Agenda
Academic Senate Meeting
Date: Tuesday, December 13, 2016
Time: 3:10 p.m.
Location: Room M-136

I. Attendance

II. Consideration of the minutes from November 8, 2016 meeting (Attachment A)

III. Communications from:

- CUNY Board of Trustees (http://www2.cuny.edu/about/trustees/)
- President Diane B. Call (Attachment B)
- Senate Steering Committee Report (Attachment C)
- University Faculty Senate November 29, 2016 Plenary (Attachment D)

IV. Committee on Committees Election

V. Monthly Reports of the Committees of the Academic Senate

- Committee on Committees – Monthly Report for December 2016 (Attachment E)
- Committee on Computer Resources – Spring 2016 Newsletter (Attachment F)
- Committee on Curriculum – Monthly Report for November 2016 (Attachment G) — RESOLUTION
  General Education Assessment Task Force Findings and Recommendations (Attachment H) —
  RESOLUTION

VI. Old Business

VII. New Business

- CUNY Reading Discipline Council Position Paper (Attachment I)
- Sanctuary Campus Resolution (Attachment J) — RESOLUTION
- Report from the General Education Assessment Task Force
- Report of the Committee on Food Insecurity for November 2016 (Attachment K)

Joel Kuszai, Secretary
Academic Senate Steering Committee

Queensborough Community College
The City University of New York

MINUTES
of the November 8, 2016
Academic Senate

President Diane Call called the third regularly scheduled meeting of the Academic Senate to order at **3:17 PM**

I. Attendance:

46 votes were recorded at the time attendance was taken; 60 members of the Academic Senate were present during the meeting.

Absentees: Sherri Newcomb, Georgia McGill, Joanne Chang, Isabella Lizzul, Wilma Fletcher-Anthony, Amy Traver, Anthony Kolios, Edward Volchok, Richard Yuster, Eileen White, George Muchita, Richard Tayson, SG President, Administrative VP, SG VP Programming, SG VP Evening Students, President Pro Tempore, SG VP PT Students.

II. Consideration of minutes of the October 18, 2016 meeting of the Academic Senate:

A **motion** was **made**, **seconded**, and **adopted 59-0-0** to **approve the October 18, 2016 minutes as presented** (see *Attachment A of the November 8, 2016 Agenda)*. Did not vote: Michael Cesarano.

III. **Communications from:**

1. President Call

President Call referred to her written report *(Attachment B of the November 8, 2016 Agenda.)* For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/November_2016/Attachment-B-PresidentsReport-November-2016.pdf

2. Senate Steering Committee Report

Chair Dr. Peter Bales referred to the written report (*Attachment C of the November 8, 2016 Agenda*). For the full report, visit: http://www.qcc.cuny.edu/governance/academicSenate/docs/ay2016-17/November_2016/Attachment-C-SteeringCommitteeReport-November-2016.pdf

IV. List of Graduates: August 2016

A **motion** was **made**, **seconded**, and **adopted 58-0-0** to **approve** the list of graduates from August 2016 (*See Attachment E of the November 8, 2016 Agenda)*. Did not vote: SG Executive VP and SG Treasurer (*students not permitted to vote on list of graduates*).

V. Old Business

None.

VI. New Business

- Dr. Steele provided an update on the work of the General Education Assessment Task Force, indcating that the last draft had moved on to the Curriculum Committee for consideration and hopeful passage and inclusion on the December Agenda of the Academic Senate.

57   •   Dr. Tai presented the monthly report of the Committee on Food Insecurity, and thanked the
58   Department of English for its contributions, acknowledging also the great and continued need for
59   the pantry.
60   Dr. Pecorino asked questions of Dr. Tai, asked how he might contribute finances; why
61   there is no bank account for the pantry. He also asked how one might apply for grants,
62   whether it would be possible to apply for grants for the pantry. Dr. Tai answered referring
63   to the difficulty of small organizations in getting a bank account. She indicated that they
64   going continue to partner with students and take a look at the pantry's utilization after a
65   year to make any further recommendations.
66   Senator Tarasko asked how students were being made aware of the food pantry. Dr. Tai
67   responded that there was a website and Stephen Di Dio also stated multiple ways of
68   publicizing the pantry.
69   •   Phil Pecorino reminded the Senators about the Faculty Meeting on November 9, 2016.
70   •   Grace McGee from NYPIRG was recognized and spoke about the November 17 higher education
71   forum about the NYS budget and its impact on students.
72 The meeting was adjourned at 3:38 PM
73
74 Respectfully Submitted,
75 Joel Kuszai
76 Secretary, Steering Committee of the Academic Senate

QUEENSBOROUGH
COMMUNITY COLLEGE CUNY

President's Report to the Academic Senate

December 13, 2016

ENROLLMENT MANAGEMENT UPDATE

- Student advisement and registration activities are well underway for Spring 2017. Beginning January 10th, advisement/registration will move to the Student Union to allow to enable our convenient One-Stop advisement and registration center for new and continuing students. Academic advisers throughout the campus have been engaged in targeted outreach to our Fall first-time freshmen cohort, and students on probation. In addition, this year Academy Advisement launched an "October is Advisement Month" campaign to encourage early advisement and registration among continuing students. These early and sustained efforts seem to helping. Early registration numbers for continuing are ahead of last year at the same time. (+639 students).

- Direct Admissions for Spring 2017 is ongoing and traffic is brisk in the Admissions Office. We continue our outreach to Nassau County, and are planning another Nassau Day "On-the Spot" Admissions on January 7th.

- New Student Engagement is working closely with Admissions and Advisement to help onboard our newly admitted students by offering Welcome Sessions, as well as several Strategy and Resource sessions designed to better prepare students to take the CUNY Assessment tests.

ASSESSMENT AND ACCREDITATION

- **Strategic Plan**

The strategic planning process for 2017-18 is proceeding on schedule. Initial focus group discussions have been held with governance leaders, academic chairs, HEOs, and student leaders. As scheduled, the College Advisory Planning Committee (CAPC) met in September, will meet again in December, and will resume meeting again in the spring semester. A draft of the plan will be developed over the next few months, with input from the administrative divisions of the college. The strategic plan will be organized around the new college goals and mission and the five priorities that have been the focus of recent plans: faculty and staff development and community building, curriculum, Queensborough Academies, college readiness, and use of technology. As usual, open hearings for the campus community will be held later in the spring semester for discussion and input.

- **Mission and Goals**

  The Mission Review Committee has met and developed college goals in support of the new mission statement that was approved last semester. After review and comment by the College Advisory Planning Committee (CAPC), which is the committee that originally charged the Mission Review Committee, the college goals will be presented to the Academic Senate at its February meeting for review and approval.

- **Middle States**

  Over the next two and a half years, Queensborough Community College will undergo a self-study process in preparation for reaccreditation with the Middle States Commission on Higher Education (MSCHE). The self-study report is due in January 2019, and the site visit will take place later in spring 2019, with a final decision by the commission in June 2019. Self-study working groups will be formed in spring 2017 and will begin formal work in fall 2017. A call for volunteers to the campus community will be sent out in the spring semester. This will be a significant opportunity to provide major service to the college in a process that is central to the reaccreditation of the institution.

- **General Education Assessment Task Force**

  The Task Force submitted its proposals to the Senate Curriculum Committee, which has discussed, made some revisions, and approved for presentation to the Academic Senate at its December 13 meeting. A number of faculty are participating in the Fall 2016 General Education assessment, submitting student artifacts to be assessed using the Task-Force-created rubrics for four General Education Outcomes – Communication, Analytical Reasoning, Quantitative Reasoning, and Information Management. These artifacts will be scored during the January 2017 intersession. The request for student artifacts for the Spring 2017 General Education Assessment has been issued as well.

BUDGET UPDATE

On November 30, 2016, the Academic Senate Committee on Budget Advisement reviewed the QCC Financial Plan submission to CUNY, along with other financial information requested by the committee. The Academic Senate, the Faculty Executive Committee and the Student Government were all represented as Vice President William Faulkner presented the FY '17 plan, as well as the final budget results for FY '16. A Spring 2017 meeting of the Committee will be convened to review the FY '17 budget status and the resource allocation process for FY '18.

QCC's annual Resource Planning & Allocation Process, and the Financial Plan that is ultimately submitted to the University, is an outcome of Queensborough's strategic planning begun in September. The strategic planning process includes consultation through CAPC meetings, focus groups, and open hearings, in the fall and early spring terms. For budget planning, in the Spring, divisions and departments will be provided with historical information and templates to assist in preparing budget requests. In

keeping with our practices, this process is designed to ensure our resources support our highest priorities, as reflected in the Strategic Plan developed by the College Advisory Planning Committee. Throughout the Spring, meetings are held with each Academic Chairperson and Administrative and Student Affairs department heads to review budget proposals for new and continuing funding to support their strategic priorities and operational needs. These proposals are reviewed, prioritized and approved by the President in consultation with the Cabinet, reviewed with the Academic Senate Committee on Budget Advisement, and a full annual QCC resource plan is prepared.

STUDENT HONORS

Two Queensborough students have been honored for their research presentations at the 2016 SACNAS: The National Diversity in STEM Conference in Long Beach, CA. The judges recognized *Udya Dewanamuni's* work, titled *"Comparison of Structural Properties of Iron Species in Plants and Soil,"* and *Francisco Caban's* work, titled *"The Synthesis of X-Shape Molecules As Electron Acceptors in Organic Solar Cells,"* as standouts among the student presentations, and selected both *Udya Dewanamuni* and *Francisco Caban* to receive one of the 2016 SACNAS Student Presentation Awards.

SACNAS is a society of scientists dedicated to fostering the success of Chicano/Hispanic and Native American scientists—from college students to professionals—to attain advanced degrees, careers, and positions of leadership in science. This year, the National Conference gathered over 4000 students and professionals. Taking place over three days, the conference showcased both undergraduate and graduate student presentations, offered scientific symposia, keynote addresses, professional development sessions, and a grand exhibit hall in which students interacted with over 300 exhibitors representing colleges and universities across the nation. This year, over 1000 posters and oral presentations were delivered at the conference.

STUDENT RESOURCES

- The **QCC Counseling Center now provides 24/7 emergency services** through our after-hours service provider, ProtoCall. If you have an emergency outside of the Counseling Center hours, please call ProtoCall at 855-582-6069 to speak with a licensed mental health professional.

- Matriculated students with a cumulative GPA of 3.5 or higher and 15 credits accumulated are still eligible to join the Lambda Sigma Chapter of the **Phi theta Kappa International Honor Society**. Applications can be downloaded from the College's website at www.qcc.cuny.edu/ptk or picked up in the Library Building, Room 412. The deadline for students to join for the Fall 2016 semester is Wednesday, December 21st.

- Faculty and staff are asked to encourage our students to avail themselves of the valuable and free resources through the **QCC Single Stop Program**, located in the Library Building, Room 432-A. Services provided include (but are not limited to) financial

benefits screening, financial counseling, legal assistance, tax preparation services, and more. Additional information can be found on their website at http://www.qcc.cuny.edu/singlestop.

- The **Carroll and Milton Petrie Foundation** awarded QCC a three-year grant, of up to $100,000 per year, for three years, to provide **one-time, emergency grants to students in good standing with short-term financial emergencies** to enable them to remain in school, rather than being forced to leave or drop out. Ms. Veronica Lukas, Executive Director of Student Financial Services, will be sending periodic e-mail reminders to the college community outlining the grant eligibility and encouraging faculty and staff to refer students to apply. Ms. Karen O'Sullivan, Associate Director of Student Financial Services, will serve as the Grants Manager for this campus initiative. Please refer students with short-term financial emergencies to Ms. O'Sullivan at your earliest convenience. Additional information can be found at www.qcc.cuny.edu/scholarships.

