The meeting was called to order at 6:00 p.m.

There were present:

**Committee Members:**
Hon. Wellington Chen, Chair  
Hon. Hugo Morales, Vice Chair  
Prof. Karen Kaplowitz, faculty member  
Mr. Brandon Clarke, student member  
President Russell K. Hotzler, COP liaison

**University Staff:**
Chancellor Matthew Goldstein  
Executive Vice Chancellor and University Provost Alexandra Logue

**Ex-officio:**
Hon. Benno Schmidt

**Trustee Staff:**
Deputy to the Secretary Hourig Messerlian  
Ms. Towanda Lewis

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**Cal. No.** | **DISPOSITION**
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The agenda items were considered in the following order:

I. ACTION ITEMS:

A. **APPROVAL OF THE MINUTES OF THE MEETING OF SEPTEMBER 7, 2011.** The minutes were approved as submitted.

B. **POLICY CALENDAR**

1. **The City University of New York – International and Domestic Travel Guidelines.** Executive Vice Chancellor and University Provost Alexandra Logue stated that it is becoming increasingly common for universities across the United States to formalize internal rules protecting the safety and security of students on off-campus educational trips, both domestic and international. The present guidelines serve as a resource to assist trip leaders in planning and preparing for health and safety issues that may be encountered during CUNY sponsored travel related to academic study. These guidelines provide a set of consistent procedures to be implemented at all CUNY campuses with the goal of prompting trip sponsors to assess and mitigate any potential risks to the health and safety of our students. The guidelines have been prepared in close consultation between the Offices of Academic Affairs; Environmental Health, Safety and Risk Management; and General Counsel. Members of the University Faculty Senate also repeatedly provided careful review and feedback. It is expected that these guidelines will continue to be reviewed and updated on a regular basis as best practices evolve.

Following discussion the item was approved for submission to the Board.

2. **College of Staten Island – Letter of Intent for the Doctor of Nursing Practice.** Executive Vice Chancellor Logue stated that the proposed program reflects a growing national trend toward requiring practice focused doctorates in health care disciplines. The Doctor of Nursing Practice prepares practitioners of nursing for advanced practice by equipping them with the knowledge and
skills needed to translate credible research findings into clinical practice in hospitals, homes and community settings. The Doctor of Nursing practice is the highest level of clinical expertise in nursing. The American Association of Colleges of Nursing (AACN), similar to what has been happening in other areas of health professions, has called for doctoral preparation as the entry level credential for advanced practice by 2015, replacing all current master's degree programs.

Executive Vice Chancellor Logue noted that the curriculum that is being proposed in this Letter of Intent is guided by the essentials of DNP education as outlined by the AACN. Earlier this year, the New York State Education Department registered a DNP program at Hunter College. At present the College of Staten Island, another CUNY college with a long-standing history of providing graduate nursing education, is developing its own program to serve the needs of students in its geographic area. The Board is presently asked to approve the Letter of Intent. As is the custom for doctoral programs, a full proposal will follow at a subsequent meeting.

In response to questions from Prof. Karen Kaplowitz, Executive Vice Chancellor Logue stated that the DNP is a professional doctorate, which means that it is a doctorate that has to do with practice and application as compared to a degree such as a PhD, which is a research doctorate. The professional doctorates are now becoming much more common in the health professions and they involve additional training primarily in practice, and the application of research findings to practice. It has been the case that originally at CUNY PhD programs were all at the Graduate Center, but in recent years, in one case there is a standalone PhD now in engineering at City College, and then there are several PhDs in the natural sciences that are given jointly by the Graduate Center and City College and Hunter College.

Executive Vice Chancellor Logue added that the professional doctorates—an example of which at CUNY that has been present for a very long time is the JD that is given at the law school and is not given at the Graduate Center—are becoming more frequent. Therefore the University wanted to have a procedure that would insure proper review and location for new professional doctorates. Professional doctorates are replacing master's degree programs in some areas, primarily in the health professions fields. Master's programs have been based at particular campuses, and so it was felt that it would also be reasonable to consider placing the professional doctorates at individual campuses. Thus, several years ago, after careful study, the University decided that a professional doctorate can be placed at the Graduate Center, but it could also be placed at another campus, or jointly between the Graduate Center and a campus. When Hunter College proposed its Doctor of Nursing Practice degree, it was reviewed carefully and CUNY decided that it was appropriate for Hunter alone to offer that Doctor of Nursing Practice. The University is now going through the same process with the College of Staten Island Doctor of Nursing Practice. Both campuses are ones that have a lot of strength in nursing and have been giving master's degrees.

