

**QUEENSBOROUGH COMMUNITY COLLEGE**  
The City University of New York

**Agenda**

**Academic Senate Meeting**

**Date: Tuesday, April 12, 2011**

**Time: 3:10 p.m.**

**Location: Room M-136**

- I. Attendance
- II. Consideration of minutes of the March 8, 2011 meeting (Attachment A)
- III. Communications from the Board of Trustees or any of its Committees
  - click here on [Board of Trustees](#) for current communications
- IV. Communications from:
  - President Diane B. Call – (Attachment B)
  - Senate Steering Committee Report – (Attachment C)
  - University Faculty Senate Minutes, UFS Plenary of March 15, 2010 (Attachment D)
    - <http://www.cunyufs.org/>  
(for current communications)
    - For policies adopted by the Board of Trustees  
Click on <http://www1.cuny.edu/abtcuny/trustees/>
- V. Monthly Reports of Standing Committees of the Academic Senate
  - Committee on Committees (Attachment E)—**ELECTION**
  - Committee on Curriculum (Attachment F)
- VII. Old Business
- VIII. New Business

*Barbara Blake-Campbell,*  
*Secretary*

Queensborough Community College  
The City University of New York

**MINUTES**  
**of the March 8, 2011**  
**Academic Senate**

Interim President Diane Call called the sixth regularly scheduled meeting of the Academic Senate to order at 3:10 p.m.

**I. Attendance:**

The complete Senate roster is available at  
[http://www.qcc.cuny.edu/Governance/AcademicSenate/academic\\_senate\\_roster.asp](http://www.qcc.cuny.edu/Governance/AcademicSenate/academic_senate_roster.asp)

As determined from the attendance taken by the i-clickers at the meeting, there were eight absentees.

Regina Cardaci	Todd Holden	Pedro Irigoyen	Jue, Chong
David Klargerg	Liza Larios	Devin McKay	Philip Pecorino
Haishen Yao	Lana Zinger	SG Executive VP	SG President
SG VP for Evening Students			

**II. Consideration of minutes of the February 8, 2011:**

- A **motion** was **made, seconded, and approved** to approve the February 8, 2011 minutes (*Attachment A of the March 8, 2011 Agenda*). This vote was passed unanimously.

**III. Communications from:**

**Chair Tai:**

- In the absence of Interim President Call who was involved with the Middle States Report, Chair Tai chaired the meeting, while Assistant Chair of the Steering Committee, Dr. Peter Bales presented the Steering Committee report.

**IV. Communications from:**

**Senate Steering Committee:**

- Dr. Peter Bales directed everyone's attention to the Steering Committee report (*Attachment C of the March 8, 2011 Agenda*). Dr. Bales informed the Senate that the Central office has established a Task Force to address transfer issues and concerns about the portability of General Education credits, and has issued a report titled "Improving Student Transfer at CUNY." As such, Dr. Bales indicated that the Queensborough Community College sees the need to comment on this matter, and that a committee with a wide range of representatives is being formed to send comments to the University.

- Dr. Bales presented the resolution as follows:

BE IT RESOLVED that,

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A Special Committee on General Education Learning Outcomes be formed with the following membership:

- A representative of Queensborough's Office of Academic Affairs (ex-officio)
- One representative of the Steering Committee of the Academic Senate
- One representative of the Faculty Executive Committee
- The chair of the Curriculum Committee of the Academic Senate
- The chair of the Assessment Committee of the Academic Senate
- One faculty representative from the Freshman Academy for Business
- One faculty representative from the Freshman Academy for Education
- One faculty representative from the Freshman Academy for Health-Related Science
- One faculty representative from the Freshman Academy for Liberal Arts
- One faculty representative from the Freshman Academy for STEM
- One faculty representative from the Freshman Academy for Visual and Performing Arts

And a charge as follows:

- To evaluate Queensborough's current General Education Learning Outcomes within the framework of these three broad curricular areas;
- To evaluate Queensborough's current General Education Learning Outcomes within the framework of learning outcomes articulated by general education programs at other CUNY campuses to which our students transfer;
- To evaluate current general education frameworks within current degree-granting programs within the context of CUNY Central Office concerns;
- To evaluate and identify courses that might be considered part of the "pathway" to common upper-division majors;
- To advance any recommendations for modification of the General Education framework at Queensborough Community College that may emerge as a result of developments and recommendations generated by the CUNY Central Office as they occur;
- To cooperate with any centrally-constituted Curriculum Committee as may be established by the University Faculty Senate in response to Executive Vice-Chancellor Logue's initiative;
- To make a report of all actions taken and conclusions arrived at in a final report to be submitted by May, 2012.

RATIONALE: Following from the recommendations of the conclusions of the Working Group on Transfer and Articulation cited above, Executive Vice-Chancellor Logue has called for a task force that would formulate ways to implement the recommendations included in *Improving Student Transfer at CUNY* as follows:

*Standardize general education requirements in terms of number of credits and division into broad curricular areas.*

- 102           □ *Establish disciplinary groups that identify the five or so most*  
103           □ *common courses taken as pathways into the major and insure that*  
104           □ *students who take these courses receive full credit for them as entry-*  
105           □ *level major courses or as prerequisites for such courses.*  
106           □ *Evaluate AAS degrees where AA or AS degrees exist in related*  
107           □ *fields.*  
108           □ *Foster dual-admission programs in fields where they are*  
109           □ *appropriate.*  
110           □ *Create mechanisms for accepting legitimate academic courses for*  
111           □ *credit even when a receiving college does not have a match for the*  
112           □ *course.*  
113           □ *Improve CUNY's TIPPS on-line information system on course*  
114           □ *equivalencies and articulation agreements.*  
115           □ *Create an appeals process for students who wish to contest denial*  
116           □ *of transfer credits or the receipt of fewer than they think are deserved.*  
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118           The formulation of a special committee would allow Queensborough  
119           Community College faculty to shape this process on our own campus,  
120           and, possibly, communicate with other campuses across CUNY in  
121           order to maintain the integrity of Queensborough's general education  
122           program and ensure that any and all modifications of existing programs  
123           maintain levels of academic rigor required for student success at  
124           transfer.

