

MINUTES

Meeting of the Hunter College Senate

3 December 2025

1 The 710th meeting of the Hunter College Senate convened at 3:58 PM in HW 714.

2
3 **Presiding:** Sarah Chinn, Chair

4
5 **Attendance:** The elected members of the Senate with the exception of those marked absent in Appendix I.

6
7 Alternate Senators were formally seated in accordance with the procedures approved by the Senate for in-
8 person meetings, and they were enabled to vote using iClicker.

9
10 **Agenda:** It was moved that the Resolution to Amend the Undergraduate Course Repeat Policy at Hunter College
11 be postponed until the next meeting in Spring 2026. Instead, the Undergraduate Academic Requirements
12 Committee will present the Resolution to Amend the Pass/No Credit Policy Page in the Hunter College
13 Catalog. The agenda was adopted as revised.

14
15 **Report by**
16 **the President:** Chair Chinn invited President Nancy Cantor to report. President's report is in Appendix II.

17
18 **Middle States**
19 **Update:** Chair Chinn invited Professor Gina Riley, Special Education department, and Professor Lawrence
20 Kowerski, Classical & Oriental Studies department, co-Chairs of the Middle States Self-Study Standard
21 V Subcommittee, to provide an update on Middle States. Their presentation is in Appendix III.

22
23
24 **Report by the**
25 **Administrative**
26 **Committee:**

27
28 **a) Special Senate Election for Vacant At-large Seats**

29 In accordance with Article IV, 2H i & ii of the Charter for a Governance of Hunter College, the
30 Administrative Committee is presenting the names of all nominees received to date:

31
32 Students: Becky Koshy (Biochemistry)
33 Nicole Nunez (Political Science)
34 Iman Meawad (Mathematics/Physics)
35 Charles Richards (Computer Science)

36
37 It was moved that the Secretary be instructed to cast a single ballot in favor of the nominees. The
38 motion carried by unanimous consent.

39
40 **b) Approved Curriculum Changes**

41 The following curriculum changes as listed in the attached report dated 3 December 2025 have
42 been approved as per Senate resolution and are submitted for the Senate's information. Items:
43 UR-2866 Mathematics & Statistics (Routine change in courses), GR-1660 Curriculum &
44 Teaching and Educational Foundations (Routine change in courses), US-2861 Theatre (Change
45 in courses), US-2862 Theatre (Change in degree program), US-2863 Music (New Minor), US-
46 2864 Music (New courses), US-2865 Mathematics & Statistics (Change in degree program), US-
47 2868 Curriculum & Teaching (Change in course), US-2849 Classical & Oriental
48 Studies/Japanese (New course proposal), and US-2774 Geography & Environmental Science
49 (Change in degree program).

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57 c) **Ceremonial Adoption of Candidates for Graduation**

58 Chair Chinn moved for the ceremonial adoption of the list of candidates for diplomas and degrees
59 to be awarded on 1 January, 2026. The motion carried by voice vote without dissent.
60

61 **Committee**
62 **Report:**

63 **Committee on Charter Review**

64 Chair Chinn invited Professor Laura Keating, Chair of the Committee on Charter Review, to present a
65 report. The report is in Appendix IV.
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67
68 **The Undergraduate Academic Requirements Committee**

69 Chair Chinn invited Professor Kirsten Grant, Chair of the Undergraduate Academic Requirements
70 Committee, to present the **Resolution to Amend the Pass/No Credit Policy Page in the Hunter College**
71 **Catalog**. Resolution is in Appendix V. Discussion and debate followed.
72

73 There was a motion to approve the Resolution.

74 The iClicker produced the following results: 52 in favor, one against, one abstentions.

75 The Resolution was approved.
76
77
78

79 Due to the late hour, the meeting was adjourned at 5:20 PM.
80

81 Respectfully submitted,

82
83 Sarah Jeninsky
84 Secretary
85

APPENDIX I

The following attendance was noted from the meeting

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

Faculty						
AFPRL	Anthony Browne	A	Mathematics & Statistics	Sandra Clarkson	A	
	Milagros Denis-Rosario	(A) A			0	
	Lázaro Lima	(A) X				
Anthropology	Jackie Brown	A		Robert Thompson	(A) X	
	Stephanie Levy	(A) A	Medical Laboratory Sciences	Barry Cherkas	(A) X	
Art & Art History	Milena Shattuck	(A) A			Francesco Lotti	X
	Howard Singerman	A		Steven Einheber	(A) X	
	Dave McKenzie	A	Music	Muktar Mahajan	(A) X	
Maria Pelizzari	(A) A			Michele Cabrini	A	
Biological Sciences	Chitra Ganesh	(A) X		L. Poundie Burstein	(A) A	
	Ben Ortiz	X	School of Nursing	Steven Spencer	(A) X	
	Jesus Angulo	A			Jennifer Majumdar	A
	Paul Feinstein	(A) X			Tara Heagele	X
Carmen Melendez	(A) X			Ashley Ritter	X	
Chemistry	Gabriela Smeureanu	A	Philosophy		(A)	
	Nancy Greenbaum	(A) A			Omar Dahbour	A
	Matthew Devany	(A) X			Laura Keating	(A) A
Classical & Oriental Studies	Nadya Kobko-Litskevitch	X	Physics & Astronomy	Kyle Ferguson	(A) X	
	Frederick Rogals	A			Ying-Chih Chen	X
	Doron Friedman	(A) A			Yuhang Ren	(A) X
Computer Science	Alex Elinson	(A) A	Political Science	Kelle Cruz	(A) A	
	Raffi Khatchadourian	A			Charles Tien	X
	Sven Dietrich	(A) X			Rob Jenkins	(A) X
	Felisa Vazquez-Abad	A		Psychology	Michael Lee	(A) X
	0 (A)		Darlene DeFour		A	
			Roseanne Flores		A	
Curriculum & Teaching	Edgar Troudt	X		Glenn E Schafe	(A) X	
	Stephen Demeo	X	Physical Therapy	Amber Alliger	(A) X	
	Maverick Zhang	(A) A			Steve Kofsky	X
	0			Nicki Silberman	(A) X	
Dance	Maura Donohue	A	Romance Languages	Tom Holland	(A) X	
	Jade Robertson	(A) X			Noran Mohamed	A
Economics		0 (A)		Ana Tello	(A) X	
	Michelle Liu	A	School of Social Work		0 (A)	
					Daniel Gardner	A
				Mayra Lopez Humphreys	A	
Educational Foundations & Cou	John Li	(A) X		Seon Mi Kim	(A) X	
	Jessica Van Parys	(A) A	Sociology	Yi Wang	(A) X	
	Sarah Bonner	A			Mark Halling	A
John Keegan	(A) A			Mike Benediktsson	(A) X	
English	Veronica Muller	(A) A	Special Education	Heba Gowayed	(A) X	
	Sarah Chinn	A			Nancy Sall	A
	Katie Winkelstein-Duveneck	A			Melissa Jackson	(A) X
Film & Media Studies	Mark Miller	A	SLPA	Kristen Hodnett	(A) A	
	Jeff Allred	(A) X			Nancy Eng	X
	Larry Shore	A			Michelle MacRoy-Higgins	(A) X
	Omar Hammad	A			Stanley Chen	(A) A
Geography & Environmental Sci	Kelly Anderson	(A) X	Theatre		(A) A	
		(A)			Claudia Orenstein	A
	William Solecki	A			Phillip Brown	X
German	vacant	(A)	Urban Policy and Planning	Louisa Thompson	(A) X	
	Sun Shipeng	(A) X			Victoria Johnson	A
	Aine Zimmerman	A			Lily Baum Pollans	(A) X
History	Elke Nicolai	(A) A	Nutrition and Public Health	vacant	(A)	
	Edward Dawson	(A) A			Steven Trasino	X
	Aaron Welt	A			Khurshed Navder	(A) X
	Manu Bhagavan	(A) X			Wendy Vaughn	(A) A
Library	Mary Roldan	X	Women & Gender Studies	Chris Mitchell	A	
	Iris Finkel	A			Priscilla Yamin	(A) A
	Ajatshatru Pathak	A			Rupal Oza	(A) X
	Dorian Onifer	(A) A				
		(A)				

