certification

The undergraduate teacher education programs have been approved by the New York State Education Department (NYSED) to lead to initial certification in New York State. To be recommended for certification students must complete the approved program of study, take any required certification exams, apply for certification and meet all other certification requirements. Certification requirements and instructions for applying, including program codes, are available on the School of Education’s Certification and Licensure page at education.hunter.cuny.edu/academics/certification-and-licensure.

For support with Certification requirements, please contact the Office of Academic & Student Affairs at soe.oasa@hunter.cuny.edu.

Roosevelt House

Overview

Two undergraduate programs are offered at Roosevelt House.

Human Rights
This program aims to give students the tools they need to address human rights problems intelligently and constructively, whether as advocates, scholars, researchers or informed citizens. Via academic study and hands-on experience, students will explore both the theoretical and practical underpinnings of current human rights debates.

By learning about human rights law, theory and practice, students in the program will understand how human rights norms and aspirations can shape public policy, international relations, and corporate behavior. They will learn about issues such as accountability, humanitarian intervention, freedom of expression, and the rights of immigrants. They will be introduced to the structure of human rights enforcement mechanisms, assessing the way in which international treaties and multilateral institutions influence the behavior of national governments.

Public Policy

The Roosevelt House public policy program is based on the understanding that the preparation of informed individuals is the key to a vibrant participatory democracy. The program prepares students by providing essential research and analytical skills that are important goals of a strong liberal arts education. Our graduates are unique: they span many majors from Anthropology to Political Science, Women & Gender Studies to Biology. Students have an opportunity to interact first-hand with policy experts and practitioners, both in the classroom and outside, and learn how policies are created, how communities come together to demand change, who benefits from specific policies, and how public policy impacts can be best measured. These are important skills that enable students to enter competitive graduate school programs, or to embark on careers in public affairs and the nonprofit sector at the local, national or global level.

Human Rights Program

Overview

The Human Rights Program examines the theory and practice of human rights, combining academic training with hands-on experience. By exploring the philosophical foundations and legal framework of human rights, as well as addressing current political, social and economic realities, the program seeks to give students the tools necessary to engage intelligently with contemporary human rights problems. Among the thorny issues students may examine are indigenous peoples’ rights to natural resources, the limits of freedom of expression, the problem of corporate complicity in rights violations, the legitimacy of humanitarian intervention, and the problem of enforceability (both of economic, social, and cultural rights, and of civil and political rights).

An interdisciplinary program, the Human Rights Program offers courses in political science, anthropology, sociology and history, among other fields of study. Students may follow either of two academic tracks: a 15-credit Minor in human rights, or 24-credit Certificate. A key element of both tracks is the human rights internship, which gives students direct experience with the researchers, advocates, lawyers and analysts who make up the human rights movement.

Both the Minor and Certificate in human rights are good preparation for a career in government, at a nongovernmental organization, or in a regional or international agency. Many students may choose to go on to law school, journalism school or a graduate program. Whatever their career choice, their knowledge of human rights will make them more thoughtful and informed citizens.

Programs and Courses in Human Rights

Programs and Courses in Human Rights

Administration and Faculty

Director of the Human Rights Program and Program Adviser:
Public Policy Program

Overview

The Public Policy program is based on the understanding that the preparation of informed individuals is the key to a vibrant participatory democracy. The program prepares students by providing essential research and analytical skills that are important goals of a strong liberal arts education. Our graduates are unique; they span many majors from Anthropology to Psychology, Chinese and Classics. Students have an opportunity to interact first-hand with policy experts and practitioners, both in the classroom and outside, and learn how policies are created, how communities come together to demand change, who benefits from specific policies, and how to measure the impact of laws. These
are important skills that enable graduates to either embark on careers in public affairs and the nonprofit sector, or remain engaged in public affairs—nationally and globally—regardless of their stated major, career goals, or personal objectives.

What can I do with my certificate in Public Policy?

Participation in the Public Policy Program, via either the Minor or the Certificate, will provide students with skills, experience and knowledge that will strengthen their applications to graduate school or law school, and help them in their future careers.

Program and Courses

Programs and Courses in Public Policy

Administration and Faculty

Program Director:

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