The meeting was called to order at 5:02 p.m.

There were present:

**Committee Members:**
Hon. Wellington Z. Chen, Chair
Hon. Rita DiMartino
Hon. Charles A. Shorter
Prof. Karen Kaplowitz, faculty member
Mr. M. Waqar Arshad, student member
President Russell K. Hotzler, COP liaison

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

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

<table>
<thead>
<tr>
<th>Cal. No.</th>
<th>DISPOSITION</th>
</tr>
</thead>
</table>

The agenda items were considered and acted upon in the following order:

**I. ACTION ITEMS:**

**A. APPROVAL OF THE MINUTES OF THE MEETING OF JUNE 4, 2012.** The minutes were approved as submitted.

**B. POLICY CALENDAR**

1. **School of Professional Studies – BS in Nursing.** Executive Vice Chancellor and University Provost Alexandra Logue stated that this is a fully online bachelor's completer program, which is designed for people who are already registered nurses who have their associate’s degree, and who wish now to obtain their baccalaureate degree. The program addresses several systemic issues relating to nursing education. First, it responds to the call from professional organizations in the healthcare field for more baccalaureate-educated nurses. Second, this program, which is comprised of evidence-based nursing courses, as well as traditional liberal arts general education courses, will increase the number of baccalaureate seats available at CUNY to RNs, many of whom are graduates from CUNY’s associate degree programs in Nursing. Finally, the asynchronous online format will simplify the degree completion process for the nurses.

In response to a question from Prof. Karen Kaplowitz, Chief Academic Officer and Associate Dean for Academic Affairs George Otte explained that all the online courses at SPS are capped at 25, consequently there is a lot of intimacy and work between instructors and students that forms a basis for verifying that the student's work is their own. In addition, all of this work happens through an interface that includes a triangular verification of student identity. Increasingly, what SPS is doing in the online courses is assigning capstone experiences that are not exams, but are, in fact, research projects and collaborative ventures because it is not what you know—it is what you can do with what you find out. All that notwithstanding, there are very good ways of securing tests and making sure that academic integrity is occurring online. In some cases, SPS actually uses proctored exams for distance...
students, employing arrangements with a number of institutions. It is not a single or simple answer; however SPS does take enormous precautions.

In response to another question from Prof. Kaplowitz, Dr. Otte explained that the downside of having proctored exams is SPS would not want to standardize courses to a point where everybody has a standard test. It is the instructor’s self-determination of how grades are evaluated. There are opportunities to randomize and otherwise reduce the possibility of online cheating for exams in particular. In a worst case scenario, SPS would have to make sure that a public notary is compensated for doing individual proctoring.

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

2. Baruch College – MS in Financial Risk Management. Dr. Logue stated that Baruch College seeks to diversify its graduate Business offerings by launching a highly quantitative program that will prepare graduates both to identify risk and to implement risk management programs in their firms. This program will also prepare graduates to pass the Professional Certification Test of the Global Association of Risk Professionals, the leading professional financial risk management association.

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

3. College of Staten Island – DNP in Nursing Practice. Dr. Logue stated that with this proposed doctoral degree in nursing, the College of Staten Island’s Department of Nursing seeks to meet the anticipated requirement by their accrediting organization, which is the American Association of Colleges of Nursing, to make the Doctor of Nursing Practice a requirement for entry to Advanced Practice Nursing. The evidence-based curriculum in this 87-credit program will include diagnosis and treatment of illness or health conditions, advocacy for underserved and culturally diverse individuals and groups, decision-making related to personal health, and coordination of services, among other topics. The DNP is a professional or clinical doctoral degree. It prepares students for advanced practice, including leadership positions in practice settings. This is in contrast to the Ph.D. which is a research-based degree. The proposed Doctor of Nursing Practice program will be the second professional doctorate to be approved for the College of Staten Island. The Doctor of Physical Therapy program was approved by the Board in the last academic year. The College of Staten Island is confident that its own undergraduate degree in Nursing and other programs in this area will be natural feeders for the new DNP.