- CUNY continues its partnership with **TheDream.US Scholarship Program** to assist undocumented students in obtaining scholarships. TheDream.US Scholarship Program provides college scholarships to highly motivated undocumented students who entered the United States as minors under the Deferred Action for Childhood Arrivals (DACA) or Temporary Protect Status (TPS), and who, without financial assistance, cannot afford a college education. All funding is provided by private donations to The Dream.US organization. Scholarships are available to currently enrolled high school students and community college students who will be completing their degrees by the end of the 2016-17 academic year. The annual application period to award scholarships for the Fall 17 cohort opened on November 15th and will close on Wednesday, March 8, 2017. Please refer students to apply at http://www.thedream.us/scholarships/national-scholarship/.

- **STEM Waiver –Winter 2017**

  The New York City Mayor's Office continues funding of the STEM Support Expansion Program. A major component of this initiative provides tuition waivers to students taking STEM courses. Over five hundred STEM waiver applications were received and processed for the January 2017 intersession. Funding is still available and applications are still being accepted. The STEM waiver program will continue in summer 2017 for the first session. Encourage all students to apply early.

- **Milestone Scholarship –Winter 2017**

  Applications for the Milestone Scholarship continue to be accepted for the January 2017 intersession. The scholarships are intended to support a student reaching the "thirty-credit" milestone of his/her Queensborough degree within one calendar year. Students who began their degree program in Spring 2016 and have completed between 26 and 29 credits towards their degree as of the end of this fall term with a 2.75 GPA or higher are encouraged to apply for the winter scholarship. All eligible candidates must submit a complete application to the Office of Academic Affairs as soon as possible.

BTECH UPDATE

The big news is academic. Fall 2016 marking period one is yielding the following: 119 out of 322 students achieved honor roll status while 38 are in doubt of being promoted. There are two honor rolls. Gold is defined as earning a minimum 85 in all classes with a minimum 90 average. Silver is defined as earning a minimum 65 in all classes with a minimum 85 average. Students are gearing up for an upcoming SAP event and meet up and for their finals.

UPCOMING EVENTS

- The **Office of Health Services** will be hosting a **Blood Drive** on *Wednesday, December 14ᵗʰ* in the **Student Union Lounge** in collaboration with the New York Blood Center. There is an ongoing blood supply shortage that strains the ability of our community to meet the critical health needs of its people. As a member of the Queensborough community, you can make a difference. All students, faculty and staff are welcome. Additional information can be found at http://www.qcc.cuny.edu/calendar/events/Health-Services-Blood-Drive-12-14-2016.html.

- On *Wednesday, February 8, 2017,* the **Office of Student Activities** will be hosting the **Spring 2017 Club Fair** in the **Student Union Lounge**. This is an opportunity for QCC students to learn about all the various student clubs/organizations that exist on campus. Representatives from each club will be on hand to offer information about their organization and announcements for upcoming events planned for the spring 2017 semester.

- **QPAC:** The **Queensborough Performing Arts Center** has a lineup of shows suitable for families and children.

  Live performances of the *Wizard of Oz* will be staged on Sunday, **January 8, 2017** at 2 pm and *Madagascar* on Sunday, February 5, 2017 at 2 pm.

  For the *Karaoke at the Movies* program held on Saturdays, QPAC presents the animated films, *Tarzan* on **January 14, 2017** at 6:30 pm and *Tangled* on February 11, 2017, also at 6:30 pm.

- **KHC:** At the **Kupferberg Holocaust Center,** *The Jacket from Dachau: One Survivor's Search for Justice, Identity, and Home* will continue to be on view through June 2017. This original exhibition tells the story of Holocaust survival, chance encounters, and how a single artifact can weave a narrative of justice, identity, and a search for home. The exhibit is co-curated by Cary Lane, Ph.D., the KHC 2016-2017 Curator-in-Residence and Assistant Professor of English at Queensborough Community College. Please contact the Center to arrange a tour of the exhibit for your classes.

The KHC Cinema Series includes screenings of various films pertaining to the Holocaust, Genocide, and human rights. The first film is ***Judgement at Nuremberg (1961)*** on Wednesday, **February 8th, 2017** at 12:10 pm, about a military tribunal where German judges and prosecutors stand accused of crimes against humanity for their involvement in the Nazi regime.

In the ***Drs. Bebe and Owen Bernstein Lecture Series***, the KHC presents ***Reparations and the Holocaust*** with Mary Maudsley, J.D. on Thursday, **February 16th, 2017** at 6:00 pm. This lecture will discuss the legal history of the process for reparations during and after the Holocaust.

The KHC continues the 2016-17 NEH Colloquia **series** awarded to QCC Faculty Coordinators: Dr. Aliza Atik (English), Dr. Kathleen Alves (English), and Dr. Mirna Lekic (Music). This year's theme is ***Fleeing Genocide: Displacement, Exile and the Refugee.*** The fourth event, ***A Common Thread of Uncommon Courage: From Genocide Orphan to Human Rights Activist*** will take place on Wednesday, **February 22nd, 2017** at 12:20 pm. The speakers are: Jacqueline Murekatete, Esq., Founder of the Genocide Survivors Foundation and Dr. Trevor Milton, Assistant Professor of Social Sciences, Queensborough Community College.

Steering Committee Report
November 2016

All Senate committees are fully staffed and functioning smoothly. However, the Committee on Committees still has a vacancy created by the resignation of Dr. Jean Murley (English). We are therefore requesting open nominations for one open position on the Committee on Committees. The election will be conducted at this meeting.

The Steering Committee is also presenting a resolution for approval by the full Senate to officially designate Queensborough Community College as a "Sanctuary Campus." The Committee on Environment, Quality of Life and Disability Issues voted to support this resolution.

The Steering Committee also wishes to commend and thank Dr. Matt Lau and the entire Commuter Resources Committee for the publication of its Computer Resources Newsletter. It has been distributed to the entire community, is included in this month's Senate materials, and thus will be posted to the Academic Senate webpage.

At the Steering Committee's request, Dr. David Humphries, English Department chair, has agreed to offer an update regarding the subject of remediation. Changes are being implemented by the CUNY Administration at all six community colleges that will impact the preparedness of students in all disciplines. Please note that the Agenda includes a position paper from the Reading Discipline Council, which Senators may wish to review.

The QCC Food Pantry continues to expand and help additional members of the QCC community. In just a few short months it has become more successful than we could have hoped. Thank you to all who have contributed and helped. The report of the Steering Committee's Food Insecurity Subcommittee is included in this month's Senate materials. We would particularly like to invite any faculty who may be interested in this effort to join members of the Committee in a meeting on December 12, at 1 PM, in Science 316.

The Academic Senate Budget Committee met on November 30th with Vice President Bill Faulkner and other members of the Administration, one representative of the Department Chairs, the Faculty Executive Committee, the Senate Steering Committee, and three members of the Student Government Association. The general parameters of the QCC budget were discussed, particularly in light of variables such as city and state aid, possible tuition hikes, and enrollment.

The Committee on Environment, Quality of Life, and Disability Issues has responded to the Faculty Executive Committee queries regarding parking, surveillance cameras, and drinking water on campus. The committee plans to further address the issue of water testing.

Report to QCC Academic Senate re: UFS Plenary Meeting

**The 395ᵗʰ Plenary Session
of The University Faculty Senate
of The City University Of New York
Eighth Floor, Room 0818, 205 E. 42ⁿᵈ Street
Tuesday, November 29, 2016
6:30 p.m.**

UFS Chair Katherine Conway called the meeting to order at approximately 6:30 p.m.

 I. **Approval of the Agenda**
     The agenda was approved by voice vote.

 II. **Approval of the Minutes for October 25, 2016**
     The agenda was approved by voice vote.

III. **Invited Guests**

     A. **Invited Guest: Chancellor James B. Milliken**

         Chancellor Milliken remarked on the following:
         • Chancellor Milliken indicated that he wished to comment upon the recent resignation of former President Lisa S. Coico and the Interim Report of the Inspector General: https://ig.ny.gov/sites/default/files/pdfs/CUNYInterim.pdf:
         • Notwithstanding that some findings in the report represented conditions that had existed some five years earlier, the Chancellor indicated that he and his administration took the findings and recommendations of the report extremely seriously, and that he was prepared to work with the Board of Trustees to insure the highest levels of integrity, accountability, and transparency, going forward.
         • New guidance was being provided to CUNY leadership (including campus presidents).
         • All external lobbying contracts have been terminated;
         • There is a moratorium on all non tax-levy salary supplements for new CUNY presidents and administrators;
         • The Board of Trustees will be reviewing the current CUNY Executive Compensation Plan, and recommending changes. External reports will be reviewed for guidance concerning best practices in this area.
         • Search committees are underway for a new president of CCNY (chaired by Trustee Barry Schwartz); and John Jay College of Criminal Justice (chaired by Trustee Charles Shorter). Chancellor Milliken expressed the hope that, going forward, "appropriate" individuals could continue to be identified to serve on search committees, including, perhaps, external individuals.
         • A new CUNY program for Foster youth, established in partnership with NYC agencies, has been established. The program will hope to remedy, for those students involved, the current 6% graduation rate for such students nationally.
         • The Chancellor's Research Fellowship, first established by Interim Chancellor William Kelly, would continue into its third year as an opportunity for two-year college faculty;

- McKinsey Management Consulting Firm has been identifying efficiencies in administration that could allow money to be reallocated for more urgent institutional priorities. McKinsey also did a campus audit of Kingsborough Community College and Queens College.
- The Chancellor's "Strategic Framework," a follow-up to the Four-Year Financial Plan and the CUNY Master Plan, entitled "Connected CUNY," is nearly ready to be shared with college presidents, and will then be shared with faculty governance. One key priority is working with primary and secondary schools so that students will be college-ready, and successful upon graduation from CUNY.
- Chancellor Milliken also indicated that he had signed a letter to President-Elect Trump, defending the interests of immigrant students, students eligible for the DREAM act ("DREAMers"), and currently protected by DACA. He described how he had supported this legislation, despite some local pushback, while still in Nebraska, and noted the increase in scholarship support at CUNY. The Chancellor also praised the "Citizenship Now!" services being offered to students, as well as the Facebook sessions, that had been conducted, and would be conducted.
- The Chancellor acknowledged the service and careers of retiring Vice-Chancellor Frederick Schaffer and Jay Hershenson. Vice-Chancellor Hershenson will be going to Queens College to serve as a Vice-Provost of Marketing and Communications. They were recognized and thanked for their work, and it was indicated that further thanks would be forthcoming.
- A single question followed, regarding the appointment of a Dean of Graduate Studies at Queens College

B. **Invited Guest, I: Richard Rothbart, President of the Research Foundation**
   (**https://www.rfcuny.org/RFWebsite/news/default.aspx**)
   - Director Rothbart furnished a history of the Research Foundation, which was chartered by the New York Board of Regents in January, 1963, as a separate, non-profit, entity. Its purpose would be to act as a go-between between grant entities and faculty, enabling faculty to process their grant expenses on line. The Research Foundation is administered by a Board of Directors that includes the Chancellor, and two members he appoints; the President of the CUNY Graduate Center; two senior college, and two community college, presidents; four research-active faculty; four "at-large" faculty; and one graduate student. The Research Foundation staff, meanwhile, include a President, a Chief Financial Officer, and four other governing officers, as well as nearly 12,000 various persons on the RF payroll at any given time, who might receive health, or even retiree, benefits.
   - The RF makes sure that grantees are in compliance with various requirements (IRB standards for human subject research; animal research ethics, etc.) and supports audits of various facets of compensation, including employee retirement and health plans. It works with campus grant officers; the RF also administers the PSC-CUNY Research Award Program; the CUNY Charitable Gift Annuity Program. Fees for the administration of these various programs furnish some of the RF's revenue; additional revenue is secured from tenants at two buildings on the west side of Manhattan.
   - The RF's administration of major grants (such as those received from the NSF, the NIH, and Ford Foundation), includes a proportion claimed by each college for the "indirect costs" of "Finance and Administration." The Federal Indirect costs can become "soft money" available to be utilized by campus presidents at their discretion. The largest indirect cost recovery yield from state and municipal (NYC) grants is usually a modest amount of no more than 6-9% at maximum. These grants may, nevertheless, be sought because they contribute to aspects of a CUNY institutional mission. In other cases, Indirect costs may be a substantial source of enrichment, and the RF's responsibility is to "negotiate the highest rate possible," although

President Rothbart forcefully asserted that this amount was separate, and had no impact upon the success or failure of a grant.