Students

Kyle Guttierrez	A
Nishat Raihana	X
Izadora Lima Soares Prereira	X
Odelia Boone	X
Serhiy Stoperkevych	A
Amaryllis Rodriguez	X
Bryan Le	X
Bryan Zhao	X
Victoria Fitzpatrick	X
Sara Algahmi	X
Becky Koshy	X
Nicole Nunez	A
Iman Meawad	X
Catherine Splendore	A
Lily Shahein	X
Cross Elizardo	A
Charles Richards	A

At-Large, Lecturers and Part-Time Faculty

Student Services	Burhan Siddiqui	A
	Luis Roldan	(A) X
Library	Jocelyn Berger-Barera	A
MHC	Lev Sviridov	X
Psychology		0
Geography and Environmental Science	Mimoza Frankfurt	X
Medical Lab Science	Hongxing Li	X
Wendy Raver	Wendy Raver	A
Geography	Ines Miyares	A
Classical & Oriental Studies	Chris Stone	X
Special Education	Gina Riley	A
Registrar	Jennifer Dennington	A
THHP	Sarah Jeninsky	A
Political Science	James Bacher	X

Ex-Officio

President, USG	Bashir Juwara	X
President, GSA	Charles Richards	A
President Alumni Association	Elizabeth Wilson-Anstey	X
President, HEO Forum	Denise Lucena-Jerez	A
President, CLT Council	Amy Jeu	A

ADMINISTRATION

Senators:

HEO/CLA Representative	Irina Ostrozchnyuk	A
Vice President for Student Affairs	Eija Ayravainen	A
Provost	Manoj Pardasani	A
Interim Dean, School of Arts & Sciences	Erica Chito Childs	A
Dean of Education	Julie Gorlewski	A
Alternate Senators (3):		
Dean of Social Work	Mary Cavanaugh	X
Assistant Vice President for Enrollment	Joseph Fantozzi	A
Dean of Nursing	Ann Marie Mauro	A

APPENDIX II

“I have a number of quick updates. Let me first start with enrollment. Our wonderful enrollment folks have done an amazing job, as always. We are on pace to enroll about 2,300 students in the Winter session which begins January 2nd. In Spring, there are currently about 16,828, students registered, but we are expecting an enrollment about 21,700, and that includes about 100 new freshmen, 650 new transfers, and 400 new graduate students, which is really exciting. In terms of Fall, registration for Fall 2026 does not begin until April, but so far, we have received 30,000 applicants. Every time I see that number, I say “It can't be 30,000 applications!” For Fall semester, we anticipate over 40,000 applications. So, pretty exciting.

“In terms of another update: Degree Works is now available for graduate students. That is the academic advising planning tool that is really wonderful, fully aligned now with program requirements in the graduate catalog. We really want to thank our Registrar, Deputy Registrar, and the entire Degree Works team, especially Denise Lucena-Jerez, who have been working tirelessly on this project for about a year, so it is pretty exciting.

Then, I think I talked about this last time, but we are very excited to announce that this Spring, we will welcome our first ASAP cohort of hopefully up to 150 students. ASAP is a wonderful CUNY-wide program that gets a lot of national attention. It is really a very successful program. The advising team for ASAP will be on the 10th floor of the East Building.

“Now, I also am very excited to talk about an update on the Seed Grants. Many of you know that the Provost Office through Jenny Tuten issued a request for proposals for publicly and community engaged scholarship with partners that would support student stipends, support community-based organizations, support engagement directly. We thought we would get maybe 10, 15 or 12 applications. We got 47 applications from all of schools and the Library representing a variety of community partners, cultural institutions, New York City schools, community-based organizations, healthcare organizations, local artists in the community. Just wonderful array of grant proposals. Since we could not do all 47 right away, we organized it into two phases. We took the ones that were able to start right away in the Spring, and covered 23 proposals from 21 different departments: all schools and the Library. Those will cover student stipends, partner costs, etc. Then, there will be a phase two where the rest of the 24 applications can start in planning now and then would be funded in the Fall. So, we are really excited about that, and this is going to be an ongoing Seed Grant project. Probably next year, we will delineate particular topic areas, and we will evolve as we go, but this is really exciting.

“I also have an update on issues around both the food pantry and the Food Policy Center. Through the School of Health Professions, we have a wonderful Food Policy Center. They did an amazing panel on food insecurity issues arose around SNAP. They are collaborating with programs in Geography and Environmental Science to do GIS mapping of food pantries relative to the demographics of different areas in New York City. Really wonderful work. So, if you are interested in the issues of food insecurity, which is one of the most powerful issues of equity in this city and country at large, look at the work that the Food Policy Center does. I urge you to think about the ways in which different departments can team up with the Food Policy Center because I think there is a lot of opportunity there. Speaking of which, our wonderful Purple Apron Food Pantry put out a fundraising campaign, and we are continuing that. The Purple Apron Food Pantry had 8,000 visits last academic year. This year is probably on par to double that. We have raised \$90,000 so far towards our \$200,000 goal. We are going out to donors and to everyone. I ask them to contribute to this because it is really very central to our ability to support our community and our students. If you have not contributed yet, think about it. Every dollar helps. It is really a very important community-forming center for Hunter College.

“Next is an update on AI which some of you may hate, and some of you may love but all of us need to embrace. ACERT and the Center for Digital Learning and Innovative Pedagogy have been doing these wonderful faculty boot camps, if you will. We have had three of them so far, and there is a fourth one in January. I really urge faculty who are interested to think about it. It is a three-day faculty workshop that supports faculty in thinking about responsibly integrating generative AI into coursework. Really interesting. The 35 to 40 faculty participants so far reach about 3,000 students, so this is not insignificant when we think about the impact. Rob Domanski's folks did some surveys last year, and about 70% of faculty report using generative AI, and nearly 40% had AI activities in classes, so this is not something that is just happening on the side, but it is something that we have to take seriously in terms of how to responsibly use AI and what that means from a student perspective and a faculty and staff perspective. Apropos of that, we have a partnership now with Microsoft for creating tools for AI for personalized learning. So, how do you personalize the use of AI in a learning setting? This should be a very interesting study.

“Okay, some more very good news. In 2025, our faculty produced 26 books; a phenomenal array of books. I wish I could show you all the fabulous slides of all the covers of these amazing books, across so many departments: Women and Gender Studies, English, Curriculum and Teaching, Political Science, Anthropology, AFPRL, Classical and Oriental Studies, Art and Art History, Sociology, Geography and Environmental Science, Special Ed, Theater, Computer Science, Philosophy, Dance and the Bellevue School of

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Nursing. An amazing array of books produced by our faculty. They are getting some rave reviews even in public media, and so we should be very proud of that.

