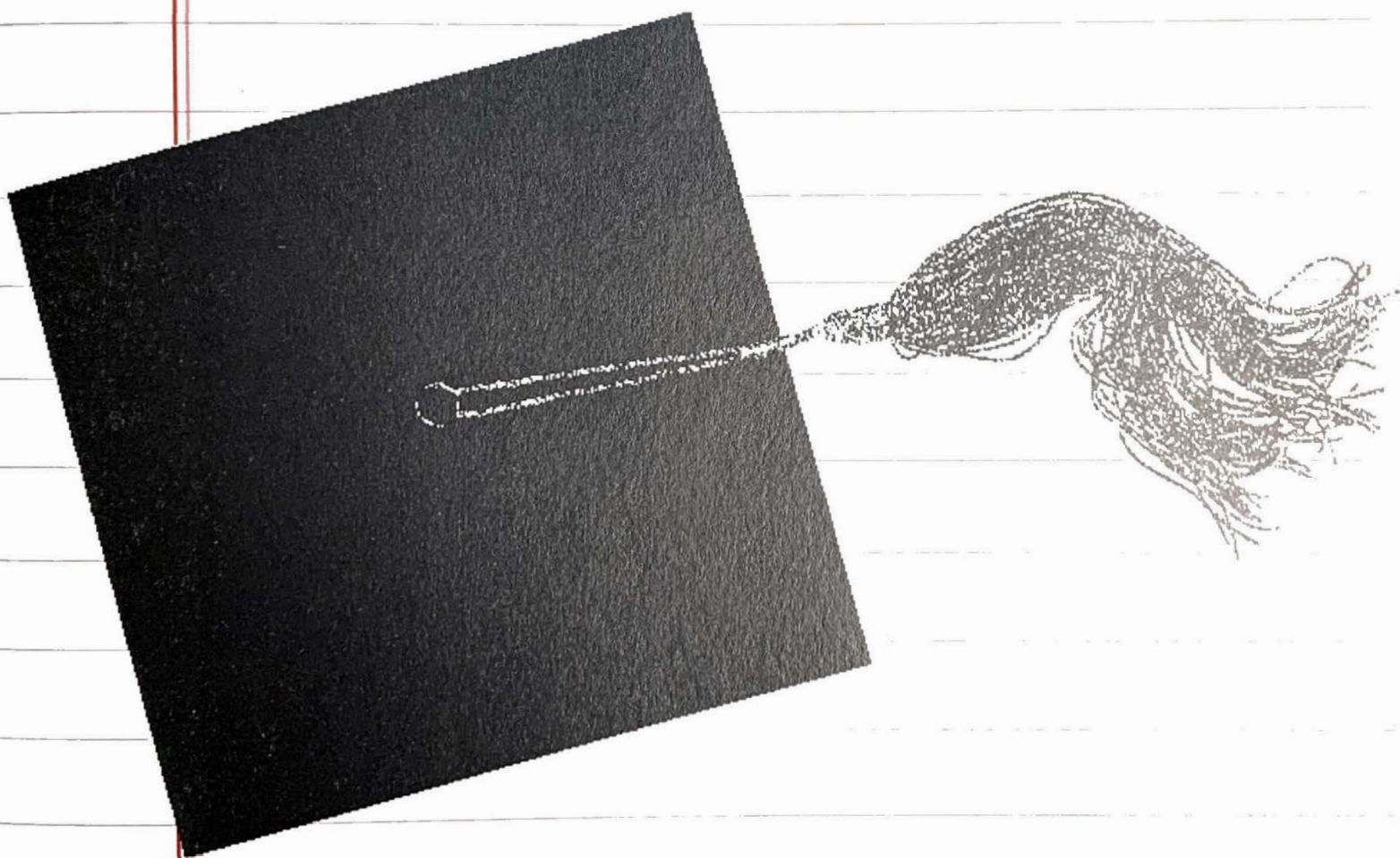


partners in learning

a guide for faculty mentors of students in
the cuny baccalaureate program



the city university of new york

"Mentors and apprentices are partners in an ancient human dance, and one of teaching's great rewards is the daily chance it gives us to get back on the dance floor. It is the dance of the spiraling generations, in which the old empower the young with their experience and the young empower the old with new life, reweaving the fabric of the human community as they touch and turn."

—Parker J. Palmer, *The Courage to Teach*, San Francisco: Jossey-Bass, 1998

"The CUNY Baccalaureate Program has long been the undergraduate pearl in CUNY's oyster."

—William Phipps, Executive Director, University Faculty Senate

"This highly selective program chooses students who are highly motivated and self-starters. They can construct their own course of study by picking the best courses at any of the City University's 18 colleges."

—Professor Andrew Karmen, Sociology, John Jay College

"The CUNY Baccalaureate Program is a versatile program in which students are required to have clear academic and career goals since they are allowed to design their own program of study leading to a B.A. or B.S. degree. I am impressed with the ambitious course of study my mentee has carved out for herself."