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

4. Queensborough Community College/York College – Dual/Joint Program AAS/BS in Nursing. Dr. Logue stated that, as mentioned with regard to the online RN to BS degree from the School of Professional Studies, local and national hiring trends in the nursing profession demand increased educational capacity at the baccalaureate level. This proposed dual/joint program, which is part of a CUNY-wide initiative to increase the numbers of students that progress from an associate’s to a bachelor’s degree in Nursing, provides another path for progression of RN Nursing graduates into and through the upper division of a baccalaureate program, allowing these graduates to be recruited for more competitive positions or to pursue graduate-level credentials. The term “dual” means that students will receive two degrees and the term “joint” means that two institutions are involved. Students in this program will receive two degrees in a program involving two institutions. More specifically in this case, students in Queensborough Associate’s Degree Nursing program who are doing well will be recruited for
this dual/joint program. Once they enter the dual/joint program, and provided they maintain the required academic standards, they will be guaranteed admission to York's Baccalaureate Nursing program with seamless transfer of their credits.

In response to a question from Mr. M. Waqar Arshad, Dr. Logue explained that students who are not in good standing will not have guaranteed admission to go on to their baccalaureates, they will have to continue to satisfy the educational requirements for Queensborough's Associate Degree Nursing program, and then separately apply for York's Baccalaureate Degree Nursing program or any baccalaureate program after completion.

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

5. **Borough of Manhattan Community College – Closing of the Cooperative Education Department.** Dr. Logue stated that this item proposes the closing of the Cooperative Education Department. BMCC intends to maintain its internship program, which has been conducted by the faculty in the Cooperative Education Department. However, the program’s status as an academic department contravenes the current practice of having departments organized according to academic disciplines. With the closure of the Cooperative Education Department, faculty members who are currently in this department will be placed in academic departments according to their discipline. Tying the work of these faculty more closely to their disciplines will allow BMCC to enhance the quality of the student internships that these faculty supervise. Although the BMCC governance structure does not require a faculty vote for the closing of a department, the present action follows consultation with relevant departments and individual faculty, as well as with the BMCC Academic Senate. No objections were raised by the members of any constituency.

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

6. **Borough of Manhattan Community College – AS in Geographic Information Science.** Dr. Logue stated that this is an AS in Geographic Information Science, which is a rapidly expanding field. The U.S. Department of Labor estimates that jobs in this area are growing at an annual rate of almost 35%. The proposed degree will prepare students to capture, manage, analyze, and display spatial information, including the creation of cartographic output. A few of the most common job titles for GIS professionals include GIS technician, GIS drafter, field data technician, GIS coordinator, GIS specialist, GIS analyst, application system developer, and GIS database administrator. The proposed degree will prepare graduates not only for entry-level employment in private industries and governmental agencies, but also for transfer to baccalaureate programs. An articulation agreement between the proposed program and the BA in Geography at Hunter College has been signed.

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

7. **The City College of New York – Abolition of the Department of Cell Biology and Anatomy, Sophie Davis School of Biomedical Education.** Dr. Logue stated that this action item was submitted to the Office of Academic Affairs after the Agenda had been closed, and was admitted as an addendum in view of the time-sensitive nature of the proposal action. Following the recommendations of a 2011 external review, the Sophie Davis School of Medicine is merging two small academic departments in order to more effectively utilize resources and improve instruction. Faculty members from the existing department of Cell Biology and Anatomy will be transferred to the Department of Microbiology and Immunology.
This action has been approved by the Executive Faculty of the Sophie Davis School of Biomedical Education in accordance with City College's governance plan.

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

II. INFORMATION ITEMS:

A. Graduate School of Journalism – Center for Community and Ethnic Media

Dr. Logue stated that, according to standard CUNY procedures, proposals for centers are presented to this Committee for information purposes only, and are formally approved via the Chancellor’s University Report. The Trustees were provided information by letter on the current item in lieu of the September CAPPR meeting. The full proposal is now being presented formally for the Trustees’ information. The proposed Center will provide research, training, and professional support for community and ethnic media outlets in the New York City metropolitan region. The Graduate School of Journalism is committed to helping this sector of journalism raise its professional standards and develop a more robust economic model. The Center’s activities will be supported by several major private donations.

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

1. An update on the academic effects of Hurricane Sandy. There are large differences between how Hurricane Sandy affected our campuses physically and also academically. Some of the campuses, for example, The Graduate Center, were hardly affected by the storm. But some, such as BMCC, were flooded and had significant water damage and lost power. York College never lost power, and had no water damage, but it has been housing about 900 evacuees in classrooms on its campus, many with special medical needs, which prevented the college from reopening for classes this past Friday, as most of the other CUNY campuses did.