- Because the number of grants was declining, the RF had put particular energy into supporting grantsmanship, with "Award Pre-Proposal Support," (APPS). Established at the close of 2015, this new program allows grantees to attend various workshops for grant-writers, and participate in "Peer Review," an online network for honing a grant application by submitting it for reviews and suggestions to fellow CUNY faculty. A forum for Arts and Humanities scholars is scheduled at BMCC for Thursday, December 8. A Customer Service officer will also begin on December 1, 2016 in order to more successfully address faculty concerns. Access to Pivot and a new database, entitled "GrantForward," will also be made available.
- A new Faculty Travel Program will also be piloted, where funds would be provided to ask for money from private foundations (airfare and hotel would be supported).
- A website redesign is also underway
- Finally, an NSF seminar, held at John Jay, and open to all colleges in the New York area, is planned for spring
- Among the questions raised, the main area of interest was the question of whether indirect costs were deducted from the amount of the grant (apparently, the NSF does do this); indication that the RF charges about 5-61/2% for administering indirect costs; and a hope was expressed that programs in Education would also be supported with Grant Discovery opportunities.

C. Invited Guest: Vice-Chancellor Matt Sapienza and Chief Financial Officer

- VC Sapienza reiterated some of what the Chancellor had said about how policies and procedures regarding guidelines for Auxiliary Associations. Given that some of these arrangements were made in 1983, and so it is possible modifications will be proposed.
- There will be no more discretionary funds for lobbying
- Each CUNY campus submits a financial plan and *must* consult with faculty leaders. This process must be more transparent on campus.
- Both the Governor and the Mayor will present Executive Budget proposals in January. CUNY is acting for a four-year extension of the predictable tuition policy, at the rate of $100 for Community Colleges and $250 for Senior Colleges.
- New York City is being asked for $32 Million for the Senior Colleges, although as of this writing, Mayor De Blasio has been concerned that NYC not be asked to pay for anything the governor should pay for.
- SUNY is also asking for a predictable tuition increase, although the plan they have submitted has a differentiation in tuition amounts by campuses.
- $35 Million from NYC would cover a 3hr teaching load reduction for faculty. This is being considered in conjunction with a PSC Committee on Labor Management. There is some discussion about the way the time would be used: additional advisement? Research?
- In response to a query about whether soft money could be used to assist part-time students, Vice-Chancellor Sapienza indicated that the "Bridge to Completion Program" helps to pay for students who are within 30 credits of finishing, but have run out of TAP funding.
- CUNY Central has also found efficiencies: last year, the Central Office sustained a 6% Budget cut; this year, there would be a 5% cut. VC Sapienza praised McKinsey for assisting with the process of discovering efficiencies.
- To a question about past financial issues at the School of Professional Studies, the Vice-Chancellor indicated that transparency at SPS could be improved. There were also concerns expressed by faculty about a "culture of luxury" that could be misperceived, given the difficulties faced by many

CUNY students. It was also indicated that former Chancellor Goldstein will be collecting the stipend established by the Board of Trustees until 2018.

IV. New Business

V. Reports

Chair Conway then gave her report:

- Chair Conway and Vice-Chair Barker met with Vice-Chancellor Rabinowitz and University Associate Dean for Faculty Affairs Annemarie Nicols-Grinenko, and discussed satisfaction levels with faculty mentoring;
- Chair Conway also reported a dazzling visit to the CUNY School of Journalism, as they tracked national issues regarding voting access during the election, utilizing social media; the board of the CUNY Academy; and the governance body at Kingsborough Community College.
- Upon request, the UFS Executive Committee had supplied a number for the PMP: the number of net increase in faculty from year to year;
- Chair Conway has requested an all-funds budget, and indicated that funds in the Research Foundation were also publically available;
- Chair Conway wished the very best to Jay Hershenson and Frederick Schaffer, and noted that Gayle M. Horwitz has been Senior Advisor to the Chancellor and Secretary to the Board of Trustees.
- Chair Conway also discussed the event at Columbia Teacher's College, where Jill Biden spoke, as well as the Chancellor
- Chair Conway indicated that it would soon be possible to register for the forthcoming UFS Conference on April 28 on Governance, featuring Board of Trustees Chair William Thompson, Queens College President Felix Matos Rodriguez, and the President Barbara R. Gitenstein, President, The College of New Jersey, who was the 2006 winner of the AAUP Ralph S. Brown Award for Shared Governance.
- Chair Conway advertised the UFS Blog, and indicated (after some comments from faculty) that her very thorough UFS Plenary notes would be available there.

VI. Adjournment

The meeting was adjourned at approximately 8:40pm.

Respectfully Submitted,
Emily S. Tai

(Professor Tai would like to thank fellow UFS Representative Professor Todd Holden for his review of these minutes.)

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Report to the Academic Senate

November 30th, 2016

From: Prof. Christine Mooney, Chairperson of the Committee on Committees

To: Dr. Joel Kuszai, Secretary of the Academic Senate Steering Committee

Monthly Report of the Committee on Committees for December 2016

I.   New Academic Senate Committee Members

Whenever vacancies on committees become available, the members of the Committee on Committees (CoC) vote via e-mail to appoint new members. There were no changes during the month of November.

Steering Committee Designees

A list of potential Steering Committee Designees has been prepared and will be submitted to Dr. Emily Tai to assist with filling vacancies on the Committees.

II.   Webpages

Thanks to Dave Moretti all Committee pages have been updated. The new website continues to update other committee information.

III.   Preparation for major activities in the spring

The Committee met on November 30th, 2016. The Committee discussed several items for the upcoming Spring activities. The Committee has agreed to present a resolution to the Bylaws committee to address the self-nomination of individuals from the floor of the Academic Senate. This proposal will request that the Bylaws committee remove the provision for self-nomination.

IV.   Email Access for the Committee on Committees

Dr. Peter Bales and Prof. Christine Mooney met with Senior Vice President Newcomb and Vice President DiDio. A discussion occurred about the need for the Committee on Committees to have access to certain distributions lists at the College. Senior Vice President Newcomb informed the parties that an email account had been created named, "Academic Senate Committee on Committees". Prof. Mooney had a follow-up meeting to go over the email account and the way in which it functions. All communications from the Committee on Committees will be sent from this Inbox in the Fall 2016 and Spring 2017 terms to facilitate communication from this Committee.

Respectfully submitted,

Christine Mooney

Christine Mooney, Esq.

Chairperson, Committee on Committees

Committee on computer resources

The e-newsletter on technology at qcc

Social Engineering by Dr. Merlinda Drini

Many times when we open our mailbox, we notice an email from our IT security like this:
"To All Faculty and Staff,
The following phishing attack has been brought to my attention. I would like to remind everyone that hackers are constantly attempting to collect confidential information. If you receive an email asking for confidential information, do not respond back. Email is not a secure method of sending personal information. It is not consider good practice for the Government, Banks or Employers to ask for confidential information via email. Please be aware that CUNY Central has received phishing attacks targeting employees..."
If you were wondering what the phishing attack is, you should know it is part of a larger phenomenon known as social engineering. Social engineering means using knowledge of human nature to get information from people. This information is usually a network password or other personal information, such as income, preferences, hobbies and

Social engineers gather these data by simply asking the right questions. They use many different tactics to get the needed information: urgency, kindness, scarcity, position etc. They are the biggest security threat to an organization, and the most difficult to protect.
In general, social engineering is the process of deceiving people into giving confidential, private or privileged information or access to a hacker. Social engineers use different methods to access the information. Let's mention some of them:

Phishing

This is considered the most sophisticated attack that social engineers use. Phishing emails can be simple, when the attacker sends out a simple email message that may offer a reward, such as gifts, free trips, or reduced utility rates. The message is usually created as an urgent request to visit a fake

Although the web site is fake, the financial loss is real. One form of the phishing attack, called spear phishing, is intended to target specific people. It appears as coming from people that you know. In spear phishing the users are tricked to open an attachment or click a link, which can install the malware with shocking effects. If you receive a phishing e-mail, don't respond back, don't give any confidential information and don't open the suspicious attachment.

Vishing

Vishing is essentially phishing over the phone. An attacker will call someone impersonating, for example, an IT personnel, and with a little bit of information about a person either get login credentials or more information about the individual, such as a social security number. The users should know not to share the password with anyone and an IT technician will never ask for it.

(con't)

Dumpster Diving

Hackers examine someone's trash to find the different kind of information. It may be a discarded devices manual with the notes or even passwords, phone directories, meeting schedules, utility bills, minutes of meetings, and so on. This method as you can see, can produce a huge amount of information to the intruders. So, the users should be educated about the trash disposal. All documents should be shredded, even if the information is not important. The disks that contain company information should be formatted with the special software, but before the disposal the items should be placed in a locked place.

Tailgating – Piggybacking

This is a special method to gain access to the premises that are restricted to authorized personnel. The hackers enter secure areas by following an employee who already has the access card, and who is polite to hold the gate open. The best measure against tailgating, is to educate employees to not hold the doors to anybody and to notify the security for any suspicious people.

Thus, educating yourself about social engineering attacks, and ensuring that you follow the college policies is very important in mitigating these threats. There is no substitute for good human judgment and no automation will be 100 percent effective.

How we created my research group website with an eportfolio (Digication)

By: M. Chantale Damas and Denis Bejar

When I first started at QCC, I looked into creating my own webpage to put on the physics department website. I found out that it was not so simple because there were many steps that I needed to undertake: 1) I had to get the approval of marketing and had to follow the same format as QCC's website; 2) I could not upload it myself, the CLT in charge of the website had to do it; 3) There was no easy way for me to update it unless I wanted to go through the CLT every time. I asked about having an external website and was told that I could not do that. During the 2015 spring semester, I started a QCC Space Weather Research Group and had about eight students that enrolled in my independent study research course. I met with my students twice a week, but since the topic was unfamiliar, I wanted a way to share information and

resources with them and the idea of having a website resurfaced. By this time, I had taken a number of workshops with Denis Bejar from Academic Computing, and I decided to seek his help.

I met with Denis at the end of the 2015 spring semester and he showed me some very nice websites that were created by students through an eportfolio System (Digication), as part of a pilot project. Denis created the first page of my website in less than five minutes. He also told me that Digication was very easy to use and in less than one hour I could have a functioning website. I had my doubts at first, but he was absolutely correct! I went home and created my own research page. What was really great about using Digication is that you can create your dream website and put in it what you want, i.e., pictures, student projects, videos, etc. The absolutely best part is that you can get plenty of help from Denis and his very capable assistants. There are many advantages to creating websites with eportfolio/Digication: 1) it is very user-friendly and easy to use; 2) you can tailor it to your needs and those of your students; 3) you can add videos, documents and links to make your website very interactive. No need to bother the CLTs to update it for you; 4) it's a great2

The eportfolio system can be used by academic departments; faculty; research group; independent research courses; summer programs, conference/meeting pages, etc. I would recommend creating a conceptual map that lays out what you want on your website before you began the task of creating your website.

A conceptual map will save you a lot of time. The assistants can also help with that. I did not do that when I first created my website and it took many iterations to have a product that I was satisfied with.

Digication also provides a few Course Management features, however I would not recommend the eportfolio system for regular courses and would use Blackboard instead. Blackboard provides a complete suite of Learning Management Tools such as student roster, grading, rubrics, online tests, plagiarism detection tool, etc. And since it is CUNY's official Learning Management System, all courses and student enrollment are automatically setup for each course.

Overall, I highly recommend the eportfolio system for its versatility and usability, especially for websites that need to be regularly updated.

Acknowledgement: M. Chantale Damas would like to thank Denis Bejar and his student assistants for their assistance with my research website. A special thank you to Lena Morales for her patience and dedication!

If you are interested in creating your own website through eportfolio, please contact Denis Bejar (dbejar@qcc.cuny.edu). Academic Computing also offers many other workshops.

About the Authors:

M. Chantale Damas is an Assistant Professor in the Physics Department. Her eportfolio research website can be accessed through

Email Storage Practices by Jed Shahar

Ugh. You check your email, and there it is, with everything else you have to worry about, now you have one more thing to do. "Your mailbox is almost full."