—Professor Peter J. Weston, Psychology, Brooklyn College

"The CUNY Baccalaureate model provides what so many small, private liberal arts colleges offer: the chance to have a "developmental dialogue" with a professional person who is dedicated to enhancing the undergraduate's academic and emotional development by actively recognizing and supporting their strengths and talents. When students make informed choices about what they want to study, their academic confidence grows."

—Professor Judith Kuppersmith, Psychology and Women's Studies, The College of Staten Island



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1 history

and mission of the baccalaureate program

history - a brief overview

The CUNY Baccalaureate Program was established in 1971 "to provide greater flexibility, allowing individual faculty and students to define programs of study." The Program, offered under the auspices of The Graduate Center, provides a challenging, flexible, individualized route to a BA or BS degree.

The CUNY Baccalaureate Program enrolls 700 students each year, 30–35 percent of whom have applied to CUNY specifically to become part of the Program. The Program is intended for self-directed, academically strong students who have well-formulated academic and career goals. Most CUNY BA students are working adults and many are also raising families; 75 percent are over 25 years old; 35 percent are over 35 years old. A significant number are returning to school, sometimes after a long hiatus. What they all share in common is a vision and ambition to design their own degrees, a readiness to take on a major share of the responsibility for their own curricula.

There are over 6,000 graduates of the CUNY Baccalaureate Program. More than half have earned advanced degrees or are currently in, or plan to attend, graduate school. Graduates have gone on to graduate and professional schools across the country and around the world; of course, many continue their education here at CUNY. More than half of the graduates report receiving promotions or raises in their current positions or starting new careers upon earning the degree. A majority of the graduates report that they are working in jobs directly related to their areas of concentration, and most continue to live in New York. For a list of some of the Program's notable alumni, as well as a list of some of the graduate schools CUNY BA/BS Program alumni have attended, visit www.cunyba.cuny.edu.

mission statement

The CUNY Baccalaureate Program has three goals:

(1) to encourage students to avail themselves of the extraordinary resources and learning opportunities available at the City University's 17 undergraduate colleges and at The Graduate Center;

(2) to allow self-directed, academically able students to design, with faculty guidance, an undergraduate area of specialization that complements their unique academic, professional, and personal goals;

(3) to foster intellectual exploration and responsible educational innovation by permitting students to use a variety of learning strategies.

"My mentee is extremely gifted and his work outshines that of the vast majority of my students. This semester I agreed to work with him in an independent study, even though this is something I try to avoid because of my heavy course load and the amount of initiative required from a student working on his own with only infrequent conferences. He has more than rewarded my confidence in him, and has produced some of his best work during this period."

—Professor Andrea Loewenstein, English, Medgar Evers College

"I was sufficiently impressed with this student's interest in psychology and her match with my own interests that I agreed to be her mentor, although I had no prior experience as a mentor in this Program and was busy with other commitments. To my surprise, I have not regretted it. My mentee has been an interesting person to get to know and my involvement in the Program has led me to understand and appreciate it more."

—Professor Rebecca Farmer Huselid, Psychology, Hunter College

"I am a firm believer in multi-disciplinary majors. A traditional major in one discipline is not appropriate for all students. Indeed, many students are interested in careers that require expertise in more than one area."

—Professor Hershey Friedman, Economics, Brooklyn College

"Mentoring is not simply a nice, good-feeling kind of gesture, but really a social obligation and a moral obligation. It is to pass on to young people necessary skills and understandings, and to learn from them in a dialectical relationship because education is a social process."

—Professor David Brotherton, Sociology, John Jay College

the academic dimension

of the cuny baccalaureate program

academic standards

The CUNY Baccalaureate Program maintains high academic standards. To be eligible for admission, students must become matriculated at a CUNY college, have passed (or been exempted from) all the required CUNY entrance exams, and have earned at least 15 credits with a minimum grade point average of 2.50 overall and on recent work (the average GPA upon admission is 3.1). Once admitted, students are required to maintain a 2.50 average overall and in their area(s) of concentration.

Students take a minimum of 60 credits in the liberal arts and sciences for the BS, 90 for the BA; within those credits, they satisfy a 13-course distribution requirement. All courses for the distribution must be taken for letter grades. Students also complete one or two areas of concentration (like a single or double major).

Ninety credits for the degree must be earned in regular course work. 30 credits can be earned in noncollegiate work (see next paragraph), and half of any area of concentration must be completed in CUNY as a CUNY Baccalaureate student. All courses for an area of concentration must be approved by a CUNY faculty mentor and taken for letter grades at senior colleges that offer the appropriate bachelor's degree.

Students may earn up to 30 credits for noncollegiate work (formerly known as nonclassroom work) such as credit by examination and military credits. Up to 15 of the 30 noncollegiate credits may be awarded for prior experiential learning (life experience) based on faculty evaluation of a portfolio documenting what the student has learned. About 15 percent of CUNY Baccalaureate students earn some credit for noncollegiate work.