Every campus lost at least four days of classes, and most reopened last Friday, with the exception that CUNY staff returned to work on Thursday. York is still not open and will not be open tomorrow either, unfortunately. The University is using the Reading Day, the double Friday Exam Day, weekends, extra online work, extended class sessions, an extended semester, and other methods to make up for the time lost. Each campus is constructing its own plan for making up the time, using whatever methods make the most sense for that campus. The Brookdale campus of Hunter College had severe water damage and lost power. Although Brookdale now has electrical power coming in to the building, the damage to their electrical systems was so extensive that the campus has not been able to turn the power on, so the lab facilities at Brookdale are not yet usable.

Queens College also has been sheltering a lot of people. However it has been able to resume classes because evacuees have been housed in the gym. John Jay’s evacuee population is now very small. Kingsborough has done a remarkable job at cleaning up; their campus was really inundated with water and destruction from the wind. But the University has one particular problem: a building at Kingsborough that houses CUNY’s admissions operations is not going to be usable without extensive rehab. Therefore the admissions operations have to be moved to a different part of the University, and this is going to take a little time. Consequently, CUNY has to work out a way to make sure that admissions are not negatively impacted by this.
All the CUNY campuses have been doing a fantastic job at figuring out how to get running again. Campuses have been giving a helping hand to one another. It has been absolutely inspirational watching how our campuses have come back from the amount of damage that they have had. There have been stories about the joy and exuberance with which people are returning to their campuses, and seeing that they are in operation again. In addition, the Central Office has been holding conference calls with representatives from each campus—both on the administrative and on the academic side—so that we can glean what specific requirements each campus needs and we can help facilitate intra-campus communications.

Specifically with regard to Academic Affairs, CUNY has been sending the campuses information about the New York State Education Department minimum course meeting time requirements; about the financial aid implications of the lost class time; about possible FEMA reimbursement for additional instructional costs; and about situations such as students having to withdraw because they lost their homes. CUNY is very confident that colleges will make up all the time lost, and at the same time, the University will maintain its high academic standards this semester. CUNY is providing additional counseling and has an informational website that lists different resources for students. The University is also providing information for faculty and staff who have been severely impacted. In total, the CUNY campuses have sheltered close to 2,000 people and still have about a thousand. Many evacuees have special medical needs so the University also has housed medical personnel on each campus to take care of those who have been evacuated from nursing homes and hospitals.

2. An update on Pathways. Dr. Logue stated that CUNY continues to make good progress with Pathways. There have now been about 900 courses submitted for review to the Common Core Course Review Committee. This is the University-wide committee that consists of approximately 120 faculty and reviews all the potential common core courses to ensure that they will meet the learning outcomes that were specified by the Pathways Steering Committee last fall, and that were subsequently accepted by the Chancellor. CUNY is also making good progress with identifying the first three to six courses leading into the eleven largest transfer majors, such as Business, Psychology, and Nursing. This part of the Pathways initiative will help enable students to start one of these majors at any campus that offers that major, and finish it at another campus without losing any credits in their major. CUNY is also continuing to make good progress with setting up the software necessary to schedule the Pathways courses and to inform everyone about them. As part of this effort, the University has created a new Pathways website, which is entirely designed for use by students, faculty, and staff to make sure that everybody is knowledgeable about courses.

The new Pathways website serves all the different campus constituencies. It informs about the general education requirements, explains each major, and explains how credits transfer. It also has more detailed information about courses that the University is identifying as entry courses into majors. There is a section on how credits transfer under Pathways and a section on frequently asked questions. There is a lot of redundancy built into the site so that one keeps hitting similar explanations of things. This redundancy will help make sure that people do not miss that part of the site. Also a very important part of the site is contact information for the different campuses. Every campus has its own special aspects of Pathways. One favorite part of the site is the glossary because at CUNY we use an enormous number of obscure terms and acronyms. In the future, each campus is going to have its own website that is linked to this Pathways site. All existing and new programs will be aligned with Pathways. The Pathways website is also going to have a mailbox where one can send questions and comments to the Central Office.
The meeting was adjourned at 5:42 p.m.