Executive Vice Chancellor Logue noted that the Letter of Intent gets approved by local campus governance. It is then reviewed and approved by the Office of Academic Affairs, and it is then circulated for thirty days to all the campuses, and both the presidents and the chief academic officers are asked to distribute it to all interested parties and to ask for comments. The current Letter of Intent was circulated and received no comments from any campus. Assuming that it is voted on positively by the Board, then the campus will proceed to develop a full proposal, which, if accepted by the Office of Academic Affairs, will come to this committee at a later meeting.

In response to comments from Chairperson Benno Schmidt and Dr. Hugo Morales, Executive Vice Chancellor Logue stated that when the full proposal comes back to the committee, it will have addressed the question of drug prescription by DNPs.

Following discussion the item was approved for submission to the Board.
3. Queensborough Community College/York College – AS/BS in Chemistry/Pharmaceutical Sciences. Executive Vice Chancellor Logue stated that this is another one of the dual/joint programs in which the students are essentially accepted for both degrees simultaneously and at both institutions, assuming that they maintain a certain level of academic performance throughout. Dual/joint degrees guarantee the well-performing associate degree student acceptance into his or her chosen baccalaureate program. Such degrees are highly beneficial to associate degree students and they go beyond the transfer guarantees in the Pathways resolution that was passed by the Board of Trustees in June. That resolution guarantees transfer of all general education credits as well as the first three to six courses of many majors, but otherwise guarantees only elective credit and does not guarantee an associate degree student admission into a particular baccalaureate program. The dual/joint programs do give such a guarantee.

Executive Vice Chancellor Logue noted that the proposed program is also known as a 2 plus 2 partnership between Queensborough Community College and York College. The first two years of the program provide students with a liberal arts and sciences background and a solid foundation in chemistry. All courses in this program are already being offered at Queensborough on a regular basis. After transferring to York, students will enroll in more specialized courses in advanced chemistry and pharmaceutical sciences, taking advantage of York's existing program in pharmaceutical sciences and the internship opportunities that it affords. The program prepares graduates for entry-level employment with the health related manufacturing industry as well as governmental regulatory bodies.

Following discussion the item was approved for submission to the Board.

4. Borough of Manhattan Community College – AA in Communication Studies. Executive Vice Chancellor Logue stated that the proposed program addresses the foundations and practices of communication in a global multicultural context. The curriculum draws extensively from existing courses in the Speech Communication and Theater Arts Department, focusing primarily on the non-technical aspects of communication. A survey of employers conducted by the American Association of Colleges and Universities found that the overwhelming majority wanted to hire recent graduates with enhanced communication skills. The proposed degree will be an asset for students seeking entry level employment in a variety of fields. The program also equips graduates with a strong liberal arts foundation for pursuing a baccalaureate degree. An articulation agreement with Brooklyn College has already been signed and others are planned.

Following discussion the item was approved for submission to the Board.

II. INFORMATION ITEMS:

A. Report by Executive Vice Chancellor and University Provost Alexandra Logue

Executive Vice Chancellor Logue stated that she had three information items, the first one of which concerned enrollment. CUNY is now at the point in the academic year where it has a good idea of the fall enrollment. Two of its colleges, Kingsborough and LaGuardia, start later in the fall, so that completed enrollment numbers are unavailable for them, but the total CUNY enrollment is pretty well known at this point. Based on this information, total head count enrollment has increased from approximately 260,000 to 270,000 students, a 3 percent increase. Total FTE enrollment has increased about 2 percent. FTEs are really the best way to measure how many faculty are needed. This year is the first time in several years that headcount has actually increased a larger percentage than FTEs, which means that on average students are taking fewer credits and are more likely to be attending college part-time as compared to full-time. This is not good because taking more credits and going full-time are associated with higher retention and graduation rates. There are many factors that may be
responsible for the higher growth in headcount then in FTEs. One may be that the job market has improved and so more students are able to find jobs while going to school, and they are more likely to go to school part-time. Another may be that our continued large growth, which was 3 percent in headcount this year, is outstripping our ability to provide classes at times that students need them and that are taught by good faculty. We will be looking into all of this in more detail.