- All were invited to discuss the issue.
- VP Karen Steele requested specific language to address the three specific curricular areas as a baseline for learning outcomes.
- There was also a request from floor to delete the word “legitimate” from bullet #4 under the rationale section to read “Create mechanisms for accepting academic courses for credit even when a receiving college does not have a match for the course.”
- Additionally, it was brought to the attention of the Senate that there was no representation from any of the Academies.
- Dean Michelle Cuomo responded that identifying faculty members as part of the Academies could prove difficult since Faculty Coordinators are selected from Faculty cohorts. Once that concern was satisfied, the motion was set forth.

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144           The **motion** was **made, seconded, and approved** to accept the proposal of a creating a  
145           Special Committee on General Education Outcomes (*Attachment C of the March 8, 2011*  
146           *Agenda*) There were fifty –five affirmative votes, and one negative vote from Joel Kuszai.

- Vice Chair Bales also informed the Senate that membership on the new Special Budget Advisory Committee of the Academic Senate is still under discussion. Representative from the
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151 Academic Senate Steering Committee will be Dr. Tai ; Dr Stuart  
152 Asser will represent the Budget Committee of the College  
153 Personnel and Budget Committee and the Committee of Chairs.  
154 Additional membership will include:

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- 156 • Senator Anthony Kolios, Faculty Executive  
157 Committee
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  - 159 • Grahn Cooledge, Student Government
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  - 161 • VP Sherri Newcomb, ex officio Member.
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  - 163 • Chair Tai reminded everyone to review the Minutes of the UFS  
164 which contains more information on how the General Education  
165 issue is being addressed.  
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169 **V. Monthly Reports of Standing Committees of the Academic Senate**  
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- 171 • Committee on Committees (Attachment E) - Accepted as Presented

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- 173 • Committee on Curriculum (Attachment F) – **RESOLUTION**

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175 Senator Aranzazu Borrachero presented the resolution for a new  
176 course in the Foreign Languages Department.  
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178 The Committee on Curriculum has acted to send the following recommendations to the Academic Senate:  
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180 **I. New Course**

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182 **DEPARTMENT of FOREIGN LANGUAGES AND LITERATURES**

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184 **LA-112 Elementary Arabic II**, 4 class hours, 1 laboratory hour, 4 credits

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186 *Prerequisite:* LA 111 or the equivalent, with a grade of C or better.

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188 *Description:* This is the second semester course for elementary Modern Standard Arabic. It focuses on  
189 the four essential language skills: listening, speaking, reading and writing. Students will continue studying  
190 the language through a communicative approach. They will also develop basic conversational and  
191 grammatical skills, and they will acquire additional insight into the cultural and social contexts of the  
192 Arabic speaking world. Consistent emphasis is placed on authentic materials that are derived from the  
193 living cultural context.

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195 *Rationale:* The Department of Foreign Languages and Literatures is currently offering two sections of first  
196 semester Arabic with full enrollments. The Department predicts that most of these LA 111 students will  
197 need a second semester of Arabic to fulfill their language requirements. Programs in Arabic language  
198 have already been added to the curricula of a good number of Community and Senior Colleges of CUNY,  
199 including La Guardia and Kingsborough Community Colleges, and Queens and Hunter Colleges.

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- 202 • A **motion** was **made**, **seconded**, and **approved** to approve the new course of the  
203 Department of Foreign languages ( Attachment F of the March 8, 2011 Agenda). There

204 were fifty-six affirmative votes and two negative votes from Senators, Stuart Asser, and Joel  
205 Kuszai..

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209 **II. Curricular Changes**

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211 **DEPARTMENT of MUSIC**

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213 *General Rationale:*

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215 Over the past decade, advances in technology have significantly altered and increased potential career  
216 paths in the music industry from where they were when the Music Electronic Technology program was  
217 introduced at Queensborough in the 1980's. While it was initially the realistic goal of this program to  
218 prepare students for a job working in and for a commercial recording studio, these jobs are now few and  
219 far between.

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221 A few decades ago, the primary tools of music recording included tape machines and large-format analog  
222 mixing consoles. As computer technology has become more powerful and large data storage and  
223 removable hard disk drives are now commonplace, the paradigm has shifted to a computer-centric  
224 system. Tools that were once only available in a high-end studio can now even be emulated on a  
225 student's laptop. This has resulted in major changes to the industry. Many large and mid-sized recording  
226 studios have shut their doors. Where there was once a vertical monopoly by record labels, which alone  
227 had the requisite funds to afford adequate time in a studio to allow the artist to work, much of this  
228 production can now occur anywhere a laptop and headphones can travel. Having a computer-based  
229 multi-track music production setup in one's bedroom is now more affordable than hardware systems ever  
230 were.

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232 Another major change has occurred with respect to the way music is produced and consumed. It was  
233 once the province of major record labels to produce and distribute music, there were brick-and-mortar  
234 stores that thrived on the sales of CD's, and it was the realm of a few terrestrial radio and television  
235 stations to market music to the public *en masse*. The rise of broadband Internet access has changed this  
236 business model completely. The way consumers get their music, and even their view of music as a  
237 commodity, has changed.

238

239 Sound and music are playing an even greater role in the fields of multi-media and live event technology.  
240 Whereas sound in a video game was once limited to a few beeps, modern games involve more layers of  
241 audio production than a feature film and represent a major market for music. Sound design for visual  
242 media, on-location recording, and sound reinforcement are skills that are more in demand than ever  
243 before. Our revised curriculum reflects and addresses these changes, and prepares our students to  
244 compete in these fields.

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246 Once, QCC's Music Electronic Technology program was one of only a few choices available. Now, there  
247 is a proliferation of such programs vying for the attention of potential students. As such, the program  
248 requires alterations and additions if it is to successfully compete with curricula offered by other  
249 educational institutions that have realized the popular demand for such training. Our program must meet  
250 this demand by offering content that is 21<sup>st</sup> century-appropriate and comprehensive in scope, yet trimmed  
251 of any subject matter that is no longer integral. In order to remain competitive, the Music Department  
252 must streamline this curriculum to meet the expectations of current and future students, and be willing to  
253 continue to do so if it is to stay up-to-date in an ever-evolving music industry.