The CUNY BA and BS degrees are awarded by The City University of New York; the Program is accredited by the Middle States Association of Colleges and Schools and by the New York State Education Department.

encouraging academic growth

CUNY Baccalaureate students are actively encouraged to take advantage of the enormous range of academic opportunities offered in CUNY and to sample its rich variety by taking courses at different colleges. Each semester at least one-third of CUNY Baccalaureate students attend a college other than their home college, while one in five take courses at two or more campuses.

By allowing students to design their own area of concentration with guidance from a CUNY faculty mentor from a pertinent discipline, the Program promotes academic inquiry and growth.

Measures of the success of this approach include: the Program's average graduation rate of 72 percent for the past 20 years; the average time to graduation — 2.2 years; the fact that more than half of the students graduate with honors; and the large number of alumni who earn graduate degrees. In addition, CUNY BA students are regularly recipients of John F. Kennedy, Jr. Fellows Program Scholarships, Thurgood Marshall Scholarships, Ronald E. McNair Postbaccalaureate Research Fellowships, Fulbright Fellowships, Mellon Fellowships, Louis Stokes Alliance for Minority Participation Fellowships, CUNY Women's Coalition Scholarships, CUNY Pipeline Fellowships, Women's Educational Forum Scholarships, Minority Access to Research Careers Program Scholarships, CUNY Student Senate Awards, CUNY Alumni Scholarships, CUNY Study Abroad Travel Grants, and Phi Beta Kappa and other honor society memberships.

The creativity of CUNY Baccalaureate students is demonstrated by the range of areas of concentration they have designed, such as: Art Conservation, Basque Language and Culture, Biochemical Toxicology, Community Development and Technology, Corporate Fitness Management, Culinary Journalism, Disability Studies, Dispute Resolution, Engineering Psychology, Film and Cultural Theory, Graphic Arts Management, Health Care Reform, Marketing and Anthropology, Military History, Museum and Exhibition Design, Systems Ecology, Web-Based Information Technology, and Yoga and Eastern Philosophy.

With permission of the appropriate graduate department and the Program's Academic Director, students may take graduate courses for undergraduate credit at CUNY senior colleges and at The Graduate Center. Students are also eligible to take classes at the CUNY School of Professional Studies and the City College Worker Education Center.

The Program encourages students to explore areas of inquiry with which they have little or no prior experience by permitting them to take up to 12 elective credits on a Pass/Fail basis, provided that this option is available at the college where the course is taught. Students are also encouraged to complement their regular classroom experiences with internships, independent study, study abroad, online courses, and honors and capstone seminars.

program grants

CUNY BA has received grants from the Diamond and Ford Foundations, the CUNY Consortium for the Study of Disabilities, and the CUNY Workforce Development Initiative. In 2001, CUNY received a million dollar grant from NASA to offer, among other activities, a University-wide degree in Space Science through the CUNY BA Program (led by faculty from Medgar Evers and City Colleges); the Middle Eastern and Middle Eastern American Center at The CUNY Graduate Center received a U.S. Department of Education Title VIA grant of over \$450,000 in 2005 to offer, among other activities, a University-wide degree in Middle Eastern Studies through the CUNY BA Program.

the thomas w. smith academic fellowships

The Thomas W. Smith Academic Fellowships are made possible by the generosity of Mr. Thomas W. Smith. These Fellowships are competitive; award decisions are based primarily on academic performance, the applicant's essay, and a letter of recommendation from the faculty mentor. Both part-time and full-time students are eligible to apply. All CUNY Baccalaureate students receive the notice about the availability of the application in November (online and in print); applications are due in late February. All applications are reviewed by a scholarships subcommittee of the University Committee on the CUNY Baccalaureate Program, and the final decision, based on its recommendation, is made by the entire Committee. Smith Fellows receive an award, covering tuition and some additional expenses, each term until they complete their degree contract requirements, subject to the availability of funds and maintenance of good academic standing. As of October 2007, 500 students have been named Smith Academic Fellows since the inception of the awards in 1994.

other cuny ba/bs scholarships

The following scholarships have also been established exclusively for the Program: the Harriet Brows Scholarships, the Diego Hidalgo Scholarships for Political Science/International Affairs, the Diego Hidalgo Scholarships for the Arts, the Daniel E. Smith Scholarships for Returning Women, the John F. Kennedy, Jr. Scholarships for Students in Social Services, and the Memorial Scholarships for Students in Education or Human Services. For graduating students, the Program offers the Diego Hidalgo Scholarships for students accepted to graduate programs at The CUNY Graduate Center, and the CUNY Baccalaureate Alumni Association Fund supports outstanding graduates who will be continuing their studies in any accredited graduate programs. Two other awards given at commencement are the Nan Bauer-Maglin Prize for Literary Studies and the Barbara Kneller Memorial Scholarship.