“I also want to point to the continuing “Promoting Civil Discourse and Intellectual Dialogue Series.” I know you are probably tired of hearing about that from me, but it is so important that we get on top of that. There could not, in some ways, be anything more important. We did about ten events last year. This year's series began with what I must admit I am a little biased on because it is a book in the book series I co-edit; I did not write it, but it is in our book series by Susan Sturm called “What Might Be: Confronting Racism to Transform Our Institutions”. Then, on November 13th, we had a great panel discussion on free speech and civil dialogue on campus and in society that Bill Herbert, our Director of National Center for the Study of Collective Bargaining in Higher Education organized. On December 10th, Joe Lowndes, our fabulous Public Policy Director at Roosevelt House is going to be in conversation with our amazing Philosophy faculty member, Linda Alcoff on understanding the rise of the anti-democratic right. Everybody should go to that. So, put it in your calendars: December 10th at Roosevelt House. January 15th, we are doing an amazing symposium to celebrate the 50th anniversary of the Brookdale Center for Healthy Aging. It is truly amazing that this is the 50th anniversary of that Center, which as Manoj knows well, and as I know well because my mother was President of the American Gerontological Society and had a lot to do with Brookdale Center on Aging and was a Hunter graduate, is a really phenomenal group. So, it will be a day-long symposium celebrating that. Then, Humanities Action Lab is going to do a panel in February on the intersections between immigration detention and mass incarceration if ever there was a timely topic, unfortunately, today. On February 4th, there will be a panel discussion on the legal status of conversion therapy in different U.S. states, and what it tells us about the state of LGBTQ rights; incredibly timely, and unfortunately, as well. Then, on February 18th, Phil Swan from the Hunter College Library has organized a panel on the value of political pluralism in America. So, lots of happening in that series, and I really want to urge people to not only come yourselves but rally your students to come because it is very important that we engage our students directly in this.

“In addition, you know that through CUNY, we are working with the Constructive Dialogue Institute, and we are in our own relationship working with Interfaith America. For CDI, I am urging everybody to think about their online Perspectives course. It is in various modules. You can do a module at a time and take a break. There are six modules. It is very good training on constructive dialogue. 70 faculty and staff have signed up so far. We are trying to get as many students. Misha Smith is working hard to get as many club leaders as possible. 200 students have taken the Perspectives training. Daniel is working with the first-year seminars to do it. Collin Craig is the organizer around constructive dialogue. Next week on the 10th, we are having a “Chat and Chew” event inviting all of our students who have taken Perspectives to come and talk about their experiences with the curriculum.

“Now, some news from the Schools. The School of Education has taken part in a number of really important convenings and conferences around the country and here. In October, the New York Association of Colleges for Teacher Education and the New York State Association of Teacher Educators of which our own fabulous Gina Riley is President hosted their annual conference in Saratoga Springs. Over a dozen School of Ed faculty presented. It is a really important conference, and it is really great that people were there. In November, the Association of Teachers of Mathematics of New York City and Hunter College Center for Teaching and Learning Mathematics held their Fall conference. I am very happy to say that the School of Ed through that is launching a partnership with Math for America which is a wonderful organization getting teachers trained to do math teaching. Then, you all know that at Roosevelt House, Hunter was part of CUNY's, “Don't AI Alone” conference. A number of people, Erica Chito-Childs included, were on a panel that Julie moderated and people from across CUNY. Then, the School of Ed is also launching two new micro-credentials: one on socio-emotional learning, and one on teaching every student in an AI-driven world “P-12 Special Education Meets AI Literacy”; a wonderful potential.

“The School of Nursing is doing amazing things including getting ready to move, but, in addition to that and even more important, they just created and announced a 2025 to 2028 Strategic Plan and have held many different convenings to really get feedback on that plan. The Hunter Nursing achievements are just coming in. Tanit Lang-Michelson has been appointed Director of Undergraduate Clinical Affairs with more than 18 years of experience in higher education. Assistant Professor Aliza Ben-Zacharia and Associate Professor Christine Anne Ganzer will be inducted as Distinguished Fellows in the National Academies of Practice in March, and that is really exciting. Assistant Professor Ellen McCabe has been appointed fellow by examination of the Faculty of Nursing and Midwifery at the Royal College of Surgeons of Ireland, which is really interesting and impressive. The other thing that Nursing is doing, and I will get to Social Work later because they are doing similar things, is a student's stress reduction events such as scheduling yoga sessions, healthy snacks, stress relief aids during exam periods. They are working also with the Office of Student Affairs to plan more for Spring. So, that is something for everybody to start thinking about: how we can proliferate those kinds of well-being events.

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“Arts and Sciences. Anthropology has just secured a donation to fund the Dorothy Kerr Internship Fund. It is going to pay for students to do social justice-oriented internships for 5 years. Dorothy Kerr was this phenomenal Anthropologist who, way before her time in the 1930’s, essentially created the Anthropology department here but also just really put justice at the center of her ethnographic work and all of her work. So, very exciting. Congratulations.

“Theater hosted its Fall production of “Trouble in Mind”, a play written by Alice Childress who some of you may know is very well-known for socially conscious representations of Black women's experiences. It was directed by our adjunct professor, Adrienne Williams.

“Dance hosted a beautiful Fall dance concert featuring the very talented dance students. They were performing original pieces by our own faculty, Professor Jade Robertson.

“Then, of course, the HumanitiesXTech series is going strong. Yesterday in the West Lobby, our great Computer Science faculty member, Raj Korpan did a demonstration of his inclusive robotics which I hope some people saw. The HumanitiesXTech events are happening, and those are really interesting interdisciplinary events combining computer scientists with Japanese language professors doing virtual reality on tea ceremonies and being invited all over to do that. Very exciting.

“I mentioned the books that were published recently. Well, Geography has three of them which is just amazing: Albrecht's “GIS and Housing”, Pavlovskaya's “Solidarity Cities: Confronting Racial Capitalism, Mapping Transformation”, and Bill Solecki's “Cities and Environmental Change: From Crisis to Transformation”. They are really off and running in a very impressive way.

“Biology professor, Jill Bargonetti, our fabulous cancer researcher, took a whole cohort of post-baccalaureate students who they mentor at the Belfer Labs to the American Society for Microbiology.

“Finally, from Arts and Sciences, Anthropology professor, Andrea Baden's research on Madagascar black and white lemurs is really catching national news. I think it is interesting given Josh Plotnik and the elephants. Now, we have got a new species that we are catching news for. So, very exciting.

“So, the School of Health Professions has been very involved in interprofessional education. I think that is something we all ought to think about. Graduates and students from Nutrition, Speech-Language Pathology and PT participated in a CUNY-wide interprofessional education day. All very important work. They have done a lot of research presentations at the American Speech Language Hearing Association with students as well as faculty there, and they are also creating a whole set of department committees. The School of Health Profession is really coming together now. It is a new school for us bringing three departments together. It is very exciting that they are creating committees and really structuring this new School.