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256 *Summary of changes:*

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258 **Curricular Additions and Course Modifications:**

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Academic Senate Agenda—April 12, 2011—Attachment A

260 1. The program title has been changed: From: A.A.S. Degree in Music [Electronic Technology.] to:  
261 A.A.S. Degree in Music Production

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263 2. MP prefixes for Music Production replace all ME prefixes (Music Electronic Technology) - all MP  
264 courses are numbered from MP-501~MP-510 and MP-900.

265 a. MP-501, 503, 505, 507 and 509 designate analog/digital *hybrid* course work;

266 b. MP-502, 504, 506, 508 and 510 designate digital *only* coursework.

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268 3. Pre and/or Corequisites for MP-502, 504, 508, 509, 510 and 900 are added/modified

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270 4. Two new courses are added:

271 *MP-506 Virtual Instruments (see MP-506\_Att 4, 7, 7A and 8)* and *MP-507 Microphones and*

272 *Amplification Systems (see MP-507\_Att 4, 7, 7A and 8)*

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274 5. MU-290, The Business of Music is added with a revised description.

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276 **Rationale:** Even as CD sales continue to fall, new opportunities in the music business have arisen to  
277 monetize talent (e.g. ringtones, music for video games and Indie record label releases and downloads).  
278 Revenue from the ownership, publishing and licensing of Intellectual Property continues to rise. What's  
279 next in the continuing evolution of an industry spurred on and challenged as never before by technology,  
280 piracy, sampling and file sharing? This course identifies and explores the opportunities that will exist for  
281 our graduates to gainfully use their skills and talents in this constantly evolving industry. Student demand  
282 at QCC has exceeded enrollment limits every semester in the past 4 years.

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284 6. MU-400 Performance Series requirement is increased to 2 credits (up from 1 credit).

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286 7. Music Theory requirement is increased (from MU-241, 3 credits) to 6 credits to be chosen from MU-  
287 208, 209, 231, 241 and 242

288  
289 8. Advised electives are increased (from 2 credits) to 4 credits selected from the following:  
290 MU-100 series, MU-210, 211, 212, 231, 241, 242, 314, 321, 322, 331, 332, 400 series and MP-  
291 509, 510, 900

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293 **Curricular Deletions:**

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295 1. ME-260, Electronic Techniques is removed. No longer required to excel in the music recording and  
296 production field.

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298 2. MU-211, Sight Reading and Ear Training I is removed.

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300 3. CS-100, Introduction to Computing and Programming is removed. Programming is no longer required  
301 to excel in the music recording and production field.

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303 3. ET-920 is removed. Formal training in electronics is no longer required to excel in the music recording  
304 and production field.

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306 4. ET-282 is removed. Formal training in electronics is no longer required to excel in the music recording  
307 and production field.

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309 The ETEC Dept. and the MATH Dept. are both aware of and agreement with these proposed revisions.

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311 *(revisions continue on next page)*

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- Senator Kip Montgomery provided a 'friendly amendment reflecting the changes in the numbering

Academic Senate Agenda—April 12, 2011—Attachment A

316 of the Music Courses from 500 series to 100. Please  
 317 note that the new numbers outlined in the friendly  
 318 amendment are based on the recommendation of  
 319 VP Karen Steele to align the Music course  
 320 numbering with the future changes anticipated in all  
 321 QCC course numbering.  
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330 Re-numbering scheme for MP courses:

331 MP-1xx= First Year Courses

332 MP-2xx=Second Year Courses

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From:	To:
ME-250 <del>MP-501</del> Introduction to the Recording Studio & MIDI	MP-101 Introduction to the Recording S
ME-251 <del>MP-502</del> Digital Music Sequencing	MP-102 Digital Music Sequen
ME-270 <del>MP-503</del> Recording Techniques I: Studio Equipment	MP-103 Recording Techniques I: Stud
ME-276 <del>MP-504</del> Digital Sound Design	MP-204 Digital Sound Desig
ME-281 <del>MP-505</del> Recording Techniques II: Studio Operation	MP-205 Recording Techniques II: Stud
ME-277 <del>MP-508</del> Digital Recording	MP-208 Digital Recording
ME-285 <del>MP-509</del> Recording Techniques III: Production Lab	MP-209 Recording Techniques III: Pro
ME-200 <del>MP-510</del> Digital Audio for New Media	MP-210 Digital Audio for New M
ME-900 <del>MP-900</del> Cooperative Education Internship in Music Production	MP- 900 (no chang Cooperative Education Internship in

334

335 New Courses being added to the curriculum, re-numbered.

<del>MP-506</del> Virtual Instruments	MP-206 Virtual Instruments
<del>MP-507</del> Microphones and Amplification Systems	MP-207 Microphones and Amplificati

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338 Note: MP-209, MP-210 and MP-900 are courses available as electives but do have pre-  
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- A **motion** was **made**, **seconded**, and **approved** to approve the Curricular changes from the Department of Music ( Attachment F of the *March 18, 2011 Agenda*). The motion was passed unanimously.

346 **New Business:**

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- Senator Alexandra Tarasko reminded the Senate of the upcoming Conference of the College, noting that Vice Chancellor Logue will deliver the key note address, and that she will speak specifically of the General Objectives outcomes.
- A member of Student Government made an announcement concerning the Student Government Elections and asked everyone to encourage their students to come out and vote. The goal is to get at least 10% of the student body to vote. Voting will start March 25 through March 31 st. There are 25 candidates on the slate, and a Presidential debate is scheduled for March 16 2011.

The meeting was adjourned at 3:43 PM

Respectfully Submitted,

Barbara Blake-Campbell, RN, PhD.(Secretary)  
Steering Committee of the Academic Senate.