"Over a number of years, I have been a mentor to many students in the CUNY Baccalaureate Program and I have been impressed by the quality of the students that this Program attracts."

—Professor Lorraine Sirota, Health and Nutrition Sciences, Brooklyn College

"Mentoring in the CUNY BA/BS Program has been an inspiration in other areas of my academic work at Hunter College. The essence of the program design is one that is consistent with democratic principles and the teachings of John Dewey. In a spirit that fosters cooperation between mentor and mentee, students are active participants in their learning experiences. This educational model works well for all ages."

—Professor Mary Lefkarites, Community Health Education, Hunter College

"This Program allows exceptional students to design their own curricula, under supervision of a selected mentor. Its mission is to prepare excellent students for doctoral graduate work."

—Professor Bertram Ploog, Psychology, College of Staten Island

3 partners

in learning: how the cuny baccalaureate program works

faculty mentors

The heart of the CUNY Baccalaureate learning partnership is the relationship between the students and their faculty mentors. Mentors often rank working with CUNY BA students among their most valuable academic experiences. Faculty mentors assume the key academic responsibility of ensuring that their students' areas of concentration will prepare them for graduate work in the same field. Students must have a mentor with expertise in each area of concentration they choose.

The relationship of mentors and students varies as greatly as the individuals involved. Factors that shape the relationship include a student's needs and strengths, the level of independence with which faculty mentors and students are comfortable, a student's preferred learning style, a mentor's supervisory style, and the amount of time a mentor can spare for this voluntary service.

The ideal mentor ensures that the student's area of concentration is academically sound, monitors the student's academic progress, and contacts the Program's Academic Director with any questions or concerns. (The specific duties of faculty mentors are in Section 4.)

To be eligible to serve as mentors, faculty must have professorial rank or be lecturers with a full-time teaching position at one of the senior colleges within the City University. Currently over 400 CUNY faculty members contribute their time and expertise to mentor CUNY Baccalaureate students; most are Full or Associate Professors.

With the mentor's guidance, the student selects the courses to be taken for the area. (The Program's specific degree requirements for areas of concentration are in Section 5.) The general rule is simple: if the selected courses will not provide the student with the background and preparation needed for admission to a master's program, the area of concentration is not adequate or academically valid. The large percentage of Program

alumni accepted into graduate programs shows that this responsibility is understood and conscientiously fulfilled.

campus coordinators and registrar contacts

Each undergraduate campus has a designated CUNY Baccalaureate Coordinator who serves as a link between the Program staff and the college. On some campuses, that role is filled by a faculty member, and on others it is filled by an administrator. The Coordinators provide information to students, publicize the Program, and help solve problems. Each Registrar's office also has at least one contact to assist CUNY BA/BS students with registration procedures. CUNY BA Campus Coordinators and Registrar Contacts are available as a resource to faculty mentors. Visit www.cunyba.cuny.edu for the most up-to-date directory of these liaisons.

the university committee on the cuny baccalaureate program

The University Committee on the CUNY Baccalaureate Program is the governing body of the CUNY Baccalaureate Program, composed of faculty, students, and administrators from across the University. The Committee advises the Academic Director of the CUNY Baccalaureate Program on the administration, coordination, and development of the Program. The faculty members of the CUNY Baccalaureate Program University Committee are responsible for recommending the awarding of degrees to the CUNY Board of Trustees. This committee is responsible for approving, auditing, and certifying the academic policies and procedures governing the CUNY Baccalaureate Program. The Committee also serves as an appeal body for CUNY Baccalaureate Program matters, policies, and procedures. The Committee meets at least twice each semester.

The membership of the Committee is fourteen (14) members and two (2) alternates as follows:

- six faculty and two alternates from different disciplines chosen by the University Faculty Senate for staggered three-year terms;
- five CUNY BA/BS students nominated by the Program's Academic Director and confirmed by the University Student Senate for one-year terms;
- the Executive Vice Chancellor for Academic Affairs (or his/her designee);
- the President of The Graduate Center (or his/her designee);

- a CUNY college president chosen by the Council of Presidents for a one-year term (or his/her designee)

Each academic year, the University Committee elects a chairperson from among the Committee's faculty members. Faculty who are interested in serving on this committee should contact the Chairperson of the University Faculty Senate.

cuny baccalaureate staff

The Program reports to the the Graduate Center's Vice President for Information Technology and External Programs. Program staff members are the Academic Director, Deputy Director, Registrar, Assistant Registrar, Admissions and Recruitment Coordinator, one full-time and two part-time Academic Advisors, one full-time and one part-time support staff members, one part-time registrar assistant, and a part-time recruiter. Visit www.cunyba.cuny.edu for the most up-to-date staff directory.