Faculty email accounts hold 781 megabytes of information, or about 350 photos, or about 8,000 pages of documents. Of course that is both a lot and not that much. Many of us use our email accounts for a number of purposes, and one of the most common uses is using the Inbox and Sent Messages as a personal archive of assignments, correspondence, receipts, applications, submissions, among other bits of information. It is thus worrisome when we feel we need to pare down this archive. So what to do?

First, it helps to know how to find out how much space you have in your mailbox in the first place, and the easiest way to do this is in Microsoft Outlook. In Outlook, if you right click the mailbox and select Account Properties from the drop down menu, the next screen will show you a bar graph telling you how much of your email space is used and how much is free.

Next, the simplest way to free up space is to have your emails listed by size. If you can identify any large documents that you no longer need on the email server, either because you don't need them or because you have or will download them onto a hard drive, then you should delete these files (after making sure they are downloaded of course). Make sure you do this with your Sent Messages folder as well. Finally empty your Deleted Items. Now recheck your email storage. That should have helped (I just saved 25 MBs of space).

Another trick is to organize your Inbox by messages who sent them to you. You can then perhaps identify a few series of emails that can be deleted. There is also in Outlook on the Home tab a function to "Clean Up." This generally finds duplicate messages in your files and places them into the Deleted Items folder. You must again empty the Deleted Items (this only saved me 1 MB).

But perhaps the best way to save some space is to archive your email library*. Archiving your emails takes emails older than a certain date and moves them into a folder on the hard drive of your computer for you to access whenever you are at that computer. You will no longer be able to search for these files remotely either from the Web App email interface or your phone, but this will likely free up a lot of space and still allow you to use your emails as an archive of correspondence.

The simplest way to archive your emails is to open the "File" tab in Outlook and select the "Cleanup Tools" button. In the drop down menu, you next select "Archive." Finally you select what folders (I chose my whole email account) you want to archive, and you select a date (I chose two years ago) when you went to archive from. Once you click OK, the archiving will begin, and again you will be able to access these emails as long as you are on the computer from which you are archiving (I saved 130 MBs of space!).

It is also possible to set up auto archiving, which would do this process automatically, but that is for another day. For now, you don't have to worry about that "Your mailbox is almost full" message. Next up on the to-do list? That email telling you that in 14 days your password will expire. Ugh. Here we go again.

Figure 1
Number of Partially On-line Courses (PNET) and Fully On-line Courses (FNET) Between Spring 2012 and Fall 2015

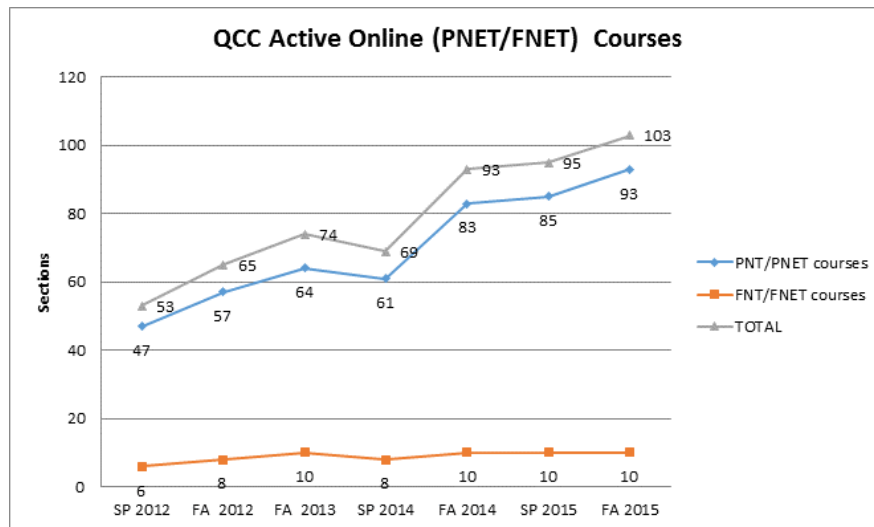**QCC Active Online (PNET/FNET) Courses**

SP 2012	FA 2012	FA 2013	SP 2014	FA 2014	SP 2015	FA 2015
PNT/PNET courses: 47	57	64	61	83	85	93
FNT/FNET courses: 6	8	10	8	10	10	10
TOTAL: 53	65	74	69	93	95	103

Figure 2

Statistics for our L-117 and LB-14 computer labs in the chart below for period of 8/27/15 to 4/16/2016, reflecting the Fall 2015-Spring 2016 of the current academic year:

Room	Total Visits	Total Seat Hrs	Ave Visit Time (Min)
L-117 Main Area	13125	93301.90	426.52
L-117 Small Room	7192	57441.68	479.21
LB-24	9414	29933.70	190.78
Total	31757	194059.24	366.65

Committee on Computer Resources: Jed Shahar (Co-Chairperson), Daniel Armstrong, Michael Cesarano, Chantale M Damas, Merlinda Drini, Matthew Lau, Lucian Makalanda (Co-Chairperson), Anissa Moody, and Barbara Rome

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK

COMMITTEE ON CURRICULUM

To: Peter Bales, Academic Senate Steering Committee

From: Lorena B. Ellis, Chairperson, Committee on Curriculum

Date: November 30, 2016

Subject: November Monthly Report for the December, 2016 Senate

CC: College Archives (CWilliams@qcc.cuny.edu)

The Committee on Curriculum has voted to send the following recommendations to the Academic Senate:

27 Course revisions (Item 1)
25 New courses (Item 2, pg.19)
  3 Program revisions (Item 3, pg.32)
  1 General Education Report (Item 4, pg.45)
  2 Forms revisions: Committee on Curriculum Guide (Item 5, pg.46)

1. Course Revisions

ENGINEERING TECHNOLOGY
Departmental approval: March 16, 2016 (1 course)

FROM: (Hours and course description)
ET710 Web Technology I: Building and Maintaining Web Sites
~~3 class hours 3 laboratory hours   4 credits~~
Pre-requisites: None
Co-requisites: None

Course Description:
~~Students will learn to design, build, and administer their own World Wide Web site. The course will cover everything from Web Server installation to the preparation of multimedia content for delivery on the Internet/Intranet. Topics include: Using Microsoft FrontPage; WebSite Design and Implementation; creating WebPages that include Text, Hypertext, Graphics, Sound, Forms, Frames, Links and Embedded Multimedia Content; Java Script Programming, and using Java Applets.~~

TO:
ET710 Web Technology I: Building and Maintaining Web Sites
<u>2 class hours   2 laboratory hours   3 credits</u>
Pre-requisites: None
Co-requisites: None

Course Description:
<u>This introductory course focuses on frontend, browser-based user experience. Students will</u>

create websites using current web design patterns and publish them to the public internet. Topics include: building a webpage with HTML, cascading style sheets (CSS), Java Script, industry standard web frameworks, responsive web design, data input forms, source and revision control.

Rationale:
Reduction of hours: The course content and objectives remain the same. New tools and applications do not require the same level of time consuming HTML programming for website development as in the past. Computer speed and operating system advances have made website development, administration, and maintenance quicker and easier. Faculty teaching the course agree and recommend reducing the hours instead of adding additional material to this first course in websites. The Internet and the Information Technology fields change very rapidly. This change will give students additional elective choices which is important for their needs and interests.

Course description update: The course description is revised to eliminate the naming of specific software packages because these can and do change on a regular basis in this dynamic field.

FOREIGN LANGUAGES & LITERATURES
Departmental approval: November 17, 2016 (2 courses)

FROM:
LC311 Readings in Contemporary Chinese Literature I

3 hours / 3 credits
Pre-requisites: LC-214 and/or permission of the department
Co-requisites: None

Course Description:
This course aims to enhance students' understanding of Chinese society and modern Chinese literature through reading a variety of modern Chinese literary genres including essays, short stories, and a short play. The emphasis is on reading comprehension and expansion of vocabulary. Class discussions are on issues related to the readings.

TO:
LC 311 Readings in Contemporary Chinese Literature
3 hours / 3 credits
Pre-requisites: Placement by the Department of Foreign Languages and Literatures
Co-requisites: None

Course description:
This course aims to enhance students' understanding of Chinese society and modern Chinese literature through the analysis of a series of essays and a short play. The emphasis is on improving students' reading and academic writing skills through critical analysis, class discussions and writing assignments related to the readings.

Rationale:
The proposed title without "I" will describe this course more accurately, because LC311 is not a prerequisite for LC312.   The proposed revisions to the course description will more precisely describe this course.

FROM:
LC312 ~~Readings in Contemporary Chinese Literature II~~
3 hours/ 3 credits
Pre-requisites: ~~LC 311 and/or permission of the department~~
Co-requisites: None

Course Description:
~~Study and analysis of selected literary works~~ from contemporary authors. ~~Each selection reflects a different side of Chinese society. Course instruction and assessment will include lectures, class discussions and written reports.~~

TO:
LC312 Chinese Short Stories
3 hours/ 3 credits
Pre-requisites: Placement by the Department of Foreign Languages and Literatures
Co-requisites: None

Course description:
This course aims to enhance students' understanding of the Chinese short story genre through the study and analysis of selected stories from contemporary authors. Selections reflect different social and cultural aspects of Chinese society.

Rationale:
The proposed title describes the course content more accurately. LC311 should be removed as a prerequisite because the level of difficulty of these two courses is the same. It is not necessary for a student to take LC311 before taking LC312. The proposed revisions to the course description will more precisely describe this course.

HEALTH, PHYSICAL EDUCATION & DANCE
Departmental approval: September 26, 2016 (6 courses)

FROM:
HE-104 Addictions and Dependencies
3 hours / 3 credits
Pre-requisites: ~~HE 101 or HE 102 (The HE 101 or HE 102 prerequisite is not required for students in the Nursing curriculum or for veterans)~~
Co-requisites: None

Course Description:
~~An investigation~~ of recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems of use and abuse of depressants, stimulants, hallucinogens, and rehabilitation also discussed.

TO:
HE-104 Addictions and Dependencies
3 hours / 3 credits
Pre-requisites: None
Co-requisites: None

Course Description:
This course will investigate recent research related to the psychological and physiological effects of dependencies, such as compulsive eating, gambling, work habits, and smoking. The problems

of use and abuse of depressants, stimulants, hallucinogens, <u>as well as</u> methods <u>of</u> rehabilitation <u>will</u> also be discussed.

Rationale:
Eliminating the HE 101 or HE 102 pre-requisite for HE 104 will enable students to take HE 104 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-104.

FROM:
HE105 Human Sexuality
3 hours / 3 credits
Pre-requisites: ~~HE-101 or HE-102 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans)~~
Co-requisites: None

Course Description:
Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho-sexual development, sexual behaviors, reproductive biology, and family planning.

TO:
HE105 Human Sexuality
3 hours / 3 credits |
Pre-requisites: None
Co-requisites: None

Course Description:
Designed to assist students in developing positive and accepting attitudes and behaviors about their own sexuality and that of others throughout the life cycle. Study includes psycho-sexual development, sexual behaviors, reproductive biology, and family planning.

Rationale:
Eliminating the HE 101/102 pre-requisite for HE 105 will enable students to take HE 105 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-105.

FROM:
HE107 Mental Health: Understanding Your Behavior
3 hours / 3 credits
Pre-requisites: ~~HE-101 or HE-102 or SS-510 (The HE-101 or HE-102 prerequisite is not required for students in the Nursing curriculum or for veterans)~~
Co-requisites: None

Course Description:
~~An~~ opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention given to personal approaches to problem-solving and evaluating available outside resources. Participation ~~is~~ required in at least one course-related field trip to be arranged by the instructor.

TO:
HE107 Mental Health: Understanding Your Behavior
3 hours / 3 credits

Pre-requisites: None
Co-requisites: None

Course Description:
<u>This course provides</u> opportunity for students to develop a better understanding of their behavior and adjustment to life situations. Attention <u>is</u> given to personal approaches to problem-solving and evaluating available outside resources. Participation <u>may be</u> required in at least one course-related field trip to be arranged by the instructor.