QUEENSBOROUGH COMMUNITY COLLEGE  
of The City University of New York

*Report of the President*  
to the  
Academic Senate

**April 12, 2011**

**Budget/Enrollment**

Several circumstances impacted our enrollment in Spring 2011. This, in turn, led to a decline in revenue (tuition collected), placing some stress on the budget. Prudent planning minimized the effect for the remainder of this academic year. However, the New York State budget for CUNY, and especially the community colleges (funded through a formula based on full time enrollments), will significantly reduce the base allocation to our college for FY 12. This reduction is in addition to the omission of authorization to recognize the proposed FY 12 tuition increase in the state budget which would allow colleges to retain revenues of approximately \$40 million. Also, proposed budget reductions to CUNY community colleges by New York City will negatively affect resources available to us for FY 12. At this time, proposed cuts to the mayor's allocation for CUNY community colleges total over 26 million dollars. CUNY officials and CC presidents are meeting with NYC Council members to seek restoration of these funds, as well as for support of our capital projects for critical maintenance. To generate additional revenue to offset these budget cuts, an aggressive recruitment and enrollment plan is underway for summer 2011 and fall 2011 semesters. With the support of our campus community, we hope to increase our summer enrollment, and return to Fall 2010 enrollment numbers. With consideration of proposed budget cuts by NYS and NYC, and our enrollment projections, the FY 12 Planning and Resource Allocation Process to develop an expenditure plan for a balanced budget began several weeks ago. This process will include consultation with campus constituencies, including the Cabinet, the Special Committee of the Academic Senate, the CAPC (with representatives from the FEC, the AS Steering Committee, the senior administration, and the SGA), and the academic department Chairpersons.

**Remediation**

As student access, retention, performance and timely degree completion are major issues for our University, studies of remediation and articulation are under review by the Central Office. Chancellor Goldstein, in his remarks during his visit to the campus on March 30, noted our struggles with these issues. The work of our faculty to conduct research, and develop/implement innovative approaches to remediation in reading, writing and mathematics continues to be vital, especially as a review of these factors in our student success is underway at the University. The growing external pressure for rational change to improve student learning outcomes and timely degree completion in an environment of limited resources requires significant and immediate pedagogical changes in the delivery of developmental skills instruction. Over this last year, faculty in the Departments of

Mathematics and Basic Educational Skills have been supported to develop innovative change, with the goal of achieving major improvements in student learning outcomes.

### **Governance**

- Last month, Professor Alex Tarasko was elected to serve as the Chair of the Faculty Executive Committee. Professor Tarasko succeeded Dr. Sheena Gillespie, who retired in January. In May, The Faculty Executive Committee will hold elections for a member of the FEC as well as for membership on a number of other committees including, Academic Review, Academic Freedom, Student Discipline, the Queensborough Student Association and Queensborough Auxiliary Enterprises, Inc. Board.
- Elections for members of the Academic Senate Committees will take place in the next few weeks. These important elections will be conducted by the Academic Senate Committee on Committees.
- The Queensborough Student Association held its elections for Student Government, with strong participation in the electronic voting process. Congratulations to Mr. Oluwadamisi (Kay) Atanda who was elected President. Other successful candidates were Leilani Blira-Koessler, Executive Vice President; Zin New Aung (Cherry), Administrative Vice President; Grahn Cooledge, Treasurer; Robin Christian, Programming Vice President; Marilyn Rodriguez, Vice President for Evening Students; Nekesha St. Rose, Vice President for Part-Time Students; and Hasan Ozian, Senator At-Large.
- The Faculty Executive Committee's eighth Conference of the College, "Expanding Borders of the Classroom" was held Friday, March 25. Executive Vice Chancellor and University Provost Alexandra Logue was a guest. She engaged in a constructive dialogue with our faculty on the Pathways project which incorporates discussions on articulation and the general education initiative.

### **Upcoming Events**

- Our annual Partners for Progress Gala will be held on Thursday, April 28, beginning at 6:00 p.m. at Terrace on the Park in Flushing Meadow. Our own Dr. Sheena Gillespie will be honored as the Academic Partner, and I hope that everyone will consider attending this party. Proceeds support scholarships for new and continuing students.
- The annual Honors Convocation is scheduled for Tuesday, May 31.
- Our 50<sup>th</sup> Commencement Ceremonies will be held on Friday, June 3. Professor Ed Brumgnach will lead our students, faculty and HEOs as Grand Marshal. All faculty and HEOs are invited to participate. Orders for academic attire can be placed until Thursday, May 5.
- Mr. Mark Kupferberg, a member of the Queensborough Community College Fund, Inc., our foundation, will be a panelist at the CUNY Philanthropy Forum on April 21. Philanthropy is an important element of the CUNY Compact, our approach to responsible self support in conjunction with state and city funding.

## 1. Senate Matters: Composition and Membership

The composition of the Academic Senate is stable at this time, although we have been advised to anticipate some resignations at the end of the academic year as some of our senators go on sabbatical leave. The Committee on Committees has, as of this writing, assembled a slate for the Committees of the Academic Senate in the coming academic year, and is, as of this writing, in the process of conducting nominations and elections for the Academic Senate for the Academic year 2011-2012.

## 2. Committee Matters: Composition and Membership

I am delighted to report that the membership of the Special Committee on General Education Learning Outcomes is now complete, as per below:

**A representative of Queensborough's Office of Academic Affairs (ex-officio):**  
Vice-President Steele

**One representative of the Steering Committee of the Academic Senate:** Chair or  
Vice-Chair of the Steering Committee

**One representative of the Faculty Executive Committee:** Dr. Joseph Bertorelli

**The chair of the Curriculum Committee of the Academic Senate:** Dr. Aranzazu  
Borrachero

**The chair of the Assessment Committee of the Academic Senate:** Dr. Philip Pecorino

**One faculty representative from the Freshman Academy for Business:** Dr. Kelly  
Ford

**One faculty representative from the Freshman Academy for Education:** Dr. Rene  
Rhodd

**One faculty representative from the Freshman Academy for Health-Related  
Science:** Professor Alex Tarasko

**One faculty representative from the Freshman Academy for Liberal Arts:** Dr. Jean  
Murley

**One faculty representative from the Freshman Academy for STEM:** Dr. Moni  
Chauhan

**One faculty representative from the Freshman Academy for Visual and Performing  
Arts:** Professor Georgia McGill

## 3. Committee Matters: Activities

- The Steering Committee has called the first meeting of the Special Committee on General Education Learning Outcomes for April 6, 2011. We will report on the transactions of the meeting at the Academic Senate, but as of this writing, our agenda will be the discussion and identification of those matters that we believe currently impede effective transfer for two-year college students, and what Queensborough faculty believe might be done to assist them. We will also consider the question of how a rigorous General Education for all CUNY students, at both two- and four-year institutions may be appropriately protected, notwithstanding these concerns.