For the second information item, Executive Vice Chancellor Logue stated that last week she led five CUNY administrators in testifying in front of the Higher Education Committee at the New York City Council concerning remediation at CUNY. The other members of the panel were Vice Chancellor Eduardo Marti, Bronx Community College President Carole Berotte Joseph, Senior University Dean John Mogulescu, and ASAP Director Donna Linderman. Testimony focused on the several evidence-based methods that CUNY is now using to help students get through remediation and into credit bearing courses more successfully. For new students who have large remedial needs, it is strongly suggested that they defer their CUNY admission and enroll in the CUNYStart program—an intensive semester long program that costs students only $75, does not use up any of their financial aid, and for a majority of students completes all remediation within one semester. There are over 700 students in this program this fall. Students with moderate remedial needs, should be placed into learning communities, which are cohorts of limited size whose members take all of their classes together with coordinated instruction and advising. Being in a learning community has been experimentally shown to increase student success. Students with mild remedial need are encouraged to enroll in Accelerated Study of Associate Programs (ASAP). With its comprehensive package of academic and student support services, ASAP is showing retention and graduation rates of two to three times greater than for comparable students who are not in ASAP. The University has also had great success with summer and winter remedial immersion programs, and is currently engaged in ground breaking Gates-funded work with the New York City Department of Education to align CUNY and high school curricula, and to engage in other efforts designed to decrease the percentage of Department of Education graduates who need remediation when they come to CUNY. The New York City council members were very receptive to the presentations and are very supportive of CUNY’s efforts.

For the third information item, Executive Vice Chancellor Logue stated that since this committee’s September meeting there has been a lot of work done with the Pathways initiative, which is CUNY’s initiative to ease the transfer of its undergraduate students from one campus to another, so that they no longer lose credits. The University has been continuing to follow carefully the directives in the Pathways resolution that was passed by the Board of Trustees in June 2011. Both the steering and working committees, over 80 percent of whose members are faculty, and which are chaired by CUNY Law School Dean Michelle Anderson, have met repeatedly since the summer for a great many hours each time. As a result of their extremely hard work, the forty-seven faculty, four students, and four campus-based administrators have just sent out to the entire CUNY community today, one day early, their suggested structure for CUNY’s new thirty-credit Common Core for comment.

Executive Vice Chancellor Logue distributed copies of this item to the members of the committee, and she noted that they will see that the structure requires students to take seven credits of English composition, four credits of mathematics or quantitative reasoning, and four credits of life and physical sciences. Then students will also take an additional five three-credit courses with at least one of these from each of four areas: World Cultures, U.S. Experience and its Diversity, Creative Expression, and Individual in Society. This draft structure is designed to emphasize students’ work on important college-level skills, such as communication and critical thinking, but at the same time it affords the campuses significant flexibility as to which courses they want to include for their common core course offerings. She also pointed out that the senior colleges will have an additional twelve credits in addition to these thirty for general education, so there are additional opportunities for senior colleges to require whatever courses they want in the general education curriculum.
Executive Vice Chancellor Logue further noted that there will be a comment period from now until November 15th on the draft Common Core structure. The steering and working committees will consider all of the comments received, make any changes in the structure that they think are appropriate, and send their final recommendations to the Chancellor by December 1st. The University first started seeing drafts of this structure a couple of weeks ago, and in that period of time there has been a fair amount of misinformation that has been sent out electronically about what is in this draft structure. There has also been a student petition that is being promulgated, which has a lot of misinformation in its preamble about what is in the structure. We would appreciate everyone’s help in trying to make sure that the correct information is communicated.

Executive Vice Chancellor Logue added that since this committee’s last meeting another important part of the Pathways work has begun. The committees that will be working on aligning the first courses for the largest transfer majors for all of CUNY met for the first time to begin their work. These committees are chaired by Graduate Center President William Kelly. The committees will submit their recommendations to the Office of Academic Affairs by May 1st. There are over seventy faculty involved in this work in addition to the almost forty faculty involved in the Common Core steering and working committees. The University looks forward to the excellent work of the faculty on the majors committees following on the outstanding work of the steering and working committees.

In response to a question from Mr. Brandon Clarke, Executive Vice Chancellor Logue stated that the tuition increase imposed for this semester is still within the TAP limit, so any student who is on TAP would not have been affected by the tuition increase. And a huge proportion of CUNY students are on TAP.

In response to a question from Prof. Kaplowitz, Executive Vice Chancellor Logue stated that graduate enrollment is a little bit down. However, it is down in two particular areas. One is education (our largest percentage of graduate programs), and that is not a surprise because there are not many jobs in this area right now. The other area is the MBA, and that is nationally true this year. Fewer people are going into the MBA programs.

The meeting was adjourned at 6:34 p.m.