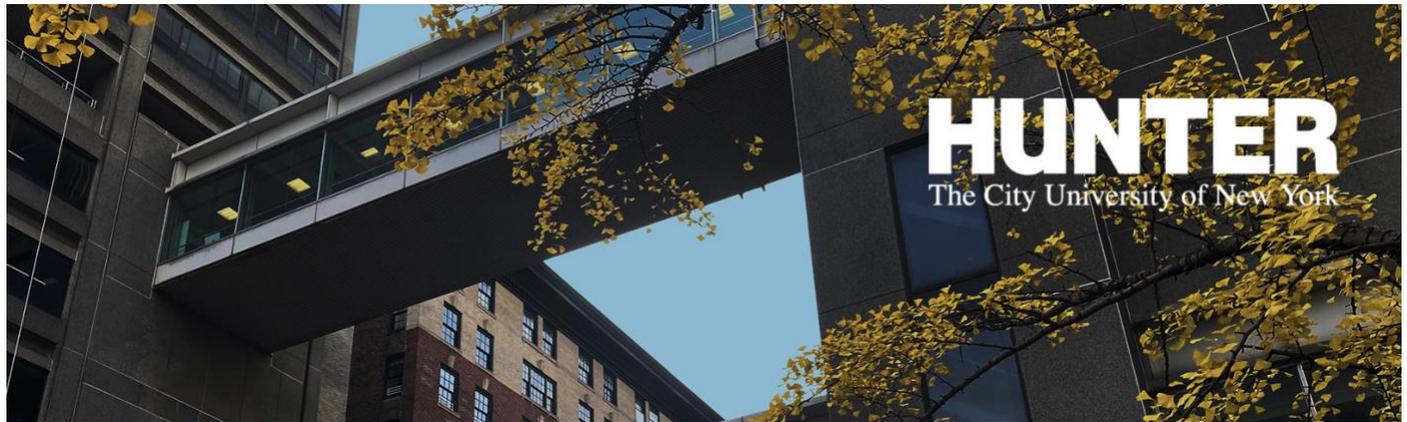
“Finally, last but of course not least. Silberman School of Social Work is building an incredible set of partnerships with universities of West Indies’ Trinidad and Tobago. They visited Silberman last Fall, and they have now adopted several of Silberman's instructional frameworks and approaches, in particular, a core curriculum around just practices with an anti-oppressive framework. Really interesting work. A faculty member from the West Indies’ Trinidad and Tobago's, their social work director, and Mary gave me a quote from her. She says, “It is an informal community-building initiative designed to bring together our students and faculty to connect, build collegial relationships, and to engage outside the classroom.” At Silberman, we call it PPRE, a place to pause, reflect, and engage. In the Caribbean, they are calling it the Breezeway, and this is a quote, “as we say in the Caribbean where we come to breeze.” I love that. Speaking of community well-being, Silberman has been doing some really interesting training of faculty and staff and students to be in the community. For example, The New York City Department of Health and Mental Hygiene teamed up with Silberman folks to do Narcan training for faculty, students, and staff. Very interesting project. Then, Silberman itself is doing what Nursing and others are doing, and that is real stress reduction and trauma-informed yoga sessions. They are teaming up with “Exhale to Inhale” which is a wonderful organization. This is in its third semester, and they are looking to expand these initiatives to the 68th Street campus.

“I will end by saying that, and I hope you all do not mind me saying this. You are amazing. People say to me all the time, “How is it going at Hunter in this day and age?” And I say, “Are you kidding? Hunter faculty, students, and staff are the best thing happening in this day and age!”

“I am announcing the holiday party, December 12th at 2:00pm in the Cafeteria. We can celebrate ourselves. I really mean seriously that we should be very proud of what it means to be who we are because everybody around our world is abandoning who they are.

“We are not abandoning who we are, who we have been, and who we can become. That is the message I hope we all share everywhere. So, thank you.”

APPENDIX III
Middle States Self-Study Standard V



HUNTER
 The City University of New York

**Middle States Self-Study
 Standard 5: Educational Effectiveness Assessment**

December 2025

Subcommittee Members

Larry Kowerski, Co-Chair, Associate Professor of Classical & Oriental Studies	Gina Riley, Co-Chair, Associate Professor of Special Education, Faculty Director, ACERT
Collin Craig, Assistant Dean, School of Arts & Sciences, Associate Professor, English	Nancy Sall, Assistant Professor, Special Education
Sheri Farber, Assistant Professor, Libraries	Catherine <u>Splendore</u> , Graduate Student, Educational Psychology
Scott Gentile, Lecturer, Math & Statistics	Andrew Wallace, Director of Institutional Research
Melissa Jackson, Assistant Professor, Special Education	Stephen <u>Yermal</u> , William Randolph Hearst Endowed Chair in Clinical Nursing and Clinical Professor Specialty Director, Nurse Anesthesia
Marina <u>Lalayants</u> , Professor, Philosophy	Jera Zhang, Assistant Professor, Department of <u>Nutrition & Pubic Health</u>
Jim Llana, Provost's Office	Tom <u>DiGloma</u> , Professor & Chair, Department of Sociology
Stephen Lassonde, Director of the Office of Prestigious Scholarships & Fellowships	Erica Chito – Childs, Interim Ruth and Harold Newman Dean of the School of Arts and Sciences

Our New Student Members

Kaylin Espinel
Brittany Guzman-Cholula
Arig Hassanin
Samuel Levine
Velio Pasqua
Kenneth Piekarski
Nishath Rema
Sadia Saeed
Supoma Sarker
Lauren Smith
Catherine Splendore
Lily Zaman

Our Charge:

Educational Effectiveness Assessment Working Group V will evaluate the **effectiveness of institutional policies and practices for assessing student learning and achievement.**

The Working Group will make use of existing assessment reports, institutional data, survey results, and assessment activities completed by the Office of Assessment, the Center for Online Learning and Teaching, and the Academic Center for Excellence in Research and Teaching.

Lines of Inquiry Focused On:

- How does assessment lead to improvement and innovation at the college?
- How are ILO's and PLO's aligned with the college's mission?
- How do we conduct, manage, and close the loop on assessment?
- Are students achieving learning outcomes?
- Disaggregation of data, review of assessment, creating a culture of assessment at Hunter
- Curriculum Mapping
- How do results of assessment affect planning, budgeting, and institutional improvement
- How are results of assessment communicated with stakeholders?

Questions?

Larry Kowerski
212-772-5007
Room 1403W
lkowersk@hunter.cuny.edu

Gina Riley
212-396-6921
Room 920W
grilev@hunter.cuny.edu

APPENDIX IV

“Let me first note that this will be different from what we planned to give at the last meeting as outlined on the distributed handout. The committee now wants to give a broader report and the faculty issue will be mentioned as part of that. So today I wanted to let you know that the Charter Review Committee has started discussion this semester of recommendations for a variety of amendments to the Charter. These include about a dozen updates of various kinds and three other significant revisions which we just wanted to introduce today.

“The first aims to improve the Charter by reformatting and filling it out to make clearer the breadth of elements involved in the governance of the college, many of which are mentioned in the Charter in various places but not properly identified and described. Doing this will involve putting the Senate in one Article, clearly identifying the subject matter of the other articles, such as constituency bodies and departments, and adding other articles on programs and P & B committees. Probably the most important of these is making explicit the roles of the constituency bodies for faculty, students and staff. The lack of their explicit inclusion in the Charter undermines the sustainability and effectiveness of these bodies, as well as the Senate itself. This revision will also bring our Charter in line with the charters of other CUNY Senior Colleges, especially those whose governance structures like ours involve a multi-constituency academic legislative body and separate duly constituted faculty, student and staff bodies, namely, John Jay and Lehman.