The staff monitor students' progress toward the degree and compliance with degree requirements, and are available to students, mentors, and coordinators as a resource, answering questions, helping solve difficulties, and providing academic guidance.

the home college

In addition to being a part of the CUNY Baccalaureate Program, each CUNY BA/BS student must be matriculated at one of the CUNY colleges. This is the student's home college where he or she pays all tuition and fees, registers for classes, takes the university assessment tests and the CPE, and handles all nonacademic matters, such as financial aid and obtaining a college I.D. card. A community college may be the home college until a student has earned an associate's degree or accumulated 60 credits, whichever comes first. At that point, the student must officially transfer to a senior college, which becomes the new home college.

full-time equivalencies, tuition, and graduation statistics

Students come to the Program from within CUNY as well as from outside of CUNY. The Program actively recruits students for all the CUNY campuses. Every CUNY Baccalaureate student must be (or become upon entry to the Program) matriculated in a CUNY college. The student's college of matriculation receives the tuition, fees and headcount; the college(s) the student attends receives the FTEs; and the student's first senior college of matriculation receives the graduation credit.

4

specific responsibilities of faculty mentors

For each area of concentration, CUNY Baccalaureate students must have one faculty mentor. For an interdisciplinary area, students choose two mentors representing the two different disciplines to be studied. The primary responsibility of the mentor is to help the student select appropriate courses for the area of concentration, to ensure that those courses will prepare the student for graduate-level work in the same field, and to be available to suggest substitute courses if the original choices are not available. (The specific degree requirements for areas of concentration are in Section 5.) The mentor role is vital, as the Program staff do not and cannot possibly have expertise in all the disciplines students choose as areas of concentration and thus rely on faculty mentors to ensure the academic viability of the students' work in those areas. A faculty member should not agree to serve as a mentor without knowing and supporting the student's general academic intentions.

Faculty mentors certify students for graduation. They receive materials from the Program office listing all the courses the student has completed and is currently taking. Having reviewed these materials, mentors certify that the work the student has done in the area of concentration justifies the awarding of the bachelor's degree. The student's name is then presented to the University Committee on the CUNY Baccalaureate Program, the faculty members of which have the formal responsibility and authority for recommending candidates for the degree.

Faculty mentors stay with their students through graduation. A student may not remove or replace a mentor unless the mentor resigns. Under appropriate circumstances deemed to be in the best interests of the student's academic progress, however, the University Committee permits the Academic Director to change a student's mentor. Mentors who retire from the University may continue to serve as mentors if they so desire.

areas of concentration

The cornerstone of the CUNY Baccalaureate Program is the opportunity it provides students to create their own unique specialization, working under the guidance of a faculty mentor.

The Program's degree requirements specify that, in addition to introductory and prerequisite courses, students must complete an interrelated group of at least eight intermediate and upper level courses (at least 24 credits) for a single area, six courses (at least 18 credits) in each area for dual areas. (Intermediate and upper level courses are generally those that have at least one prerequisite course within the same discipline.) These courses must be taken for a letter grade at a senior college offering the appropriate bachelor's degree. If in the mentor's judgment these minimum requirements will not give the student a solid grounding in the discipline, he/she should require the student to take more.

As a group, the courses in an area must have some relation to one another, be of increasing complexity, and prepare the student for graduate-level work. At least 50 percent of the work for an area of concentration must be completed in CUNY as a CUNY Baccalaureate student. Students must maintain a 2.5 average in their areas of concentration.

For a single area of concentration, two internships/independent studies may be included (i.e., two internships or two independent studies, or one internship and one independent study); for a dual area of concentration, one for each concentration may be included. With the approval of the faculty mentor, the Program's Academic Director, and the individual graduate department, graduate-level courses can be included. Credit by examination and prior experiential learning cannot be applied to the areas of concentration; the same is true of courses taken on a Pass/Fail basis (unless the course is only offered by the department P/F or CR/NC).

No two areas of concentration are exactly the same. Students have created specializations such as: African History and Spirituality, Alcoholism Studies, Applied Linguistics, Art Therapy, Botany and Ecosystems, Chinese Cultural Studies, Conflict Management, and the list goes on. Following are several examples of areas of concentration students have designed (more examples can be found at www.cunyba.cuny.edu):

■ Areas of concentration, requiring courses from different academic departments, from multiple colleges:

WOMEN'S HEALTH AND SEXUALITY

College	Department and Course Number	Course Title
City	Lat. Amer. Stds. 312	Women and Health: Latinas and Other Women of Color
City	Lat. Amer. Stds. 313	Health and Reproductive Rights
City	Sociology 266	Family Relations
Hunter	Psychology 309	Sex and Behavior
Hunter	Political Sci. 486	Senior Colloquium (Body Politics: Sex and Reproduction)
Hunter	Sociology 301	Medical Sociology
Hunter	Women's Stds. 235	Psychology of Women
Hunter	Women's Stds. 300	Sex Education
Hunter	Women's Stds. 400	Ethnicity, Gender, and Disease