Rationale:
Listing field trips as 'may be required' provides for flexibility in the curriculum delivery while still fulfilling the objectives of the course.

Eliminating the HE 101/102 or SS-510 pre-requisite for HE 107 will enable students to take HE 107 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 and PSYC 101 are incorporated into HE-107.

FROM:
HE108 Health and Physical Fitness
3 hours/ 3 credits
Pre-requisites: ~~HE-101 or HE-102~~

Course Description:
~~An~~ inquiry to the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study

TO:
HE108 Health and Physical Fitness
3 hours/ 3 credits
Pre-requisites: None
Co-requisites: None

Course Description:
<u>This course is </u>an inquiry <u>in</u>to the concepts of health, physical fitness, physical performance and wellness. Factors such as nutrition, body composition and weight control, principles of physical conditioning, physiology of exercise, and other issues related to optimal physical performance will be considered. The classroom lectures will be supplemented by laboratories and demonstrations using available gym facilities to provide the students the opportunity to assess their present state of physical fitness. The student should be able to formulate a program of self-improvement in relation to their individual goals after completion of this course of study.

Rationale:
Eliminating the HE 101/102 pre-requisite for HE 108 will enable students to take HE 108 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-108.

FROM:
HE111 Stress Management
3 hours/ 3 credits

Pre-requisites: ~~HE-101 or HE-102~~
Co-requisites: None

Course Description:
This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.

TO:
HE111 Stress Management
3 hours/ 3 credits
Pre-requisites: None
Co-requisites: None

Course Description:
This course explores theories of stress to help students understand and cope more effectively with the stress in their daily lives. Topics covered include the types and causes of stress; components, manifestations and consequences of stress; how to evaluate and measure stress, and strategies/techniques to minimize stressors and manage stress.

Rationale:
Eliminating the HE 101/102 pre-requisite for HE 111 will enable students to take HE 111 without unnecessary additional credit requirements. The relevant course topics introduced in HE 101/HE 102 are incorporated into HE-111.

FROM:
HE114 ~~Foundations of Health Promotion and Disease Prevention~~
3 hours / 3 credits
Pre-requisites: None
Co-requisites: None

Course Description:
~~The purpose of this course is to provide an overview of the major issues in health promotion and disease prevention. Students will be introduced to the major causes of premature mortality and morbidity and the behavioral and environmental contributions to illness and injury. Strategies for risk reduction and the development and implementation of interventions will be presented. Emphasis will be placed on understanding the socioeconomic, political, and ethical considerations that may impact the implementation and effectiveness of interventions.~~

TO:
HE114 Principles and Practices of Public Health
3 hours / 3 credits
Pre-requisites: None
Co-requisites: None

Course Description:
This course is designed to introduce students to the principles and practices of public health and strategies used in public health promotion and disease prevention initiatives. The course will provide students with an opportunity to learn about past, present and future key public health topics of importance, and to apply public health strategies to prevent or minimize these problems among culturally diverse populations across the lifespan.

Rationale:
This revision is a reconceptualization of the course in response to the evolution of the public health field and the public health profession. Revising HE 114 will satisfy the following domains to meet the accreditation criteria for the Council on Education for Public Health (CEPH):

1. The history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.
2. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations.

Course revisions continued

MATHEMATICS & COMPUTER SCIENCE
Departmental approval: November 23, 2016 (1 course)

FROM:
CS203 Algorithmic Problem Solving II
3 class hours, 2 recitation hours, 4 credits
Pre-requisites: MA-441 and C or better in CS-101
Co-requisites: None
Course Description:
User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.

TO:
CS203 Algorithmic Problem Solving II in C++
3 class hours, 2 recitation hours, 4 credits
Pre-requisites: MA-441 and C or better in CS-101
Co-requisites: None

Course Description:
User defined data types, pointers and linked lists, ADTs, stacks, queues, recursion, searching and simple sorting, elementary memory management. Object oriented problem solving.

Rationale:
The change in title is requested for consistency and clarity with title of proposed course CS 204: Algorithmic Problem Solving II in Java

1. Course Revisions

MUSIC DEPARTMENT
Departmental approval: May 25, 2016 (13 courses prefix and some number changes)

FROM:	TO:
~~MU-110~~ Introduction to Music	MUS-101 Introduction to Music
~~MU-140~~ Twentieth-Century Music	MUS-103 Twentieth-Century Music
~~MU-141~~ Jazz: An Introduction	MUS-104 Jazz: An Introduction
~~MU-180~~ Music Around the World	MUS-105 Music Around the World
~~MU-190, 191~~ Special Topics in Music	MUS-106, 107 Special Topics in Music

~~MU-290~~ The Business of Music	<u>MUS-201</u> The Business of Music
~~MU~~-411, 412, 413, 414 Pop Choir	<u>MUS</u>-411, 412, 413, 414 Pop Choir
~~MU~~-421, 422, 423, 424 Queensborough Chorus	<u>MUS</u>-421, 422, 423, 424 Queensborough Chorus
~~MU~~-431, 432, 433, 434 Queensborough Orchestra	<u>MUS</u>-431, 432, 433, 434 Queensborough Orchestra
~~MU~~-441, 442, 443, 444 Queens Symphonic Band	<u>MUS</u>-441, 442, 443, 444 Queens Symphonic Band
~~MU~~-461, 462, 463, 464 Jazz Ensemble	<u>MUS</u>-461, 462, 463, 464 Jazz Ensemble
~~MU~~-471, 472, 473, 474 Percussion Ensemble	<u>MUS</u>-471, 472, 473, 474 Percussion Ensemble
~~MU~~-491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV	<u>MUS</u> -491, 492, 493, 494 Performance Forum for Songwriters I, II, III, IV

Rationale:
In consultation with the Office of Strategic Planning, Assessment, and Institutional Effectiveness, a new course numbering for these music courses has been developed to accommodate the new course offerings for the revised A.S., Music degree program, and to better differentiate music department courses intended for the first year (100-level) and second year (200-level). Ensemble courses will remain at the 400-level, consistent with CUNY senior colleges in which students of all undergraduate levels enroll in ensembles at the 400-level. In many cases, these numbering changes for the above courses are to accommodate the addition of new courses.

MUSIC DEPARTMENT
Date approved by the department August 25, 2016 (18 revisions: 16 courses + 2 catalog descriptions)   (course title, number, prerequisite, co-requisite, and course description).

1.MU-120 Survey of Western Music

FROM:
~~MU-120~~ Survey of Western Music
3 class hours   3 credits   Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both ~~MU-110~~ and ~~MU-120~~. ~~MU-120~~ is intended for students who have a background in music, or who anticipate majoring in music.

Course Description:
Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

TO:
MUS-102 Survey of Western Music
3 class hours   3 credits   Prerequisites: BE-122 (or BE-226), or satisfactory score on the CUNY/ACT Assessment Test. Students may not receive credit for both MUS-101 and MUS-102. MUS-102 is intended for students who have a background in music, or who anticipate majoring in music.

Course Description:
Designed to develop understanding and taste in music. Representative works of great masters of the Renaissance, Baroque, Romantic, and modern eras provide material for analysis of musical style and design. Seeks to develop intelligent listening habits and recognition of specific forms and idioms. Musical styles compared to art and literature of the appropriate period. Required readings, listening, and concert attendance.

Rationale:
The course number and the course numberings in the prerequisite statement are being changed to be consistent with the new overall MU to MUS numbering scheme.

2.MU-208 Musicianship I

FROM:
~~MU-208~~ Musicianship I
3 ~~*studio hours   1 lab hour   1 recitation hour*~~   *3 credits*

TO:
MUS-111 Musicianship I
3 class hours, 1 studio hour, 3 credits

Rationale:
The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs.

3.MU-209 Musicianship II   (course number, class hours, studio hours, lab hours, recitation hours, prerequisite, and course description.)

FROM:
~~MU-209~~ Musicianship II
~~*2 studio hours 1 class hour 1 lab hour   1 recitation hour*~~   *3 credits*
Prerequisite: ~~MU-208~~ with a grade of C or better, or a satisfactory score on the Music Placement Test

Course Description:
A continuation of ~~MU-208~~, focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.

TO:
MUS-112 Musicianship II
3 class hours 1 studio hour 3 credits
Prerequisite: MUS-111 with a grade of C or better, or a satisfactory score on the Music Placement Test

Course Description:
A continuation of MUS-111, focusing on developing further skills and fluency with fundamental elements of musical language, with regard to both performance and analysis. Applied topics include minor scales, diatonic harmony, seventh chords, more complex rhythmic structures, and musical composition.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The class hours, studio hours, lab hours, and recitation hours are being revised so that they more accurately reflect the kind of instruction that is taking place in the course. The total teaching hours of the course are being reduced from five hours to four hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The changes in prerequisite and course description reflect the course number change for the prerequisite class.

4.MU-241 Music Theory and Keyboard Harmony I (course title, number, prerequisite, co-requisite, and course description).

FROM:
MU-241 Music Theory ~~and Keyboard Harmony~~ I
3 class hours 1 studio hour 3 Credits
Prerequisite: ~~MU-209~~ with a grade of C or better, or satisfactory score on the Music Placement Test
~~Co-requisite: MU-241 is recommended to be taken concurrently with MU-211~~

Course Description:
An integrated approach to music~~; melody, elementary~~ species counterpoint~~, and keyboard harmony.~~

TO:
MUS-121 Music Theory I
3 class hours   1 studio hour 3 credits
Prerequisite: MUS-112 with a grade of C or better, or satisfactory score on the Music Placement Test

Course Description:
An integrated approach to music, diatonic harmony, and species counterpoint. Theoretical concepts are reinforced through a keyboard component and through sight singing, ear training, and dictation of narrow ranged diatonic melodies and simple and compound rhythms.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression, while incorporating sight singing and ear training competencies typically found in a first semester aural skills course.

5.MU-242 Music Theory and Keyboard Harmony II (course title, number, class hours, prerequisite, co-requisite, and course description)

FROM:
~~**MU-242**~~ **Music Theory** ~~**and Keyboard Harmony**~~ **II**
3 class hours ~~1 studio hour~~ 3 credits
Prerequisite: ~~MU-241~~ with a grade of C or better.
~~Co-requisite: MU-242 is recommended to be taken concurrently with MU-212~~

Course Description:
~~Continuation of diatonic counterpoint and harmony. The emphasis is upon tonality and the interrelationship of rhythm, melody, and harmony. The material studied is applied to the keyboard with parallel analysis of appropriate forms.~~

TO:
MUS-122 Music Theory II
3 *class hours 3 credits*
Prerequisite: MUS-121 with a grade of C or better.
Co-requisite: MUS-124

Course Description:
Diatonic progressions and continuation of the species counterpoint. Theoretical concepts are reinforced through a keyboard component.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better represent the kind of instruction that is going on in the course, and to balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

6.MU-243 Music Theory and Keyboard Harmony III

FROM:
~~**MU-243**~~ **Music Theory** ~~**and Keyboard Harmony**~~ **III**
3 class hours ~~1 studio hour~~ 3 credits
Prerequisite: ~~MU-242~~ with a grade of C or better.

Course Description:
~~An expansion of diatonic harmony and counterpoint, chromatic alterations and directional analysis developed from material in MU-241, 242. The material studied is applied to the keyboard.~~

TO:
MUS-221 Music Theory III
3 class hours 3 credits
Prerequisite: MUS-122 with a grade of C or better.
Co-requisite: MUS-223

Course Description:
Expansion of diatonic progressions, modulation, advanced counterpoint and analysis of musical form. Theoretical concepts are reinforced through a keyboard component.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The course title is being changed to more concisely reflect the class content as part of the comprehensive music literacy curriculum for the A.S., Music degree program. The studio hour is being eliminated to better to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite reflects the course numbering change for the prerequisite class. The addition of a co-requisite reflects the requirements of the new A.S., Music degree program, with a new course MUS-223 Sight Reading and Ear Training III. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

7.MU-211 Sight Reading and Ear Training I   (course number, prerequisite, co-requisite, and course description).