“Our Charter addresses constituency bodies for faculty and students only generally in Article X, after the articles on the Senate and before the article on departments. When the Charter was drafted in 1970, besides the Faculty Council, the pre-existing bylaw-governed organizations were the day and evening session undergraduate student governments, the Graduate Student Association and the General Faculty. Given their basis in the university Bylaws, these bodies were indirectly referenced in Article I in establishing the Senate as a replacement for the Faculty Council. They were also given a role in Senate elections in Article II. For us to make the faculty and student bodies explicit, the Charter would need only to state their general membership and responsibilities in the college, and any constraints to be incorporated into their bylaws. The same could be done for the relevant staff bodies.

“As presented on the distributed outline, there is a problem in identifying the duly constituted college faculty body. The FDA was established in 1973 within the Bylaws of the General Faculty, to serve the General Faculty as the student senates serve the student organizations. But who has ever heard of the General Faculty?? Over the past 25 years it has faded away while its bylaws remain, grounding the FDA. Something formally needs to be done. Basically, we need for the college faculty to explicitly consider what the “duly constituted” body representing the faculty is or is going to be and establish or revise bylaws for it.

“The other two major revisions being discussed concern the Senate membership categories and election procedures for three groups: undergraduate students, non-faculty academic staff, and part-time adjunct, and non-permanent line faculty.

“For undergraduate students, we need to reconsider the long obsolete election processes for those seats and perhaps also the categories used in their allocation. The goal is to make student participation in shared governance via the Undergraduate Student Government and the Senate more coherent and sustainable.

“The student election issue has been a long-standing one but is actually more straightforward than that involving staff and part-time and non-permanent faculty. In our current Charter, academic staff are actually put in 13 of the 57 seats for faculty. By a Charter revision in 1998, non-faculty CLTs and HEOs working in departments were made eligible for the faculty seats reserved for part-time and adjunct faculty, with no allocation specified for the different groups. By another amendment, in 2006, one of those 13 seats was mandated to be reserved for a staff member in Student Services, leaving the other 12 with the same eligibility requirements but still no further allocation. These amendments, however well-attended, have weakened the Charter’s definition of the Senate membership. It now involves a contradiction: the make-up of the Senate is at most 56% faculty, not a steady 57%. Further, the placement of staff in the faculty category has produced unclarity about who falls under the term ‘faculty’ in the Charter, for example, whether descriptions of faculty eligibility in Senate committee also covers HEOs, CLTs and other staff. Why weren’t staff just given their own category for Senate membership? Why was the category for faculty made so unclear?

The answers to these questions are historical – some may already know these answers, but some may not, so I will briefly sketch: First, the 1970 Charter did not include staff as a constituency: the main categories of Senate membership – 57% faculty, 38% students, and 5% administration – omit academic staff. Further, that original charter also stated that revision of the Charter must be by a referendum with at least 30% of faculty and 30% of students voting. This was a huge obstacle to any attempt to revise the Charter. The Senate fixed this in 1978, with the help of the Board of Higher Ed, when the Senate requested that the Board approve, without any referendum being done, an amendment of the Charter to allow a second revision process - what is now our current 3-stage Senate process. But as part of this proposal, the Senate explicitly added that amendment of the base allocation would still

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require a referendum of college faculty and students. Given this exception clause, afterwards, starting in the mid-1980s, when the Senate considered adding staff to the Senate, they sought to do that without altering the base allocation, and so avoid a referendum. As we have seen, the practical solution was to use faculty seats for staff.

The committee is considering whether to recommend a fix to our Charter so that staff are part of the basic percentages, seats for staff and part-time faculty are separately reserved, and the meaning of 'faculty' be clear. What to do about the referendum requirement?

History again may point to an answer: It turns out that in 1979, when the Board approved the amendment to the original Charter revision process, the Board actually deleted not only the entire original referendum process but also added that specific referendum requirement for the revision of the base allocation, leaving only our current process. But in 1983, when the Board was considering Charter revisions passed by the Senate in 1980 and 1981, the Senate noticed that deletion and informed the Board that back in 1978 they had wanted to keep the referendum option and so then requested that it and the requirement regarding the base allocation be put back in the Charter, and it was, and here we are.

So, we want to consider: is it finally time to attempt to redo the base allocation to include and reflect the participation of staff? The Board was fine with completely deleting the referendum requirement in 1979 – they did it without our asking! Perhaps we should take back the reinstatement request made by the Senate 43 years ago and appeal for their help again. Then by our usual Senate process we could revise the base allocation and as well the contradictory specific allocations for faculty seats, finally giving staff, and faculty, their own well-defined places in the Senate.

“The committee plans to consult a variety of groups on all these issues in the Spring.

Outline of Report of Charter Review Committee to the Senate, November 19, 2025

A. A major part of our planned deliberations: making explicit in the Charter the college-level constituency bodies for faculty, students, and staff and their roles in shared governance,

1) to make the existence of these bodies more evident and accessible and the different roles they have and the relation between them more transparent.

2) to improve the level and sustainability of participation by faculty, students and staff, not only in those bodies but also in the Senate.

3) to bring our Charter in line with other CUNY senior colleges, whose charters not only include their legislative body (or bodies), but all the college-level bodies that play a role in shared governance.

B. Background

1. Why we have a college charter at all: In May 1969, Board of Higher Education approved a proposal, "The Restructuring of Governance at the City University," which directed each campus "to determine its own pattern of internal governance including the question of student participation." They leave it up to the campuses how they would bring students into deliberations they had been left out of the old Board mandated structures, particularly, the deliberations of the academic policy body, the Faculty Council.

2. The existence and makeup of constituency bodies at the campuses, mandated and given specific functions in the Board's Bylaws, and operating under their own bylaws or constitutions were not at issue. At Hunter, these were the day and evening sessional undergraduate student governments, the Graduate Student Association, and the General Faculty.

3. The 1970 Charter makes two references to these formal constituency bodies:

a. In defining the charge of the Senate as a replacement for the Faculty Council in Art. I.1: it is "the legislative body of the College with authority to determine College policy on all matters not reserved now or hereafter by Education Law or Board of Trustees Bylaws to the President of Hunter College, to other officers or duly constituted bodies of the College or The City University, or the Board of Trustees."

b. Article X: "Nothing in the terms of this Charter shall be construed to prevent the continuation, or the establishment in the future, of student government and faculty organizations under instruments of governance which do not arrogate onto such bodies the exercise of functions properly mandated by this Charter to the College Senate, or any body or committee thereof."

These seeming obscure references to these formal shared governance bodies makes the Charter as-is inadequate as a college governance document; we can fix this.

C. Complications in making the college-level constituency body for faculty explicit in the Charter:

1. The FDA is not actually functioning under its own "instruments of governance." Rather, the FDA functions under the bylaws of the General Faculty of Hunter College. While the FDA is to "prepare statements of its constituents for consideration by the policy-making legislative and administrative units of the College or university," other matters and revision of the bylaws are by a poll of the General Faculty.