THEATER AND POLITICAL CHANGE

College	Department and Course Number	Course Title
Brooklyn	Theater 74.1	Theater in the Classroom
Brooklyn	Theater 83	Independent Research (Political Theater)
City	Anthropology 230	Political Mobilization and Change
City	Philosophy 311	Special Topics: Theory of Action
City	Political Sci. 312	Seminar in Community Organizing
City	Political Sci. 324	Politics of Protest
Hunter	Theater 214	Multicultural Perspectives, Theatrical Performance
SPS	Creative Arts 602	Theater of the Oppressed
SPS	Creative Arts 603	Creating Meaning through Community Drama

SOCIOLOGY AND GERONTOLOGY

College	Department and Course Number	Course Title
Hunter	Sociology 301	Medical Sociology
Hunter	Sociology 237	Social Welfare Policy
Hunter	Sociology 331	Fieldwork (N.Y.C. Department for Aging)
Hunter	Sociology 471	Independent Study (Images of Aging in Arts and Media)
John Jay	Sociology 224	Death, Dying and Society
Hunter	Health 323	Health Aspects of Aging
Hunter	Psychology 345	Health Psychology
Hunter	Religion 310	Religious Meanings of Death

■ An area of concentration, requiring courses offered in several different colleges, all within the same academic department:

PSYCHOLOGY OF ADDICTIONS

College	Department and Course Number	Course Title
Hunter	Psychology 215	Research Methods in Psychology
Hunter	Psychology 305	General Experimental Psychology*
John Jay	Psychology 243	Theories of Personality
John Jay	Psychology 266	Psychology of Alcoholism
John Jay	Psychology 268	Therapeutic Interventions in Alcoholism
John Jay	Psychology 342	Introduction to Counseling Psychology
Queens	Psychology 352	Principles of Drug Action
Queens	Psychology 360	Contemporary Psychotherapies

*Experimental Psychology, along with its Statistics prerequisite, are required courses for all students pursuing areas of concentration in Psychology.

■ An area of concentration created requiring courses offered within one academic department:

INDEPENDENT DOCUMENTARY PRODUCTION

College	Department and Course Number	Course Title
Hunter	Media 292	Basic Reporting
Hunter	Media 299	Documentary Video
Hunter	Media 299.1	Advanced Documentary Editing
Hunter	Media 371	Television Culture
Hunter	Media 385	Media and Society
Hunter	Media 399	Criticism of Documentary Media
Hunter	Media 751.1	Developing the Documentary (Graduate course)
Hunter	Media 751.2	Digital Editing Workshop (Graduate course)

■ Dual areas of concentration:

CHILDREN'S STUDIES (AOC 1)

College	Department and Course Number	Course Title
Medgar Evers	English 209	Children's Literature I
Medgar Evers	Education 307	Foundations of Education
Brooklyn	Africana Studies 54	The Black Child and the Urban Education System
Brooklyn	Children's Stds. 25	Special Topics (Children, Schools, Public Policy)
Brooklyn	Children's Stds. 30	Human Rights of Children
Brooklyn	Children's Stds. 31	Children in Crisis

AFRICAN DIASPORA (AOC 2)

College	Department and Course Number	Course Title
Medgar Evers	Interdisc. Stds. 310	Migration: The African Diaspora in the Americas
Medgar Evers	History 231	History of Africa Since 1800
Medgar Evers	History 242	History of the Caribbean
Brooklyn	Africana Stds. 12.4	Political Systems of Africa
Brooklyn	Africana Stds. 12.5	African American History to 1860
Brooklyn	Africana Stds. 23.1	African Religion and Culture in the New World

area of concentration (aoc) checklist

Below are the major points to consider when working with your mentee and reviewing area forms.

1. ____ Single area: a minimum of 8 courses/24 credits is required.

____ Dual area: a minimum of 6 courses/18 credits in each area is required.

Both the course and credit minimums must be met. Mentors can require more. When listing more than 8 (or 6) courses, there is a place on the form for the mentor to indicate whether the student must complete *all* courses listed or just the Program's minimum. Courses must be on the intermediate or advanced level (generally having at least one prerequisite in the same discipline).

2. ____ The title of the AOC is appropriate and accurately reflects the chosen courses.

3. ____ The courses make up a coherent plan of study that increases in complexity over time.

4. ____ The courses will prepare the student for graduate study.

5. ____ Each course is from a department at a senior college that offers a BA or BS in the related field. Graduate courses can be included.

6. ____ If applicable (if using prior-to-CUNY BA courses), at least 50% of the AOC will be completed as a CUNY BA/BS student. Also, no more than 50% of the courses can be utilized from outside CUNY.

7. ____ For all AOCs in Psychology, Experimental Psychology must be included.

8. ____ All courses are being taken for letter grades (not Pass/Fail or Credit/No Credit, unless a particular course is only offered P/F or CR/NC).