- We have been in communication with the Committee on Assessment and Institutional Effectiveness, which is in the process of developing a template for institutional assessment, to be unveiled in May. This template will link the process of institutional assessment to the existing Committee structure, giving committees of the Academic Senate an opportunity to request and review reports by administrative units of the College to insure that the process of administration is a reflective one, in which shared governance is fully involved. Members of the Academic Senate may be interested to hear that the Steering Committee will not be isolated from this process—we, too, have been asked by the Committee on Assessment to consider how the process of governance might be assessed for continuous improvement on our campus!! The Steering Committee welcomes the suggestions of our Senators, while we deliberate concerning this matter!
- As of this writing, the Committee on Committees has developed a slate of Committee members for each committee next year. Faculty members who may have desired a committee assignment but who forgot to file paperwork should be confident that there will inevitably be some vacancies as we move into the next academic year; and so we invite any such faculty to make themselves known on the form that was sent with the Committee on Committee's invitation to vote on the current committee slate.
- The Committee on Computer Resources is in receipt of Queensborough's Technology Plan for 2011-2015, and will be meeting with the Presidential Committee that drafted this plan over the coming weeks.
- The Special Budget Advisory Committee has also met with Vice-President Newcomb, and will be presenting a report on its transactions at the May Senate.
- The Committee on Environment, Quality of Life, and Disability matters is in the process of reviewing several issues of importance. The most pressing of these, as many on this campus will agree, is the implementation of the new CUNY Smoking Policy, which will go into formal effect in 2012. As of this writing, the Committee is reviewing a lengthy implementation template, that covers everything from campus signage and the distribution of nicotine patches, to suggestions regarding reminder e-mails. The Committee on Environment, Quality of Life, and Disability Matters will also be reviewing the Public Employer Workplace Violence Prevention Site Assessment Walk-Through Report which was recently conducted by representative of the New York State Department of Labor, and the guidelines established by the CUNY Office of the Vice-Chancellor of Student Affairs for Behavioral Intervention Teams.

#### **4. University and College Wide Matters with Direct Bearing on the Senate**

- **Draft Resolution on General Education and Transfer at CUNY**

The text below represents the University Faculty Senate's response to the proposal advanced by the office of Executive Vice-Chancellor Logue concerning the creation of a

36-credit general education curriculum that would be portable from community colleges to senior colleges, as per materials available on <http://www.cuny.edu/about/administration/offices/ue/degreepathways.html>.

Members of the Academic Senate may have been in attendance at the Faculty Meeting of Friday, March 25, 2011, when Executive Vice-Chancellor Logue was kind enough to visit our campus to make a case for these proposals.

As of this writing, a variety of perspectives on these proposals have been voiced by various members of faculty across the CUNY campuses, ranging from strong condemnation of a proposal that is viewed as potential destructive to academic rigor (the view taken by the faculty of Baruch College, Hunter College, Brooklyn College, City College, and the College of Staten Island, all of whom have offered governance body resolutions urging that the Pathways initiative be substantially slowed pending further consideration); to support for the Chancellor's proposal from faculty representatives at Borough of Manhattan Community College, Bronx Community College, and Kingsborough Community College, who argue that students are often unnecessarily required to repeat courses on senior college campuses that they have already taken on community college campuses.

The USF statement is one of several resolutions that has consequently been issued by governance and curricular bodies throughout CUNY, urging a slower pace in the reorganization of General Education to address transfer issues, and a greater attention to other issues that may be offering impediment to our students, such as insufficient advising. Many of these resolutions have, moreover, questioned the conflation of General Education and Transfer, as does the USF resolution.

It will be up to our Academic Senate, and our own Special Committee on General Education Learning Outcomes, to decide whether Queensborough's Academic Senate wishes to endorse this statement. The Steering Committee continues to invite comment concerning what is perceived to be in the best interests of our institution and our students.

At the University Faculty Senate Plenary of March 15, the University Faculty Senate passed (72 present, 5 negatives, 3 abstentions) the following statement of principles in regard to the Draft Resolution on General Education and Transfer at CUNY:  
University Faculty Senate Statement on CUNY's Proposed General Education Framework

- I. The faculty of CUNY understands and appreciates the many obstacles faced by our students in obtaining their undergraduate degrees, and admires their perseverance. The faculty strongly supports exploring improved means of expediting degree completion as long as those means are compatible with existing academic standards.
- II. The three overriding principles that must control all policy-making in this area are (1) college faculty authority over each college's curriculum (2) the authority of each campus to preserve its own distinct academic mission and personality within the CUNY system and (3) students' rights to clear, consistent and timely recognition of transfer credit across CUNY.

III. We strongly recommend that the administration recognize the separate nature of the issues of transfer, which is an operational matter, and general education, which is an academic and curricular matter. Future reports and future committees should respect this distinction.

IV. We believe that transfer problems may be addressed more effectively by various measures including, but not limited to, enhancing academic advising, upgrading technology to allow faculty to see transfer students' whole transcripts, making the TIPPS system workable, creating a TIPPS for the entire curricula, and continuing articulation as well as dual-joint degree efforts. We also suggest that the role, function, and transferability of the University's associate degrees (AA, AS, and AAS) be clarified and made more precise to students.

V. Finally, colleges must have the flexibility to determine their own general education structure.

March 17, 2011

**From:** Linda Meltzer, UFS Member/Queensborough Community College

**To:** Barbara Blake-Campbell, Secretary, QCC Senate Steering Committee  
Emily Tai, Chairperson, QCC Senate Steering Committee

Att.

**Report on the 357<sup>th</sup> UFS Plenary Session of CUNY, March 15, 2011**

UFS Chair Sandi Cooper called the meeting to order at approximately 6:30 p.m. in Room 9204/05/06 at the CUNY Graduate School and University Center.

**I. Approval of the Agenda for March 15, 2011.**

The agenda was approved by voice vote.

**II. Approval of the Minutes of February 15, 2011.**

The minutes were approved as distributed by voice vote.