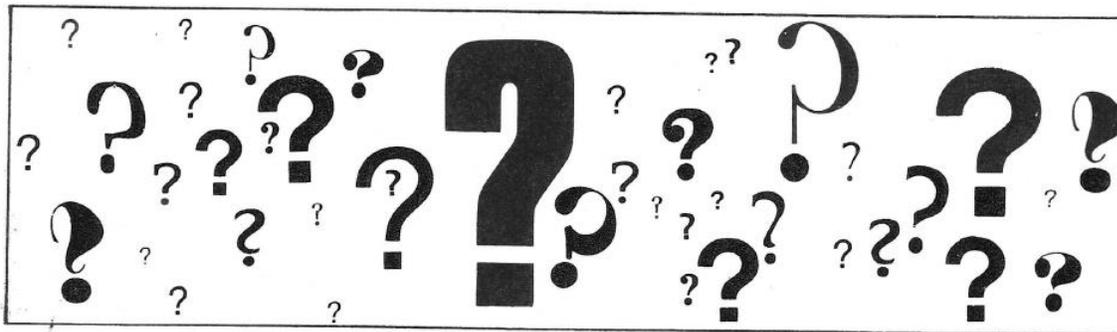
2. What does the faculty want to do? The committee needs the faculty to take time this year to consider what is needed and desirable *now* as a means of representing the views of the college faculty to the administration and perhaps strengthening a sense of community amongst faculty.

3. Questions for faculty to consider:

a. Whose voices are not currently being heard and how can we encourage the airing of those voices while still acknowledging other viewpoints that may be more dominant or different?

b. What kind of organization of the faculty will help guarantee that these previously quieter voices as well as the more prominent or more frequently expressed viewpoints are attended to - really attended to by those in upper administration and then addressed?

c. In short, how can the college faculty organize itself to collect and act upon - effectively by those with authority to do so - a wider array of previously quieter voices without losing site of what is currently addressed in other bodies such as the Senate?



NEWSLETTER FOR THE FACULTY OF HUNTER COLLEGE

VOL. I, NO. I

FEBRUARY, 1973

DELEGATE ASSEMBLY PROPOSED FOR GENERAL FACULTY

By Prof. Helen Franzwa

An amendment to the Bylaws of the General Faculty is currently being considered by the faculty. The purpose of the amendment is to provide a representative forum for the discussion of issues of particular interest to us. A written poll of the faculty is being conducted this month and all are urged to vote.

The major change in the proposed amendment is the creation of a Faculty Delegate Assembly. This Assembly will be composed of two delegates from each department, those members of the Administrative Committee of the Hunter College Senate who are faculty members, and the delegates to the University Faculty Senate. The Delegate Assembly will be presided over by the President of the General Faculty and will meet periodically to hear the reports of its Standing Committees (Faculty Welfare and Services, Academic Freedom and Responsibility, Academic Policy, School of General Studies, Communications, and Social), to discuss the reports and to take appropriate action.

The faculty of Hunter College needs a recognized, continuing forum for the discussion of issues specifically related to our interests. We are presently the only constituency at Hunter who do not enjoy such a forum. Since the adoption of the governance charter, the students, for example, have maintained their representative body—the Student Senate. Having no comparable body, the faculty must rely on infrequently held and intermittently attended meetings of the General Faculty for consideration of issues of particular interest to us. The Executive Committee of the General Faculty acts as our representative, but it is quite small and the lines of communication between it and the faculty as a whole are difficult to maintain. A Faculty Delegate Assembly would solve both problems: it would be a representative body of Hunter College faculty who meet to discuss issues of interest to us and to make recommendations for appropriate action.

Professor Franzwa is a member of the Communications Committee of the General Faculty

PLAY THE NAME GAME

Wondering why all the question marks? This newsletter needs a name and we'd like you to help us find one. We've turned the search into a contest with winners and prizes.

To participate in the contest, submit an applicable nomenclature to Janel Bladow, News and Publications Bureau, 505 Park Ave., before Thursday, Feb. 15.

Three prizes for the name game, two tickets each to performances in the Saturday Evening Concert Series at Hunter, will be awarded. The tickets are for the Complete Brandenburg Concerti of Bach by the New York Chamber Soloists on March 17 and the Istinin, Stern, Rose Trio on May 19. Winners will be announced in the March issue.

BRIDGING THE GAP

Today, much important information is lost along the way through faulty communications. So, to bridge the gap between Hunter's faculty and its relationship with the administration and the outside world, we have started this medium for our messages.

This newsletter, published monthly, will not replace *Newshunter* (which goes to alumni, staff and neighbors too), but will complement it. It will aim to provide faculty members with necessary information about the college; policies and plans they should know; and coming events by, for and of interest to them. In future issues we hope to expand our coverage to include features and opinion pieces on education-related and socially-pertinent topics outside of the college. Another featured service will be a faculty classified column for buys, sells and merchandise trades.

Suggestions, information and classifieds should be directed to Janel Bladow, News and Publications Bureau, 505 Park Ave., extension 2250 or 2381. The deadline for each issue is the 15th of the month before publication. The newsletter will be in your mailbox during the first week of each month.

APPENDIX V

RESOLUTION TO Amend the Pass/No Credit Policy Page in the Hunter College Catalog

WHEREAS, the existing Hunter College Undergraduate Pass/No Credit policy page as provided in the Hunter College Catalog contains errors and requires frequent updates for accuracy in the list of programs and courses that do not allow the grades of Pass/No Credit; and

WHEREAS, the Hunter College Registrar has suggested corrections and has agreed to update the catalog page periodically;

NOW, THEREFORE, BE IT

RESOLVED that as of the Spring 2026 semester, the Hunter College Pass/No Credit policy page as provided in the Hunter College Catalog be revised as follows:

“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. Please note, once a student chooses a P/NC grade for a course, that choice is final and irrevocable.

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 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, WA and W.
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) on the last day allowed for such submission as indicated in the Hunter College academic calendar. 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.

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3 December 2025**

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 below for the current list of restricted course and restricted major/minor courses.

Major and/or Minor Restriction for Pass/No Credit (P/NC) Request. Students within these Majors and/or Minors are Restricted from receiving Pass/No Credit (P/NC).	Pass/No Credit (P/NC) Restrictions on of the following courses for Majors and/or Minors.	Declared major req date
ACCT-BS; MHCACCT-BS	ACC 27100; ACC 27200; ACC 37100/ACCP 37100; ACC 37200/ACCP 37200; ACC 37300/ACCP 37300 ACC 37400/ACCP 37400 ACC 47100/ACCP 47100 ACC 47200/ACCP 47200 ACC 47300/ACCP 47300 ACC 47500/ACCP 47500 ACC 49000/ACCP 49000;	
BIO1-BA; MHCBIO1-BA	BIOL 100, BIOL 102, BIOL 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301; CHEM 102, 103, 104, 105, 106, 222XX, 223, 224XX, 376, 377,378; PHYS 110, 111, 120, 121	
BIOAE-BAMA	All BIOL Undergrad/Grad	
BIOEO-BAMS	All BIOL Undergrad/Grad	
BIOL1AE-BA; MHCBI1AE-BA	BIOL 100, 102, 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301; CHEM 102, 103, 104, 105, 106 222XX, 223, 224XX, 376/377/378, PHYS 110, 111, 120, 121	
BIOL2-BA; MHCBIO2-BA	BIOL 100, BIOL 102, BIOL 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301; CHEM 102, 103, 104, 105, 106, 222XX, 223, 224XX, 376/377/378; PHYS 110, 111, 120, 121	
BIOSC- BAMA	All BIOL Undergrad/Grad	
CHEM1-BA / MHCHE1-BA	All CHEM Undergrad	Fall 2021
CHEM2-BA / MHCHE2-BA	All CHEM Undergrad	Fall 2021
COMHE-BS; MHC COMHE-BS	All PH 300-level or Above	Fall 2021