9. ____ Two mentors are needed for interdisciplinary areas and for dual areas.

10. ____ Two independent studies/internships can be used. If there is an academic reason to include more than two, this should be justified to the Program's Academic Director. The student must provide their mentor and the Program's Academic Director with a 1-2 paragraph description upon each learning experience's conclusion.

6

basic degree

information

area(s) of concentration

See Section 5.

classroom credits

At least 90 credits of the 120 minimum required for the degree must be earned in regular course work.

credit load/credit limits

Students may not register for more than 18 credits per semester (12 credits in the summer) unless they get prior written permission from the Academic Director. Approval is given only to students who have no grades outstanding and who consistently do high quality work. No more than 45 credits in any one area are accepted toward the degree.

degree requirements

The CUNY BA/BS staff are responsible for ensuring that students satisfy the Program's degree requirements, including completion of the courses approved by the mentors for the areas of concentration. Individual requirements are listed in the degree contract each student receives and signs upon being admitted to the Program.

Note: CUNY Baccalaureate students must satisfy departmental course prerequisites (unless they are exempted by the department), but they are not bound by major-minor requirements at the colleges they attend nor by core, distribution, or other degree requirements of those colleges.

gpa

Students must maintain a 2.50 GPA overall and a 2.50 average in their area(s) of concentration for all course work done in CUNY.

graduate courses for undergraduate credit

With the prior approval of the appropriate graduate department and of the Program's Academic Director, students

may take one or two courses at the graduate level for undergraduate credit. Approval is given only to students who have no grades outstanding, who consistently do high quality work, who have an approved area of concentration form on file with the Program Office, and who have a minimum GPA of 3.0.

honors

Graduation honors are determined by calculating the GPA for all grades (CUNY and non-CUNY, including grades that were not transferable) and separately calculating the GPA of CUNY courses which appear on the Program transcript. The required GPA for graduation honors must be met in both cases. The lowest of the two GPAs determines the honors. The required GPAs for honors are: *cum laude*, 3.20; *magna cum laude*, 3.50; and *summa cum laude*, 3.80.

This Program awards the Dean's Certificate for Academic Excellence to recognize graduates who do outstanding academic work while they are enrolled in the CUNY Baccalaureate Program (a 3.5 GPA or higher) but who are not eligible for graduation honors.

Students who maintain a 3.5 average for 30 consecutive credits (with no open grades) while in the Program are placed on the Dean's List. For each subsequent 12 consecutive credits earned with a 3.5 average, the student is placed on the CUNY Baccalaureate Program Dean's List again. The Dean's List recognition appears on the transcript.

Honors from the individual colleges, such as Departmental Honors, do not appear on the CUNY Baccalaureate Program transcript but rather on the appropriate college transcript.

liberal arts and sciences distribution

CUNY BA/BS students must complete at least 60 credits in the liberal arts and sciences including the following distribution requirements:

- two courses in literature;
- three courses in humanities exclusive of the required literature courses and in subjects other than the area(s) of concentration, chosen from at least two different disciplines;
- three courses in social sciences in subjects other than the area(s) of concentration, chosen from at least two different disciplines;
- completion of the second semester of a language other than English;

three courses in Mathematics and Science in subjects other than the area(s) of concentration. Students must take one Mathematics and one Science course. The third course may be a Mathematics, Science, or Computer Science course that is designated by the CUNY Baccalaureate Program as a liberal arts and sciences course.

The CUNY BA/BS Program Catalog provides additional details on the distribution requirements. The Program's definition of liberal arts and sciences, found in the Program Catalog, prevails over local definitions. Courses graded Pass or CR are accepted for the distribution in prior transfer but are not for courses completed during the Program.

lower-division credits

No more than 60 community college credits are accepted toward the CUNY BA/BS degree.

noncollegiate credits

Students may earn up to 30 credits for noncollegiate work such as courses completed through NPONSI (National Program on Noncollegiate Sponsored Instruction, administered by The University of the State of New York), ACE (American Council on Education), and credit by examination. Up to 15 of the 30 noncollegiate credits may be awarded for life experience. Noncollegiate credits do not apply toward the Program's 30 credit residency requirement.

pass/fail option

Students may take up to 12 credits on a Pass/Fail basis, provided that the course is not part of the distribution requirement or of an area of concentration and that the department giving the course offers this option.

remedial and English-as-a-Second Language (ESL) credits

No credits earned in remedial or ESL courses are counted toward the degree, though such courses do appear on the student's transcript if they were taken in CUNY.

repeating courses

If a student repeats a course for which any passing grade has been received (D- or better), only the first passing grade will be counted toward the CUNY Baccalaureate degree. The second course and grade will appear on the transcript, but it will not be counted in the GPA.