**III. Reports.**

**A. Chair Activities. (Oral and Written)**

**B. Associate Vice Chancellor for Budget and Finance Matthew Sapienza presented an analysis of Gov. Cuomo's Executive Budget as follows:**

- Governor Cuomo issued the Executive Budget proposal on February 1 and could be voted on April 1.
- The Budget for fiscal 2012 reflects 10% cuts for CUNY to fill the \$10B shortfall for the state.
- For the senior colleges, there is an \$83 million cut proposed for FY 2012. This is a new cut and additive to the reduction of \$11.9 million from the FY 2011 budget, and remains in the FY 2012. This totals a \$95 million reduction impact for senior colleges. Over the last four years through 2012, senior cuts will have had a total of over \$300 million in cuts.
- Matthew Sapienza said these cuts will require tough decisions in how to manage reductions. Higher energy costs and fringe benefits and such were funded previously.
- The 5% tuition increase which went into effect for Spring 2011 equates to \$40 million and helps to mitigate the cut for senior colleges.
- Community Colleges will also receive a 10% cut in Fiscal 2012 based on the proposed budget. However, based on different calculation for junior colleges, more state aid could offset the cut if more students enroll.
- For community colleges, the new cut for 2012 is estimated at \$17 million. This is a far more significant cut in comparison to \$275K for fiscal 2009.
- On a positive note, Gov. Cuomo kept the TAP program in line with Gov. Paterson's budget plan at a \$5k award level.
- Sapienza pointed out that both the Senate and Assembly completed their Budget proposals on time. There are new bills circulating that potentially

could restore about 50% of the Community College cut, but he added they would like to see that level increased. The Senate proposal does not recognize the tuition increase though the Governor's proposal does.

- Sapienza is hoping that the Budget is done on April 1 so that there would help planning needed to be done for the following school year.
- Mayor Bloomberg's City Executive budget proposal is on a later time table, expected to be issued in early May.
- Sapienza pointed out that the cuts to CUNY colleges in FY 2011 had been \$11.8 million, but was reduced to \$7.8 million and with the tuition increase in Spring 2011 is close to a wash. However, the Fiscal 2012 budget indicates a cut \$ 16 million, and additive to the State Budget cuts. Last week Bloomberg announced 4% cuts and it will affect community colleges. This is a change from budget proposals in the past which allowed for some protection for community colleges.
- CUNY has been and will remain actively engaged in Albany dialogue with legislators.

**C. New Business- UFS Statement on CUNY's Proposed General Education as follows and consists of five points as proposed:**

- I. The faculty of CUNY understands and appreciates the many obstacles faced by other students in obtaining their undergraduate degrees, and admires their perseverance. The faculty strongly supports exploring improved means of expediting degree completion as long as those means are compatible with existing academic standards.
- II. The three overriding principles that must control all policy-making in this are(1) college faculty authority over each college's curriculum (2) the authority of each campus to preserve its own distinct academic mission and personality within the CUNY system and (3) students' rights to clear, consistent and timely recognition of transfer credit across CUNY.
- III. We strongly recommend that the administration recognize the separate nature of the issues of transfer, which is an operational matter, and general education, which is an academic and curriculum matter. Future reports and future committees should respect that distinction.
- IV. We believe that transfer problems may be addressed more effectively by various measures including enhancing academic advising, upgrading technology to allow faculty to see transfer students' whole transcripts, making the TIPPS system workable, creating a TIPPS for the entire curricula, and continuing articulation as as dual-joint degree efforts. We also suggest that the role, function, and transferability of the University's associate degrees (AA, AS, and AAS) be clarified and made more precise to students.
- V. **(Note: As proposed)** Finally, the proposed cap on general education credits at the senior colleges is too small. Campuses must be given more flexibility in this regard consistent with paragraph II above.

New V.**(Note: As Amended)** "Colleges must have flexibility in determining their general education credit structure."

The Proponent, UFS Executive Committee endorsed 7-2 as originally proposed.

*Academic Senate Agenda—April 12, 2011—Attachment D*

A call for and a vote was taken on changing the wording of “V” from above to “Colleges must have flexibility in determining their general education credit structure.” The vote passed to amend as seen as “New V”.

After significant debate, there was a call for and a vote on an Amendment to delay a vote for more discussion, however that vote did not pass by a large margin.

After inclusion of the amendment above and voting down a delay, the General Education Framework was adopted.

The meeting was adjourned at 8:30 PM.

**QUEENSBOROUGH COMMUNITY COLLEGE  
The City University of New York**

**Report to the Academic Senate**

**MEMORANDUM**

FROM: Sheila Beck

TO: Professor Barbara Blake Campbell

Date: April 4 2011

SUBJECT: Committee on Committees Monthly Report, April 2011

Here is the ballot for the standing committees of the Academic Senate.

**Committee on Committees of the Academic Senate**

**ELECTION BALLOT – 2011-12 Standing Committees**

↓ PLACE AN "X" IN THE BOX TO VOTE FOR A CoC COMMITTEE SLATE

<input type="checkbox"/>	<b>Academic Development / Elective Academic Programs (5 members)</b>					
	<input type="checkbox"/>	Gray, Peter	English	<input type="checkbox"/>	Golebiewska, Urszula	Biology and Geology
	<input type="checkbox"/>	Marcus, Sandra	Library	<input type="checkbox"/>	Sporn, Howard	Mathematics and Computer Science
	<input type="checkbox"/>	Salis, Andrea	Health, Phys Ed & Dance	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Admissions (5 members)</b>					
	<input type="checkbox"/>	Colalillo, Georgina	Nursing	<input type="checkbox"/>	Ford, Kelly	Business
	<input type="checkbox"/>	Aikas, Rose-Marie	Social Sciences	<input type="checkbox"/>	Urciuoli, Jannette	Student Affairs
	<input type="checkbox"/>	Clingan, Edmund	History	<input type="checkbox"/>		
				<input type="checkbox"/>		
				<input type="checkbox"/>		

<input type="checkbox"/>	<b>Awards and Scholarships (3 members)</b>			
	<input type="checkbox"/>	Lall-Ramnarine, Sharon	Chemistry	<input type="checkbox"/>
	<input type="checkbox"/>	Reeves, Sharon	Foreign Languages	
	<input type="checkbox"/>	Bugg, Kimberley	Library	