COMPSCI-BA; MHCCOMS-BA	Prohibit the use of P/NC for all CSCI and Mathematics courses. CSCI 12700 should not have a P/NC restriction.	
DANCAE-BA; MHCDAAE-BA	All DAN Undergrad	
DANCE-BA ; MHC DANC-BA	All DAN Undergrad	
DANCE-BAMA	All DAN Undergrad/Grad	
FREN-BA ; MHC FREN-BA	All FREN 200-level or Above	Fall 2021
GERMAN-MIN	All GERMN Undergrad	
HIST-BA ; MHCHIST-BA	All HIST Undergrad	Except Summer 2017- Spring 2021
HIST-MIN	All HIST Undergrad	
HMBIOL-BA (HUMAN BIOLOGY); MHCHMBI-BA	ANTHP 105, BIOL 100, 102, 120,	
ITAL-BA ; MHCITAL-BA	All ITAL 300-level or Above	Fall 2021
MUSCT-BAMA	Undergrad: all MUSHL, MUSTH, MUSPF 200-level or 300-level; Grad: all MUS	
MUSIC25-BA ; MHC MU25-BA	All MUSHL, MUSTH, MUSPF 200-level or 300-level Undergrad	
MUSIC42-BA ; MHC MU42-BA	All MUSHL, MUSTH, MUSPF 200-level or higher Undergrad	
MUSIC60-BM ; MHC MU60-BM	All MUSHL, MUSTH, MUSPF 200-level or higher Undergrad	
NFSDN-BSMS / NFSDPD;	Undergrad: BIOL 28000 and all NFS 200- level or higher; Grad: PH 75000/75100 and all NUTR	
NFSIP-BSMS	Undergrad: BIOL 28000 and all NFS 200- level or higher; Grad: PH 75000/75100 and all NUTR	
NURSA CL-BS ; MHC NURA-BS	All NURS Undergrad	
NURSGP-BS; MHC NURG-BS	All NURS Undergrad	
NURSQB-BS	All NURS Undergrad	
NURSRN-BS ; MHC NURN-BS	All NURS Undergrad	
NUTRFS-BS; MHCNTFS-BS	All NFS 200-level or above	Fall 2020
PHYAE-BAMA	All PHYS Undergrad/Grad	
POLSCI-BA; MHC POLS-BA	All POLSC Undergrad	
PSYCH-BA except with subplan PSYCHNEUR ; MHC PSYC-BA except with subplan MHCPSYNEUR	All PSYCH Undergrad ANTHP 10100 or 10200 or ASTRO 10100 or 10200 or BIOL 10000 or 10200 or 12000 or 12200 or 12500 or 15000 or 16000 or CHEM 10100 or 11100 or 11200 or GEOL 10200 or 23100 or PHYS 10100 or 101LC or 11000 or 11100 or 12000 or 12100 or PGEOG 13000 or GEOL 23100 OR Grouped Courses including: CHEM 120/121; or ASTRO 100 & (102 or 107); or CHEM 100/101; or CHEM 102 & (103 or 106); or CHEM 104 & (105 or 106)	

PSYCH-MIN	All PSYCH Undergrad	Fall 2021
RELGN-BA; MHCRELG-BA	All REL Undergrad	Fall 2021
RELIGN-MIN	All REL Undergrad	Fall 2021
ROMLANG-BA ; MHCROML-BA	All FREN, ITAL, SPAN 300-level	Fall 2021
SPAN-BA; MHCSPAN-BA	All SPAN 300-level or Above	Fall 2021
WGS majors	WGS 100, WGS 201, WGS 244, WGS 310	

Pass/No Credit (P/NC Course Restrictions: These courses are Restricted regardless of the Major and/or Minor for Pass/No Credit (P/NC) Requests.

Subject Area	Course #	
ASIAN	33012; 39002	
CHEM	10000; 10100; 12000; 12100	
ECC	All Undergrad	
ECF	All Undergrad	
EDUC	25000	
ENGL	12000; 28500; All 400-level	
GERMN	10100; 10200; 10300; 20000; 20100; 20150; 20250; 20300; 30100; 30200; 31000; 31200; 32000; 32100; 32200; 32300; 32400; 32700; 32800; 33400; 33500; 33600; 33900; 34100; 34200; 34300; 34400; 34500; 34600; 34700; 34800; 35000; 35300; 35900; 38501; 38502; 38503; 38504; 44400; 49100; 49200; 49300; 20000	
MATH	All Except MATH 10000 and MATH 10200	
PHYS	11100; 12100; All 300 and 400 level	
QSTA	All Undergrad	
QSTAB	All Undergrad	
QSTAP	All Undergrad	
QSTB	All Undergrad	
QSTP	All Undergrad	
SEDC	All Undergrad	
SEDCP	All Undergrad	
SEDF	All Undergrad	
SOC	22400; 24000; 24100; 47000	
SPED	All Undergrad	
STAT	All Undergrad	

Explanation

The existing Hunter College Undergraduate Pass/No Credit policy page as provided in the Hunter College Catalog contains errors and requires frequent updates for accuracy in the list of programs and courses that do not allow the grades of Pass/No Credit. the Hunter College Registrar has suggested corrections and has agreed to update the catalog page periodically.

**Meeting of the Hunter College Senate
3 December 2025**

FROM:

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.~~

Department/Program	Replace CR/NC with P/NC	Not
AFPRL	Yes	-
Anthropology	Yes	-
Art & Art History	No	-
-		
Biological Sciences	Yes	-
-		

Chemistry -	-	Prohibit the use of P/NC for any course related to the major, minor, and CHEM 10000, 10100, 10200, 12100.
Classical & Oriental Studies -	Yes -	
Computer Science -	Yes	Prohibit the use of P/NC for for all CSCI and Mathematics courses. CSci 12700 should not have a P/NC restriction.
Curriculum & Teaching -	-	Prohibit the use of P/NC for all undergraduate courses in the School of Education.
Dance	Yes -	
Economics	Yes	P/NC replacement extends to all programs in econ incl. accounting.
Educational Foundations -	-	Prohibit the use of P/NC for all undergraduate courses in the School of Education.
English	-	120, 285, and all 400 level classes are excluded from P/NC.
Film and Media	Yes	No restrictions
German -	-	Students are prohibited from using P/NC for any course that is applied to the major or minor or any of the 2 courses from GERMN 10100-49800.
History	Yes	Prohibit the use of P/NC for courses counted toward the major or minor.
Mathematics & Statistics -	Yes	Prohibit the use of P/NC all courses with Math or STAT prefixes except Math 10000 and Math 10200.
Medical Lab Sciences -	Yes -	
Musie	Yes -	
Nursing	Yes	Prohibit the use of P/NC for STAT 11300, CHEM 10000, CHEM 10100, CHEM 12000, CHEM 12100.
Philosophy -	Yes -	
Physical Therapy -	No -	
Physics & Astronomy -	-	Prohibit the use of P/NC in PHYS 11100 , 12100 and all physics courses higher than level 200.
Political Science -	Yes	No courses counted toward the major can be taken P/NC.
Psychology -	-	Prohibit the use of P/NC for all courses applied to the major and minor (including admission requirements and pre-requisites).
Romance Languages -	-	Prohibit the use of the P/NC grading option for any and all courses applied to our major and where CR/NC was required (including admission requirements and pre-requisites).
Social Work	No -	
Sociology -	-	Prohibit the use of P/NC for SOC 224, SOC 240, SOC 241, and SOC 470.
Special Education -	-	All undergraduate courses are excluded from the P/NC option.
Theatre	No -	
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.