The CUNY BA Program follows the University policy on F grades which states that effective fall 1990, students may re-take up to 16 credits of F earned in courses taken in CUNY after September 1984. The course (same number and title) must be repeated at the college where it was originally taken. The student must earn a full "C" or better in the repeated course to have only the second grade count in the index, although both courses will appear on the transcript.

residency

A minimum of 30 CUNY classroom credits must be completed as a CUNY Baccalaureate student in the Program. Credit awarded for life experience and credit by examination is not counted toward residency.

7 how to help applicants

admissions criteria

To be eligible for admission, a student must:

- be/become matriculated at a CUNY college;
- have a valid academic reason for applying, such as a desire

to complete an interdisciplinary area of concentration, or to complete an area of specialization not available at a CUNY college, or the desire to take courses at more than one CUNY college;

- have completed at least 15 credits (including transfer credits);
- have a GPA of at least 2.50 overall and on recent work;
- have passed (or been exempted from) all required CUNY entrance exams.

These are the minimum criteria only and do not guarantee admission to the Program.

assessing cuny baccalaureate candidates

Before deciding how to respond when a student asks for a letter of recommendation or service as a mentor, faculty members may wish to review the following questions:

- Is the student self-directed, motivated, and academically able? A 2.50 GPA is the minimum required for admission to the Program and also for graduation.
- Does the student have clearly defined, viable academic and professional goals?
- Has the student thought carefully about the area(s) of concentration she/he wishes to pursue?
- Does the student demonstrate competent writing skills in her/his application essay? The quality of the essay plays a significant role in the Admissions Committee's decision.
- Can the student work independently, solve problems, deal maturely with obstacles, and benefit from the CUNY Baccalaureate experience by completing a learning program that has been thoughtfully designed to accomplish the student's own unique academic, professional, and personal goals?

letters of recommendation

The letter of recommendation should focus on the student's qualities as a learner, assess her/his ability to work independently of a cohort of peers and without the structure available to students in a traditional degree program, assess the academic quality of the program of study the student is proposing, particularly the area(s) of concentration, and estimate the student's intellectual ability to complete the proposed program of study successfully. Letters of recommendation must be on official letterhead and in an envelope signed along the flap.

the application process

If possible, prospective students should attend one of the regularly offered informational seminars at the CUNY Baccalaureate Program office. Contact the Program office for the schedule at 212-817-8220, or visit the website, www.cunyba.cuny.edu.

All applicants must follow this procedure:

- Complete an application requiring a 1-2 page statement of purpose and an outline of pertinent courses for the proposed area(s) of concentration.
- Non-matriculated students must apply to a CUNY college and submit proof of passing all required entrance examinations.
- Obtain official transcripts of all previous college work.
- Have a faculty member write a letter of recommendation that evaluates their academic performance and promise. Re-entry students may submit letters from supervisors or employers.
- Submit all required documents as a package to the CUNY Baccalaureate Program Office on or before the deadline (May 1 is the deadline for the fall semester; Nov. 1 is the deadline for the spring semester.)

When all documents have been evaluated, qualified applicants are invited for an appointment, at which time they are told which credits will be accepted, how they are being applied, and how many credits must be completed for the degree. The Admissions Committee then conducts a final review of the applicant's dossier and makes its decision which is final.

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contact

informatics

CUNY Baccalaureate Telephone Numbers

Main number:212-817-8220
Admissions:212-817-8230 or 8239
Academic Director:212-817-8222
Deputy Director:212-817-8238
Academic Advisors:
Students A-D212-817-8229
Students E-L212-817-8225
Students M-Z212-817-8237
Registrar:212-817-8227
FAX:212-817-1512

CUNY Baccalaureate Program Address

365 Fifth Avenue, Suite 6412
New York, NY 10016
www.cunyba.cuny.edu

The Program Office is open Monday-Friday, 9 am-5 pm
(later by appointment).
In July and August office hours vary; call to verify them.

“The CUNY BA/BS Program is one of the brightest stars in higher education in the nation. It is a brilliant and beneficial concept, and a truly unique strength of the City University.”

—Professor Bruce Brooks, Fine Arts and Humanities, LaGuardia Community College

“One of the most rewarding aspects of being a mentor is being able to learn with your mentee, and my mentees are students with whom this has been possible.”

—Professor Lynn Roberts, Urban Public Health Program, Hunter College

“The CUNY Baccalaureate Program is a competitive and prestigious program. Students in it are among the finest in the CUNY system.”

—Professor Jonathan Rosenberg, History, Hunter College

“When I made the decision to return to college in my mid-twenties, the CUNY BA/BS Program made it possible for me to major in women’s studies before such a major existed. Working closely with my mentor, a nationally recognized women’s history scholar, I designed a program that enabled me to study with other luminaries in the field. The training I received as a CUNY BA Program Women’s Studies student secured my acceptance into Brown University’s interdisciplinary American Studies Ph.D. Program.”

—Professor Linda Grasso, English, York College