<input type="checkbox"/>	<b>Bylaws (5 members)</b>					
	<input type="checkbox"/>	Mader, Bryn	Biology and Geology	<input type="checkbox"/>	Ren, Tian	Mathematics and Computer Science
	<input type="checkbox"/>	Mohess, Neera	Library	<input type="checkbox"/>	Tittmann, Eileen	Nursing
	<input type="checkbox"/>	Meltzer, Linda	Business	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Ceremonial Occasions (3 members)</b>			
	<input type="checkbox"/>	Burdi, Glen	Business	<input type="checkbox"/>
	<input type="checkbox"/>	Cesarano, Michael	Speech	
	<input type="checkbox"/>	Loeffler, Helmut	History	

<input type="checkbox"/>	<b>Committee on Assessment and Institutional Effectiveness (7 members)</b>				
	<input type="checkbox"/>	Salvitti-McGill	Speech	<input type="checkbox"/>	
	<input type="checkbox"/>	Beck, Sheila	Library		
	<input type="checkbox"/>	Burke, Patricia	Nursing		
	<input type="checkbox"/>	Sullivan, Regina	Biology		
	<input type="checkbox"/>	Hemraj-Benny, Tirandai	Chemistry		
	<input type="checkbox"/>	McLaughlin, Susan	Biology and Geology		
	<input type="checkbox"/>	Rochford, Regina	Basic Skills		

<input type="checkbox"/>	<b>Committee on Cultural and Archival Resources (5 members)</b>					
	<input type="checkbox"/>	Carroll, Julia	Basic Skills	<input type="checkbox"/>	Schwartz, Jeffrey	ECET
	<input type="checkbox"/>	Cupelli, Lorraine	Nursing	<input type="checkbox"/>		
	<input type="checkbox"/>	Lizzul, Isabella	Health, Phys Ed & Dance			
	<input type="checkbox"/>	Perel, Zivah	English			

<b>Computer Resources (7 members)</b>					
<input type="checkbox"/>	Bayer, Tina	Nursing	<input type="checkbox"/>	Guy, Michael	Mathematics and Computer Science
<input type="checkbox"/>	Gadura, Nidhi	Biology and Geology	<input type="checkbox"/>	Jia, Peijun	Library
<input type="checkbox"/>	Ford, Wendy	Business	<input type="checkbox"/>	Shekoyan, Vazgen	Physics
<input type="checkbox"/>	Traver, Amy	Social Sciences	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Continuing Education (3 members)</b>				
	<input type="checkbox"/>	Alaiz Losada, Susana	Foreign Languages	<input type="checkbox"/>	
	<input type="checkbox"/>	Jankowski, Jeffrey	Social Sciences		
	<input type="checkbox"/>	Van Ells, Mark	History		

<input type="checkbox"/>	<b>Course and Standing (9 members)</b>					
	<input type="checkbox"/>	Buoncora, John	ECET	<input type="checkbox"/>	Timbilla, James	Biology and Geology
	<input type="checkbox"/>	Dahlke, Stephen	Music	<input type="checkbox"/>	Saur, Barbara	Nursing
	<input type="checkbox"/>	Gordon, John	Mathematics and Computer Science	<input type="checkbox"/>	Small, Valerie	Speech
	<input type="checkbox"/>	Capozzoli, Gina	Student Affairs	<input type="checkbox"/>	Tucker-Manzo Christina	Business
	<input type="checkbox"/>	Mertz, Lisa	Health, Phys Ed & Dance	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Curriculum (7 members)</b>					
	<input type="checkbox"/>	Chauhan, Moni	Chemistry	<input type="checkbox"/>	Tai, Emily	History
	<input type="checkbox"/>	Warsi, Jilani	Basic Skills	<input type="checkbox"/>	McKay, Devin	Library
	<input type="checkbox"/>	Klarberg, David	Biology and Geology	<input type="checkbox"/>	Yuster, Richard	ECET
	<input type="checkbox"/>	Pecorino, Philip	Social Sciences	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Committee on E-Learning (7 members)</b>					
	<input type="checkbox"/>	Rofofsky Marcus, Sara	Library	<input type="checkbox"/>	Sehman, Melanie	Music
	<input type="checkbox"/>	Sarno, David	Chemistry			
	<input type="checkbox"/>	Blake-Campbell, Barbara	Nursing	<input type="checkbox"/>	Moody, Anissa	Social Sciences
	<input type="checkbox"/>	Boccio, Dona V.	Mathematics and Computer Science	<input type="checkbox"/>		
	<input type="checkbox"/>	Dehipawala, Sunil	Physics	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Environment, Quality of Life and Disability Issues (5 members)</b>					
	<input type="checkbox"/>	Bartels, Elizabeth	Social Sciences	<input type="checkbox"/>	Francis, Leslie	Business
	<input type="checkbox"/>	Pincus Dion	Writing Center	<input type="checkbox"/>	Moh, Nam Jong	Mathematics and Computer Science
	<input type="checkbox"/>	Stroehlein, Margaret	Nursing	<input type="checkbox"/>		

<input type="checkbox"/>	<b>Library (3 members)</b>				
	<input type="checkbox"/>	Madrigal, Jose Luis	Foreign Languages	<input type="checkbox"/>	
	<input type="checkbox"/>	Gurtas, Yusuf	Mathematics and Computer Sciences		
	<input type="checkbox"/>	Poulsen, Jane	Social Sciences		
<input type="checkbox"/>	<b>Publications (3 members)</b>				
	<input type="checkbox"/>	Amicucci, Bernadette	Nursing	<input type="checkbox"/>	
	<input type="checkbox"/>	Mangra, Danny	ECET		
	<input type="checkbox"/>	Nguyen, Andrew	Biology and Geology		
<input type="checkbox"/>	<b>Student Activities (3 members)</b>				
	<input type="checkbox"/>	Mayeli, Azita	Mathematics and Computer Sciences	<input type="checkbox"/>	
	<input type="checkbox"/>	Novick, Peter	Biology and Geology		
	<input type="checkbox"/>	Rosen, Ted	Business		
<input type="checkbox"/>	<b>Vendor Sevices (5 members)</b>				
	<input type="checkbox"/>	Goldhammer Eva	Lecturer	<input type="checkbox"/>	Berlinger, Manette Basic Skills
	<input type="checkbox"/>	Cornick, Jonathan	Mathematics and Computer Science	<input type="checkbox"/>	Raya, Eladia Foreign Languages
	<input type="checkbox"/>	Proteasa, Gheorghe	Biology and Geology	<input type="checkbox"/>	
<input type="checkbox"/>	<b>Writing in the Disciplines/Writing Across the Curriculum (5 members)</b>				
	<input type="checkbox"/>	Volchok, Edward	Business	<input type="checkbox"/>	Puri, Karan Mohan Mathematics and Computer Science
	<input type="checkbox"/>	Gayle, Marvin	ECET	<input type="checkbox"/>	Wentrack, Kathleen Art and Design
	<input type="checkbox"/>	Rothenberg, Julia	Social Sciences	<input type="checkbox"/>	