FROM:
~~**MU-211**~~ **Sight Reading and Ear Training I**
2 studio hours   1 credit
Prerequisite: ~~MU-209~~ with a grade of C or better, or satisfactory score on the Music Placement Test. ~~Co-requisite: MU-211 is recommended to be taken concurrently with MU-231 or MU-241~~

Course Description:
Designed to develop the ability of the student to ~~read and sing notation at sight and to understand the relationship between notation and sound.~~

TO:
<u>**MUS-123**</u> **Sight Reading and Ear Training I**
2 studio hours   1 credit
Prerequisite: <u>MUS-112</u> with a grade of C or better, or satisfactory score on the Music Placement Test.

Course Description:
Designed to develop the ability of the student to <u>understand the relationship between sound and notation. Sight singing and dictation of narrow ranged diatonic melodies and simple and compound rhythms.</u>

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the integral nature of the content with MUS-121. Course Description changes are to better reflect the course content and adherence to NASM standards.

8.MU-212 Sight Reading and Ear Training II   (course number, prerequisite, co-requisite, and course description).

FROM:
~~**MU-212**~~ **Sight Reading and Ear Training II**
2 studio hours   1 credit
Prerequisite: ~~MU-211~~ with a grade of C or better.
Co-requisite: ~~MU-212 is recommended to be taken concurrently with MU-242~~

Course Description:
~~Continuation of ~~MU-211.~~

TO:
MUS-124 Sight Reading and Ear Training II
2 studio hours   1 credit
Prerequisite: MUS-121 with a grade of C or better.
Co-requisite: MUS-122

Course Description:
A continuation of the sight singing and ear training component of MUS-123. Sight singing and dictation of more expansive diatonic melodies in multiple clefs and more extensive simple and compound rhythms.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The change in the prerequisite reflects the course numbering change for the prerequisite class. The change in the co-requisite reflects the requirements of the new A.S., Music degree program. Course Description changes are to better reflect the course content and adherence to NASM standards for a four-semester Music Theory progression.

9.MU-231, 232 Jazz Theory I, II (course title, number, prerequisite, co-requisite, and course description).

FROM:
MU-231 Jazz Theory I
2 class hours 2 studio hours 3 credits
Prerequisite: MU-209 with a grade of C or better, or satisfactory score on the Music Placement Test
Co-requisite: MU-231 is recommended to be taken concurrently with MU-211

Course Description:
A beginning theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to improvisation on their own instruments. Some proficiency on an instrument or in voice is required.

TO:
MUS-225 Jazz Theory and Improvisation I
3 class hours 3 Credits
Prerequisite: MUS-122 with a grade of C or better
Co-requisite: MUS-223

Course Description:
An advanced theory course for performers of jazz. Chords, scales, and other theoretical materials are studied from the special viewpoint of the performing artist. Students will be expected to apply this study to improvisation on their own instruments. Some proficiency on an instrument or in voice is required.

FROM: (Contingent upon approval of the CC and the Department of Music on 12-6-2016)

MU-232 Jazz Theory II *2 class hours 2 studio hours 3 credits*
Prerequisite: MU-231

Course Description:
Continuation of topics covered in ~~MU-231~~, with additional study devoted to recent changes and innovations in jazz theory.

TO:
MUS-226 Jazz Theory and Improvisation II
3 class hours, 3 Credits
Prerequisite: MUS 225 with a grade of C or better
Co-requisite: MUS-224

Course Description:
Continuation of topics covered in MUS-225, with additional study devoted to recent changes and innovations in jazz theory.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The addition of "and Improvisation" to the course title is to better reflect the course content and relationships between Jazz Theory and Improvisation. The class hours are being increased to three hours, and the two studio hours are being eliminated to better represent the kind of instruction that is going on in the course, and to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The change in the prerequisite course numbers reflects the course numbering change for the prerequisite class. The additions to the prerequisite and change in the co-requisite reflects the requirements of the proposed A.S., Music degree program in which MUS-225/MUS-226 Jazz Theory and Improvisation I, II will be an alternative option to MUS-221/MUS-222 Music Theory III, IV. Course description changes are to better reflect the advanced nature of the course content and adherence to NASM standards for a four-semester Music Theory progression with an emphasis on the Jazz idiom.

10.MU-261 Music for Teachers of Children (course number and prerequisite).

FROM:
~~MU-261~~ **Music for Teachers of Children**
3 class hours   3 credits
No prerequisite. May not be credited toward the ~~music concentration in the A.S. in Fine and Performing Arts~~ curriculum.

Course Description:
An introductory course for education majors in   the basic concepts of music education and music activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi- cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.

TO:
MUS-210 Music for Teachers of Children
3 class hours   3 credits   Offered as needed
No prerequisite. May not be credited toward the A.S., Music curriculum

Course Description:
An introductory course for education majors in the basic concepts of music education and music

activities for children, and for elementary school teachers who wish to incorporate music into their daily curriculum. This course includes experiences in the basic language of music as well as a multi- cultural vocal repertoire for holidays, everyday singing and listening skills. The major components of this course are the combination of experiential classroom activities along with the development of skills in compliance with the guidelines set forth in the New York State Learning Standards for the Arts.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS numbering scheme. The prerequisite change is to reflect the new title for the A.S., Music degree approved by the Academic Senate.

11. Catalog description of CLASS INSTRUCTION IN MUSICAL INSTRUMENTS AND VOICE is being revised.

FROM:
The following courses offer group instruction in various musical instruments and voice ~~for both the music major and~~ the community. Students will supply their own instruments, with the exception   of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.

The first course in each sequence (or permission of the Department) is a prerequisite for the ~~second~~ course, for example, ~~MU-312~~ is a prerequisite for ~~MU-313~~.

TO:
The following courses offer group instruction in various musical instruments and voice <u>open to all students, faculty, and members of</u> the community. Students will supply their own instruments, with the exception   of the piano and the larger percussion and string instruments. These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree.

The first course in each sequence (or permission of the Department) is a prerequisite for the <u>next</u> course <u>in the sequence</u>, for example, <u>MUS-132</u> is a prerequisite for <u>MUS-231</u>. <u>Class Piano II, III and IV are strongly recommended for students in the A.S., Music degree program to pass the piano proficiency examination for graduation</u>.

Rationale:
The course numbers in the description are being changed to be consistent with the new overall MU to MUS numbering scheme. The rewording of "second" to "next course in the sequence" is to accommodate courses that have more than two levels. The additional statement at the end regarding piano proficiency is in regards to the proposed course requirements for the A.S., Music degree program.

12. MU-311, 312, 313, 314 Class Instruction in Piano I, II, III, IV are being revised in course numbering and prerequisites.

FROM:
~~MU-311~~ Class Instruction in Piano I
2 studio hours   1 credit

TO:
<u>MUS-131</u> Class Instruction in Piano I
2 studio hours   1 credit

FROM:
MU 312 Class Instruction in Piano II
2 studio hours   1 credit
Prerequisite: MU-312: MU-208 with a grade of C, or satisfactory score on the Music Placement Test.

TO:
MUS-132 Class Instruction in Piano II
2 studio hours   1 credit
Prerequisite: MUS-131 or MUS-111 with a grade of C, or satisfactory score on the Music Placement Test.

FROM:
MU 313 Class Instruction in Piano III
2 studio hours   1 credit
Prerequisite MU-313: MU-312 with a grade of C, or satisfactory score on the Music Placement Test.

TO:
MUS-231 Class Instruction in Piano III
2 studio hours   1 credit
Prerequisite: MUS-132 with a grade of C, or satisfactory score on the Music Placement Test.

FROM:
MU 314 Class Instruction in Piano IV
2 studio hours   1 credit
Prerequisite: MU-313 with a grade of C, or satisfactory score on the Music Placement Test.

TO:
MUS-232 Class Instruction in Piano IV
2 studio hours   1 credit
Prerequisite: MUS-231 with a grade of C, or satisfactory score on the Music Placement Test.

Rationale:
The course numbers in the title and prerequisites are being changed to be consistent with the new overall MU to MUS numbering. The addition of MUS-131 to the first prerequisite is to account for Class Instruction in Piano I not being offered since 2005.

13.MU-321, 322, Class Instruction in Voice I, II (course numbering and prerequisites).

FROM:
MU-321, 322 Class Instruction in Voice I, II
2 studio hours   1 credit each course
Prerequisite for MUS-322: MUS-321

TO: MUS-133, 134 Class Instruction in Voice I, II
2 studio hours   1 credit each course
Prerequisite for MUS-134: MUS-133

Rationale:
The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

14.MU-331, 332, Class Instruction in Guitar I, II   (course numbering and prerequisites).

FROM:
~~**MU-331, 332**~~ **Class Instruction in Guitar I, II**
2 studio hours   1 credit each course
~~*Co-requisite: MU-208, MU-209, or satisfactory score on the Music Placement Test*~~

TO:
<u>MUS-135, 136</u> Class Instruction in Guitar I, II
2 studio hours   1 credit each course
<u>*Prerequisite for MUS-136: MUS-135*</u>

Rationale:
The course numbers in the title are being changed to be consistent with the new overall MU to MUS numbering. Co-requisite is being removed to be consistent with other courses in Class Instruction and with the revised course description statement open to all students, faculty, and members of the community". Prerequisite is being added to be consistent with other courses in Class Instruction.

15.MU-381, 382, Class Instruction in Percussion I, II   (course numbering and prerequisites).

FROM:
~~**MU-381, 382**~~ **Class Instruction in Percussion I, II**
3 studio hours   1 credit each course
Prerequisite for ~~MU-382: MU-381~~

TO:
<u>MUS-137, 138</u> Class Instruction in Percussion I, II
3 studio hours   1 credit each course
Prerequisite for <u>MUS-138: MUS-137</u>

Rationale:
The course numbers in the title and prerequisite are being changed to be consistent with the new overall MU to MUS numbering.

16.Course Catalog description of PERFORMANCE COURSES is being revised.

FROM:
The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department.

Note on Performance Courses (MU-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum.

TO:
The following performance courses are open to students, faculty, and members of the community. For further information, contact the Music Department.

Note on Performance Courses (<u>MUS</u>-400 Series): Maximum academic credit allowable for performance organizations – 4 credits per organization, 6 credits total maximum. <u>These courses may not be applied to the liberal arts and sciences core for the A.A. or A.S. degree. Students in the A.S., Music degree program are required to take two consecutive semesters (Fall-Spring) of Queensborough Chorus (MUS-421, 422 or MUS-423, 424).</u>

Rationale:
The statement is being edited to reflect the MU to MUS course numbering changes. The first statement is being added to the Performance Courses catalog description to clarify an existing exception regarding requirements for the core in the A.A. and A.S. degrees. The second added statement reflects the proposed degree requirement for the A.S., Music degree program which is necessary for adherence to NASM standards on accredited degrees in which students participate in a large ensemble that engages with repertoire spanning multiple periods of western music history and multiple cultures of the world.

17. MU-451, 452, 453, 454 Instrumental and Vocal Ensemble (course numbering, studio hours, and course description).

FROM:
~~**MU-451, 452, 453, 454**~~ **Instrumental and Vocal Ensemble**
~~3~~ studio hours   1 credit each course

Course Description:
Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles*.*

TO: <u>MUS-401, 402, 403, 404</u> Instrumental and Vocal Ensemble
<u>2</u> studio hours   1 credit each course

Course Description:
Comprises a variety of small instrumental and/or vocal ensembles. Students rehearse and perform music selected from Classical, Gospel, Broadway, Pop, Jazz and Contemporary styles. <u>Does not satisfy the performance courses requirement for the A.S., Music degree program.</u>

Rationale:
The course numbers are being changed to be consistent with the new overall MU to MUS numbering. The studio hours are being reduced from three to two hours to better balance the faculty teaching hour to credit ratio of the course, as requested by the Office of Academic Affairs. The added statement reflects the proposed changes to the A.S., Music degree program. The reason this ensemble cannot be used toward the degree is because the student self-directed nature of the ensemble does not satisfy NASM standards for a performance ensemble within an accredited degree program. The ensemble will continue to satisfy the ensemble requirement for students enrolled in the existing A.S., Music degree program, the A.A.S., Music Production degree, and remain available to the wider campus community for musical enrichment.