TO:

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. Please note, once a student chooses a P/NC grade for a course, that choice is final and irrevocable.

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 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, WA and W.
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) on the last day allowed for such submission as indicated in the Hunter College academic calendar. 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 below for the current list of restricted course and restricted major/minor courses.

Major and/or Minor Restriction for Pass/No Credit (P/NC) Request. Students within these Majors and/or Minors are Restricted from receiving Pass/No Credit (P/NC).	Pass/No Credit (P/NC) Restrictions on of the following courses for Majors and/or Minors.	Declared major req date
ACCT-BS; MHCACCT-BS	ACC 27100; ACC 27200; ACC 37100/ACCP 37100; ACC 37200/ACCP 37200; ACC 37300/ACCP 37300 ACC 37400/ACCP 37400 ACC 47100/ACCP 47100 ACC 47200/ACCP 47200 ACC 47300/ACCP 47300 ACC 47500/ACCP 47500 ACC 49000/ACCP 49000;	
BIO1-BA; MHCBIO1-BA	BIOL 100, BIOL 102, BIOL 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301 ; CHEM 102, 103, 104, 105, 106, 222XX, 223, 224XX, 376, 377,378; PHYS 110, 111, 120, 121	
BIOAE-BAMA	All BIOL Undergrad/Grad	
BIOEO-BAMS	All BIOL Undergrad/Grad	
BIOL1AE-BA; MHCBI1AE-BA	BIOL 100, 102, 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301 ; CHEM 102, 103, 104, 105, 106 222XX, 223, 224XX, 376/377/378, PHYS 110, 111, 120, 121	
BIOL2-BA; MHCBI2-BA	BIOL 100, BIOL 102, BIOL 160, and ALL BIOL courses at the 200-level or above EXCEPT for BIOL 230, BIOL 280 and BIOL 301 ; CHEM 102, 103, 104, 105, 106, 222XX, 223, 224XX, 376/377/378; PHYS 110, 111, 120, 121	
BIOSC- BAMA	All BIOL Undergrad/Grad	
CHEM1-BA / MHCHE1-BA	All CHEM Undergrad	Fall 2021
CHEM2-BA / MHCHE2-BA	All CHEM Undergrad	Fall 2021
COMHE-BS; MHC COMHE-BS	All PH 300-level or Above	Fall 2021
COMPSCI-BA; MHCCOMS-BA	Prohibit the use of P/NC for all CSCI and Mathematics courses. CSCI 12700 should not have a P/NC restriction.	
DANCAE-BA; MHCDAAE-BA	All DAN Undergrad	
DANCE-BA ; MHC DANC-BA	All DAN Undergrad	
DANCE-BAMA	All DAN Undergrad/Grad	
FREN-BA ; MHC FREN-BA	All FREN 200-level or Above	Fall 2021
GERMAN-MIN	All GERMN Undergrad	

HIST-BA ; MHCHIST-BA	All HIST Undergrad	Except Summer 2017- Spring 2021
HIST-MIN	All HIST Undergrad	
HMBIOL-BA (HUMAN BIOLOGY); MHCHMBI-BA	ANTHP 105, BIOL 100, 102, 120,	
ITAL-BA ; MHCITAL-BA	All ITAL 300-level or Above	Fall 2021
MUSCT-BAMA	Undergrad: all MUSHL, MUSTH, MUSPF 200-level or 300-level;Grad: all MUS	
MUSIC25-BA ; MHCMU25-BA	All MUSHL, MUSTH, MUSPF 200-level or 300-level Undergrad	
MUSIC42-BA ; MHCMU42-BA	All MUSHL, MUSTH, MUSPF 200-level or higher Undergrad	
MUSIC60-BM ; MHCMU60-BM	All MUSHL, MUSTH, MUSPF 200-level or higher Undergrad	
NFSDN-BSMS / NFSDPD;	Undergrad: BIOL 28000 and all NFS 200- level or higher; Grad: PH 75000/75100 and all NUTR	
NFSIP-BSMS	Undergrad: BIOL 28000 and all NFS 200- level or higher; Grad: PH 75000/75100 and all NUTR	
NURSACL-BS ; MHCNURA-BS	All NURS Undergrad	
NURSGP-BS; MHCNURG-BS	All NURS Undergrad	
NURSQB-BS	All NURS Undergrad	
NURSRN-BS ; MHCNURN-BS	All NURS Undergrad	
NUTRFS-BS; MHCNTFS-BS	All NFS 200-level or above	Fall 2020
PHYAE-BAMA	All PHYS Undergrad/Grad	
POLSCI-BA; MHCPOLS-BA	All POLSC Undergrad	
PSYCH-BA except with subplan PSYCHNEUR ; MHCPSYC-BA except with subplan MHCPSYNEUR	All PSYCH Undergrad ANTHP 10100 or 10200 or ASTRO 10100 or 10200 or BIOL 10000 or 10200 or 12000 or 12200 or 12500 or 15000 or 16000 or CHEM 10100 or 11100 or 11200 or GEOL 10200 or 23100 or PHYS 10100 or 101LC or 11000 or 11100 or 12000 or 12100 or PGEOG 13000 or GEOL 23100 OR Grouped Courses including: CHEM 120/121; or ASTRO 100 & (102 or 107); or CHEM 100/101; or CHEM 102 & (103 or 106); or CHEM 104 & (105 or 106)	
PSYCH-MIN	All PSYCH Undergrad	Fall 2021
RELGN-BA; MHCRELG-BA	All REL Undergrad	Fall 2021
RELIGN-MIN	All REL Undergrad	Fall 2021
ROMLANG-BA ; MHCROML-BA	All FREN, ITAL, SPAN 300-level	Fall 2021
SPAN-BA; MHCSPAN-BA	All SPAN 300-level or Above	Fall 2021
WGS majors	WGS 100, WGS 201, WGS 244, WGS 310	

Pass/No Credit (P/NC Course Restrictions: These courses are Restricted regardless of the Major and/or Minor for Pass/No Credit (P/NC) Requests.

Subject Area	Course #	
ASIAN	33012; 39002	
CHEM	10000; 10100; 12000; 12100	
ECC	All Undergrad	
ECF	All Undergrad	
EDUC	25000	
ENGL	12000; 28500; All 400-level	
GERMN	10100; 10200; 10300; 20000; 20100; 20150; 20250; 20300; 30100; 30200; 31000; 31200; 32000; 32100; 32200; 32300; 32400; 32700; 32800; 33400; 33500; 33600; 33900; 34100; 34200; 34300; 34400; 34500; 34600; 34700; 34800; 35000; 35300; 35900; 38501; 38502; 38503; 38504; 44400; 49100; 49200; 49300; 20000	
MATH	All Except MATH 10000 and MATH 10200	
PHYS	11100; 12100; All 300 and 400 level	
QSTA	All Undergrad	
QSTAB	All Undergrad	
QSTAP	All Undergrad	
QSTB	All Undergrad	
QSTP	All Undergrad	
SEDC	All Undergrad	
SEDCP	All Undergrad	
SEDF	All Undergrad	
SOC	22400; 24000; 24100; 47000	
SPED	All Undergrad	
STAT	All Undergrad	