**QUEENSBOROUGH COMMUNITY COLLEGE  
CITY UNIVERSITY OF NEW YORK  
CURRICULUM COMMITTEE**

To: Emily Tai, Academic Senate Steering Committee  
From: Aránzazu Borrachero, Chairperson, Committee on Curriculum  
Date: March 28, 2011  
Subject: Monthly Report

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The Committee on Curriculum has acted to recommend the following experimental course to the President:

**I. New Course**

**DEPARTMENT of SPEECH COMMUNICATION and THEATER**

**SP-230 VIDEO PRODUCTION I** 2 class hours, 2 lab hours, 3 credits  
Prerequisites (and/or) co-requisites: BE112 OR BE205 & BE122 OR BE226

Course description: Video Production I is an introductory class in the creation and aesthetics of video production. Basic concepts of media production and integration will be introduced incorporating mediums such as photography, video, and audio. Design and development principles will be combined with the necessary technical skills in media production tools and software to produce various elements that will be integrated into several short projects. This class will also have screenings of various short films and videos in class as well as additional assigned readings.

Rationale: Video Production I will be a course designed for those students who desire to gain practical experience in video and audio production as well as further their understanding of culture and media. This course will also serve those students who will be continuing their study of media at four-year institutions. Media and Journalism-related majors are some of the most popular majors nationwide and this course of study operates at peak enrollment at other institutions in the CUNY system at both 2-year and 4-year institutions. This course would be the beginning of the development a degree program in Media Studies within the Visual and Performing Arts Academy, which would put Queensborough in a unique position as the only public institution in the immediate area to offer this type of program. The course also has great potential as an inter-disciplinary elective as digital design and implementation skills are a necessity in majors such as business and computer science. The New Media Technology and Music Program have also expressed interest in this course as an elective for their students. The additional lab hour will reflect the amount of work involved in preparing class assignments in the Media Lab. The course will be offered each semester and enrollment will be capped at 16 as this number corresponds to available work-stations in the Media Lab.

\*\*\*\*\*

The Committee on Curriculum has discussed the following proposal, submitted by Dr. Mona Fabricant after it met the College Chairs' approval. The Committee on Curriculum found the proposal in compliance with credit and time allocation requirements, and recommended its consideration by the Academic Senate:

**Proposal for Revised Academic Calendar: 14 weeks + final exam week**

*Rationale:*

- Students have complained that when finals are given during the last week of classes they can have many finals on one day and very little time between their finals (5 – 10 minutes). Also, students complain they do not have enough time to study for finals since they are attending classes full-time simultaneously.
- A number of departments give uniform finals and security becomes a major issue if finals are given during class time.
- According to the memo sent to Chief Academic Officers from EVC Logue on February 25, 2011 (*Changes in Standards for Placement Into and Exit from Mathematics Remediation* page 2, subparagraph 3): "... all departments must administer exams aligned with the CUNY-wide standards." As discussed at the Mathematics Discipline Council Meeting with EVC Logue, this statement assumes a uniform final exam in mathematics.
- The new plan will allow the Basic Skills Department, the English Department, and the Math & CS Department, to split some of their final exam allotted time into two time slots. For Basic Skills and English, one time slot can be used for conferences and advisement and the other for the actual exams. For MA 010 one time slot will be used for mandatory final review workshops (no increase in the Math Learning Center budget is needed). We expect this will increase the passing rate in MA 010.

*General Overview of the Proposal (A detailed spreadsheet is on the following page).*

- A majority of courses are 3 hours/3credits. To meet the New York State requirement of minutes/credit hour, there will be a 2 ½ hour final (150 minutes).
- See the detailed spreadsheet for all other courses.

Fourteen Weeks of Classes Plus Final Exam Week

Highlighted rows require more than a two hour final.

COURSE STRUCTURE*	Minutes Required by Credits	Class Minutes	Final Exam Minutes	Length of Final	Actual Total Minutes
1 credit 1 hour	750	700	120	2 hrs	820
1 credit 2 hours	750	1400	120	2 hrs	1520
1 credit 3 hours	750	2100	120	2 hrs	2220
2 credits 2 hours	1500	1400	120	2 hrs	1520
2 credits 3 hours	1500	2100	120	2 hrs	2220
2 credits 4 hours	1500	2800	120	2 hrs	2920
3 credits 3 hours	2250	2100	150	2.5 hrs	2250
3 credits 4 hours	2250	2800	120	2 hrs	2920
3 credits 5 hours	2250	3500	120	2 hrs	3620
3 credits 6 hours	2250	4200	120	2 hrs	4320

4 credits 4 hours**	<b>3000</b>	2800	200	3.33 hrs	<b>3000</b>
4 credits 5 hours	<b>3000</b>	3500	120	2 hrs	<b>3620</b>
4 credits 6 hours	<b>3000</b>	4200	120	2 hrs	<b>4320</b>
4.5 credits 5 hours	<b>3375</b>	3500	120	2 hrs	<b>3620</b>
4.5 credits 7 hours	<b>3375</b>	4900	120	2 hrs	<b>5020</b>
5 credits 5 hours***	<b>3750</b>	3500	250	4 hrs 10 min	<b>3750</b>

**NOTES:**

\*Can be real or equated credits.

\*\*Final scheduled in 2 blocks: 2 hrs and 1 1/3 hrs, one block for the final exam and one block for conferences

\*\*\* Non-credit courses: Final scheduled in two blocks, 2 hrs 10 minutes and 2 hrs, one block for required review and one block for the final exam.

Nursing may have different issues to be addressed.