18. MU-481, 482, 483, 484 Improvisation Chamber Ensemble   (course numbering, title, and description).

FROM:
~~**MU-481, 482, 483, 484**~~ ~~**Chamber**~~ **Improvisation** ~~**Ensemble**~~
2 studio hours 1 credit each course

Course Description:
~~Exploration of creative expression, ensemble performance, and focused listening through group Improvisation, culminating in a public performance. Open to all instrumentalists (acoustic and electric) and vocalists.~~

TO:
MUS-481, 482, 483, 484 Improvisation Lab
2 studio hours   1 credit each course

Course Description:
A performance-based course exploring the fundamentals of music improvisation and its
application to jazz, contemporary, hip hop, and other popular styles. The course focuses on the
experimentation of various techniques in a group setting, culminating in a public performance. All
instrumentalists and vocalists are welcome.

Rationale:
The course number is being changed to be consistent with the new overall MU to MUS
numbering scheme. The course title is being changed to reflect the course syllabus focus on
musical exploration of a broad topic rather than the repertoire-driven syllabi found in typical
performing ensembles. The course description is being changed to provide more specific
information on the course's scope and purpose, and to provide a clear distinction between this
course and MUS-461 Jazz Ensemble.

2. New Courses

MATHEMATICS & COMPUTER SCIENCE
Date approved by the department October 5, 2016 (1 course)

CS 204 Algorithmic Problem Solving II in Java
3 class hours, 2 lab hours, 4 credits
Pre-requisite MA-441 and C or better in CS-101
Co-requisite: none

Course Description for college catalog:
Object-oriented algorithmic problem solving in Java; elements of graphical user interfaces (GUIs)
and event driven programming; exception handling; inheritance and polymorphism; searching and
sorting; recursion; linked lists, stacks, and queues; file processing; testing and debugging.

Rationale:
CS 204 would serve as one of the two programming pre-requisites for the junior level course in
data structures at Queens College. We would align our courses with other institutions where Java
is taught. We would broaden our programming experience as C++ (for CS 203) is operating
system oriented while Java is internet and graphical interface oriented.

MUSIC DEPARTMENT
Date approved by the department May 25, 2016 (24+ courses**)**

MUS-222 Music Theory IV
3 Class Hours; 3 Credits
Pre-requisites: MUS-221 with a grade of C or better;
Co-requisite: MUS-224

Course Description:
Advanced chromatic alterations, fugues, analysis, and 20th Century musical techniques.
Theoretical concepts are reinforced through a keyboard component.

Rationale:
In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S., Music degree program must include four semesters of Music Theory (I-IV) rather than the two semesters, with an optional third semester that our degree currently requires. This class is designed to be the fourth and final class of that four semester sequence and covers the advanced topics typical for the final semester of the first two years of a college music theory sequence. It will give the student a solid understanding of the techniques and practices of late 19th Century tonal composers as well as the techniques and practices of the post tonal generation of composers of the 20th and 21st Centuries. This knowledge is essential in order to interpret, perform and understand the historical development of music up to the present time.

MUS-223 Sight Reading and Ear Training III
1 credit; 2 studio hours
Pre-requisites: MUS-124 with a grade of C or better; co-requisite: MUS-221 or MUS-225

Course Description:
A Continuation of MUS-124. Sight singing and dictation of melodies with limited chromaticism, two part rhythms and diatonic harmonic dictation.

Rationale:
In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training classes. Currently our degree only requires two supporting Sight Reading and Ear Training classes. This class is designed to be the third class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how melodies expand their expression through chromaticism and learn to control these chromatic tones in their own performances. They will learn the basics of four-part dictation, a standard for all music theory sequences, and to hear and identify different diatonic harmonic progressions. They will further improve their rhythmic control of music by distinguishing between compound and simple meters with syncopations and barrow values. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-224 Sight Reading and Ear Training IV
2 studio hour   1 credit
Pre-requisites: MUS-223 with a grade of C or better;
Co-requisite: MUS-222 or MUS-226

Course Description:
A Continuation of MUS-223. Sight singing and dictation of chromatic and expansive melodies, mixed meter rhythms and expanded four-part harmonic dictation.

Rationale:
In order to meet the standards of a viable transfer program as articulated by the National Association of Schools of Music (NASM) our A.S. Degree in Music needs to require four semesters of Music Theory supported by four semesters of Sight Reading and Ear Training

classes. Currently our degree only requires two supporting Sight Reading and Ear Training classes. This class is designed to be the final class in a four semester sequence that allows students to develop the needed aural skills typical for a musician to obtain in the first two years of college study. It will give the student the ability to hear how chromaticism is used to define secondary functions and in modulations. They will learn how to control these techniques in their own performances. They will learn how to fully dictate progressions in four parts, a standard for all music theory sequences, and further improve their rhythmic control of music by learning to perform rhythms using cross relationships and mixed meter. All these skills are crucial for a musician to develop within the first two years of a college sequence so they can be applied to their remaining years of study.

MUS-241 History of Western Music: 18th and 19th Centuries
3 class hours, 3 credits
Prerequisites: MUS-122 and MUS-124
Co-Requisite: none

Course Description:
A comprehensive survey of the music and history of the eras comprising the Viennese classical period (Haydn, Mozart, and Beethoven), Romanticism and the Romantic period (Schubert to Brahms), and the advent of Modernism (Mahler, R. Strauss, and their contemporaries). The course emphasizes listening, analysis, and critical interpretation and will engage students with the cultural contexts of this music, including historical, aesthetic, stylistic and biographical topics.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of one semester (3 credits) of music history is required of degree programs that are granted accreditation by NASM. The curriculum of the music history component should be one that aligns with other areas of instruction, particularly that in music theory. It is the feeling of the faculty of the Music Department that a music history course of the kind proposed here, as an upper-level course with music theory prerequisites, will strengthen our accreditation efforts. This course will focus on the main areas of the music history canon (18th and 19th centuries), and the prerequisite music theory courses will strengthen the students' abilities to analyze and discuss the music of these periods in deeper and more sophisticated ways, in contrast to the levels founds in lower-level courses, such as Introduction to Music. Not only will this course, in conjunction with the music theory courses that are prerequisite to it, or which are taken at the same time, offer students an opportunity to engage in the historical and analytical issues that are central to an understanding of these great periods in music history, it will also serve as a course that will transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-290, 291, 292, 293 Study in Chamber Music Performance I, II, III, IV
1 credit, 0.5 class hour each course
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test and Consent of Instructor Course Description:
Thirty minute weekly small-group instruction in chamber music.

Rationale:
The new A.S., Music degree program as proposed requires the student to select from the various performance course offerings in the MUS-400 level. The currently offered course Instrumental and Vocal Ensemble, (though not being deleted as a course) is being removed as an option for the proposed program revision due to its inability to meet NASM standards for an accredited transfer degree program. As a result, a new course is necessary to provide students within the

degree program the opportunity to engage in Chamber Music performance. Study in Chamber Music Performance I, II, III, IV allows for the formation of chamber music ensembles that closely match student abilities, and for the grouping of instruments together to provide chamber music performance experiences of established repertoires within significant historical periods and cultural contexts of western music (for example: string quartet, woodwind quintet, piano trio, jazz trio, new-music chamber group). It also allows for each chamber group to be privately instructed by a faculty member, which is the standard found in all chamber music classes in four year programs. Due to the wide variety of established chamber music groups of varying instrumentation, it is understood that there are many repertories, numerous successful methodologies, and that students will arrive at the final level of expected competency through unique means.

MUS-186, 187, 286, 287 Convocation I, II, III, IV
0.5 hours   0 credits
Pre-requisites: None
Co-requisites: Individual Study in Music Performance I, II, III, IV

Course Description:
A recital and master class hour for students, department ensembles, and guest performers meeting twice each month. Pass/Fail.

Rationale:
Individual Study in Music Performance on an instrument or voice is of central importance to the A.S., Music degree program revision, and Convocation provides an important live performance forum through which students will apply performance-related skills learned in Individual Study in Music Performance. The variety of events, performances, and discussion topics that can be integrated into the Convocation curriculum will allow the instructor to address issues relevant to any student currently studying an instrument or voice. Convocation will not only help to contextualize curriculum studied in Individual Study in Music Performance, but will also aid in preparing students for transfer to 4-year institutions, in which many music degree programs consider performance experience a very important trait when assessing applicants.

MUS-150, 151, 250, 251 Individual Study in Music Performance: Violin I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical

instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 152, 153, 252, 253 Individual Study in Music Performance: Viola I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 154, 155, 254, 255 Individual Study in Music Performance: Cello I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs

that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 156, 157, 256, 257 Individual Study in Music Performance: Double Bass I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS 158, 159, 258, 259 Individual Study in Music Performance: Harp I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-160, 161, 260, 261 Individual Study in Music Performance: Flute I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-162, 163, 262, 263 Individual Study in Music Performance: Oboe I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.

Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-164, 165, 264, 265 Individual Study in Music Performance: Clarinet I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-166, 167, 266, 267 Individual Study in Music Performance: Bassoon I, II, III, IV
0.5-1 class hours   1-2 credits each course

Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-168, 169, 268, 269 Individual Study in Music Performance: Saxophone I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-170, 171, 270, 271 Individual Study in Music Performance: Trumpet I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-172, 173, 272, 273 Individual Study in Music Performance: French Horn I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as

demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-174, 175, 274, 275 Individual Study in Music Performance: Trombone I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-176, 177, 276, 277 Individual Study in Music Performance: Tuba I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury. (See Item 19)

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop

an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-178, 179, 278, 279 Individual Study in Music Performance: Piano I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-180, 181, 280, 281 Individual Study in Music Performance: Percussion I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs

that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-182, 183, 282, 283 Individual Study in Music Performance: Guitar I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

MUS-184, 185, 284, 285 Individual Study in Music Performance: Voice I, II, III, IV
0.5-1 class hours   1-2 credits each course
Students are required to take 1 credit, 0.5 class hour for the A.S., Music degree. Students have the option of taking 2 credits, 1 class hour.
Pre-requisites and/or co-requisites: Satisfactory score on Music Placement test or Consent of Instructor.
Co-requisite: MUS-186, 187, 286, 287

Course Description:
Thirty or sixty minute weekly private instruction in a specific instrument or voice for A.S., Music Degree Students. Final examination will consist of a performance jury.

Rationale:
The course is needed to fulfill requirements established for community college music degree programs by the National Association of Schools of Music (NASM). The Music Dept. is currently seeking accreditation of its degree program (A.S.) by NASM. A minimum of four semesters (4 credits) of individual instruction in a musical instrument or voice is required of degree programs that are granted accreditation by NASM. The curriculum of the individual study in music performance component should be one that aligns with other areas of instruction, including music theory, history and performance ensembles through application of theoretical analysis of scores and placement of repertoire within historical context. Through this course, students will develop an understanding and ability to perform the techniques, styles and repertoire on their musical instrument or voice, obtain a fluency in music notation(s) for their musical instrument or voice demonstrating both general musicianship and a level of skill relevant to professional standards. Learn practical knowledge of instrumental or vocal pedagogy at an appropriate level as demonstrated within the individual lesson, and demonstrate progressive achievement of competence in instrumental or vocal performance, including a developed technical capability to produce artistic/intellectual goals. This course will also transfer easily into a multitude of baccalaureate music programs both in CUNY and throughout the United States.

3. **Program Revisions**

DEPARTMENT OF ENGINEERING TECHNOLOGY

IIT Program Revision due ET-710 credit reduction
Date approved by the department October 5, 2016

Here is the information to include in a proposal to revise an existing degree or certificate program:

1.	**Program Name:**	Internet and Information Technology A.A.S		
2.	**Program Code:**	25539		
3.	**HEGIS number:**	5105		
4.	**Date approved by the department**	March	16	2016
		Month	**Day**	**Year**
5.	**Date the changes will be effective (if approved)**	January	1	2017
		Month	**Day**	**Year**
6.	**All text or items that will be deleted or changed should be marked with a** ~~strikethrough.~~			
7.	**All new text, courses, credits, etc. should be marked by** <u>underlining</u>.			
8.	**All text or items that will be deleted or changed should be marked with a** ~~strikethrough.~~			
9.	**Show the whole set o program requirements in a From/To format (see example below)**			

From:		To:	
Common Core	Credits	**Common Core**	Credits
REQUIRED CORE 1A: ENGL-103[1] Writing for the New Media	3	REQUIRED CORE 1A: ENGL-103 Writing for the New Media.	3
REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3	REQUIRED CORE 1A: ENGL-102 English Composition II: Intro. to Literature	3
REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society	3	REQUIRED CORE 1B: MA-321 Mathematics in Contemporary Society or above***	3
*REQUIRED CORE 1C: Laboratory Science	3-4	*REQUIRED CORE 1C: Laboratory Science	3-4
FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6	FLEXIBLE CORE 2A, 2B, 2D, or 2E: Social Science or History courses (ECON-101, ECON-102 highly recommended)	6
FLEXIBLE CORE: 2A, 2B, 2C, or 2D: Humanities elective	3	FLEXIBLE CORE: Any 2A, 2B, 2C, or 2D: Humanities elective	3
Subtotal	22	Subtotal	22
Major		**Major**	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2
ET-575 Introduction to C++ Programming	3	ET-575 Introduction to C++ Programming	3
ET-704 Networking Fundamentals I	4	ET-704 Networking Fundamentals I	4
ET-705 Networking Fundamentals II	4	ET-705 Networking Fundamentals II	4
ET-710§ Web Technology I: Building and Maintaining	4	ET-710§ Web Technology I: Building and Maintaining	3
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-725 Computer Network Security	3	ET-725 Computer Network Security	3
ET-720 Advanced Web and Multimedia Programming	1	ET-720 Advanced Web and Multimedia Programming	1
Major Subtotal	31	Major Subtotal	30
Additional Major Requirements		**Additional Major Requirements**	
*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1	*Laboratory Science BI-132, BI-171; CH-102, CH-111, CH-122, ET-842, or PH-112	0-1
Sub-total	0-1	Sub-total	0-1
Electives – Select 7 Credits From The Following:		Electives – Select 8 Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4

ET-481 Personal Computer Technology,	2	ET-481 Personal Computer Technology, Architecture, and Troubleshooting	2
ET-510 Introduction to Digital Electronics	4	ET540 Digital Computer Theory	4
ET-570 Creating Smartphone Apps Design and Implementation	3	ET-570 Creating Smartphone Apps Design and Implementation	3
ET-714 Web Technologies II: Building Database-Driven Web Sites	4	ET-714 Web Technologies II: Building Database-Driven Web Sites	4
ET-728 Web Tech: XML	4	ET-728 Web Tech: XML	4
ET-991 Cooperative Education	1	ET-991 Cooperative Education	1
ET-992 Cooperative Education	1	ET-992 Cooperative Education	1
		ET-580 Object Oriented Programming	3
		ET-585 Computer Architecture	3
Electives Subtotal	7	Electives Subtotal	8
Total	60	Total	60
Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.		*Laboratory science elective required for students who do not take STEM Variant in Required Core 1C.*	
**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*		**All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.*	
		***Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.*	

10. **Write a Rationale for all the changes**

> The ET-710 reduction in credits from 4 credits to 3 credits requires this adjustment in the curriculum. Students who place into higher levels of math may need to be explicitly reminded of the opportunity to take more challenging math courses.
> ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and previously approved for the Dual Joint AS in Computer Science and Information Security program. These courses are very relevant to Internet and Information Technology students.

11. **Write a Summary for all the changes**

> ET-710 was reduced from 4 credits to 3 credits
> Elective credits are increased from 7 credits to 8 credits
> Upper levels of math are footnoted explicitly.
> ET-580, Object Oriented Programming, and ET-585, Computer Architecture, are new courses which were developed and approved for the Dual Joint AS in Computer Science and Information Security program are being added as electives.

12. **If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.**

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

13. **If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.**

N/A

14. **Explain briefly how students currently in the program will be able to complete the requirements**

Current students will take an additional elective credit.

New Media Certificate Program Revision due ET-710 revision and updated for use with Mineola HS program

Date approved by the department October 5, 2016

Here is the information to include in a proposal to revise an existing degree or certificate program:

1.	**Program Name:**	~~New Media Certificate Program~~ <u>Internet and Information Technology Certificate Program</u>			
2.	**Program Code:**	25538			
3.	**HEGIS number:**	5105			
4.	**Date approved by the department**	October **Month**	5 **Day**	2016 **Year**	
5.	**Date the changes will be effective (if approved)**	January **Month**	1 **Day**	2017 **Year**	
6.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**				
7.	**All new text, courses, credits, etc. should be marked by <u>underlining</u>.**				
8.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**				
9.	**Show the whole set o program requirements in a From/To format (see example below)**				

From:		To:	
Common Core	Credits	Common Core	Credits
~~EN-103 Writing for the New Media~~	~~3~~	<u>ENGL-101 English Composition I</u>	<u>3</u>
		<u>MA-321 Mathematics in Contemporary Society or above*</u>	<u>3</u>
		<u>FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective</u>	<u>3</u>

Common Core Subtotal	~~3~~	Common Core Subtotal	<u>9</u>
Major		Major	
ET-504§ Operating Systems and System Deployment	2	ET-504§ Operating Systems and System Deployment	2
ET-704 Network Fundamentals I	4	ET-704 Network Fundamentals I	4
ET-710§ Web Technology I: Building and Maintaining Web Sites	~~4~~	ET-710§ Web Technology I: Building and Maintaining Web Sites	<u>3</u>
ET-712 Web Client Programming: JavaScript	3	ET-712 Web Client Programming: JavaScript	3
~~AR-121 Two Dimensional Design~~	~~3~~	<u>ET575 Introduction to C++ Programming Design & Implementation</u>	3
~~AR-473 Electronic Imaging~~	~~2~~		
Major Sub Total	~~18~~	Major Sub Total	<u>15</u>
Electives – Select ~~9 Credits~~ From The Following:		Electives – <u>Select 6</u> Credits From The Following:	
ET-375 Introduction to Robotics	4	ET-375 Introduction to Robotics	4
ET-481 Personal Computer Technology, Architecture and Troubleshooting	2	ET-481 Personal Computer Technology, Architecture and Troubleshooting	2
ET-714 Web Technologies II: Building Database Driven Web Sites	4	ET-714 Web Technologies II: Building Database Driven Web Sites	4
ET-716 Java Programming Technology	4	ET-716 Java Programming Technology	4
		<u>ET-728 Web Technology: XML</u>	<u>4</u>
ET-718 Database Technology	3	ET-718 Database Technology	3
ET-720 Advanced Web and Multimedia Programming Applications	1	ET-720 Advanced Web and Multimedia Programming Applications	1
~~ME-200 Digital Audio for New Media~~	~~3~~	<u>ET-725 Computer Network Security</u>	<u>3</u>
~~AR-642§ Web Animation~~	~~3~~	<u>ET-570 Creating Smartphone Apps</u>	<u>3</u>
Electives Sub Total	~~9~~	Electives Sub Total	<u>6</u>
Total	30	Total	30
		<u>*Based on math placement students may take MA-114, MA-119, MA-440 or MA441 in place of MA-321.</u>	

10.   Write a Rationale for all the changes

The AAS degree program in New Media Technology was revised and the degree name changed to Internet and Information Technology in November, 2015 (Approved by State Ed.). The revision of the New Media Certificate Program is being proposed for consistency with the AAS degree program revision. In this way students who complete the New Media Certificate program can continue on for the AAS in Internet and Information Technology without loss of credit (some courses are no longer offered). The Engineering Technology Department strives to keep all its curricula up to date in order to provide our students with the best preparation for current jobs and for successful transfer to quality programs upon graduation.

11. Write a Summary for all the changes

- EN-103 will be replaced by EN-101 to give students more choices in scheduling.
- MA-321 will be part of the certificate requirement for consistency with the AAS degree requirement.
- FLEXIBLE CORE: 2A, 2B, 2D, or 2E: Humanities elective will be part of the certificate requirement for consistency with the AAS degree requirement.
- ET-575 will replace AR-121as part of the certificate requirement for consistency with the AAS degree requirement. AR-121 was previously dropped from the AAS degree program with the concurrence of the Art Department.
- ME-200 is dropped as part of the certificate requirement for consistency with the AAS degree requirement. ME-200 was previously dropped from the AAS degree program with the concurrence of the Music Department.

- The number of elective credits are reduced from 9 credits to 6 credits to complete the 30 credit certificate requirement and accommodate the increase in General Education credits proposed for the certificate program revision.

- Additional pertinent elective courses are provided to allow students a wider range of choices.

12. If the program revision includes course revisions or new courses, submit the appropriate Course Revision form and/or New Course Proposal Form, along with the Syllabus and Course Objectives form.

ET-710 is being reduced to 3 credits (2 class hours, 2 laboratory hours). See the associated ET-710 course revision proposal.

13. If courses will be deleted from the program, make clear whether the courses are to be deleted from the department's offerings as well.

The deleted courses are from Art and Music. These courses have already been deleted from the AAS in Internet and Information Technology.

14. Explain briefly how students currently in the program will be able to complete the requirements

Course substitutions will be used to allow current students to complete the requirements.

3. Program Revisions (cont'd)

DEPARTMENT OF SOCIAL SCIENCES

Social Science Program Review QCC/QC Dual/Joint LAS in Childhood Edu

Date approved by the department October 27, 2016
Revisions of the notes

Grade Requirements for LE1 Dual/Joint Degree Program:

FOOTNOTES

FROM: TO:

QCC/Queens College Dual/Joint Degree Program: A.A. in Liberal Arts and Sciences Leading to the B.A. Childhood Education (Grades 1-6)	QCC/Queens College Dual/Joint Degree Program: A.A. in Liberal Arts and Sciences Leading to the B.A. Childhood Education (Grades 1-6)
[1]A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science); ~~no grade lower than a C is acceptable in the program and is not transferable.~~	[1]A grade of B is required in one course in each of the NYS Core Areas (English, Social Science, Math, and Physical Science).
[2]Grade of B or better required in ~~EN~~-101.	[2]Grade of B or better required in <u>ENGL</u>-101 <u>or ENGL-102.</u>
[3]Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.	[3]Students are required to take particular courses in some areas of the Common Core that fulfill both general education and major requirements. If students do not take the required courses in the Common Core, they will have to take additional credits to complete their degree requirements.
[4]Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.	[4]Minimum grade of C is required in MA-119 in order to register for the next sequenced Math courses.
[5]Grade of B or better required in EDUC-101.	[5]Grade of B or better required in EDUC-101.

1

2

3

4

5

FROM: TO

		A.S.
No grade lower than a C is acceptable in the program and is not transferable.	No grade lower than a C is acceptable in the program and is not transferable.	
	<u>The following Liberal Arts courses are required pre-requisites in the program for transfer: PH 101, HI 127, HI 128, MA 303, MU 261.</u>	
	<u>EDUC 101, MU 261, EDUC 230 are approved CUNY Gateway Courses into the Education Major.</u>	
Minimum cumulative GPA of 2.75 is required to graduate from the program.	Minimum cumulative GPA of 2.75 is required to graduate from the program.	
All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.	All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.	

DEPARTMENT OF MUSIC

A.S. Music Curriculum Revisions
Date approved by the department August 25, 2016

The A.S. Music Curriculum Revisions proposal can be viewed here in its entirety:
http://www.qcc.cuny.edu/governance/academicSenate/curr/docs/MASTER-REVISION-DOCUMENT--AS-Music-Curriculum-Rev-12-2-2016.pdf

FORM 02 DEGREE PROGRAM REVISION

1.	**Department:**	Music		
2.	**Program name:**	Associate in Science (A.S.) in Music		
3.	**Program Code:**	38011		
4.	**HEGIS number:**	5610		
5.	**Date approved by the**	05	25	2016
	department	**Month**	**Day**	**Year**
6.	**Date the changes will be**	08	25	2017
	effective (if approved)	**Month**	**Day**	**Year**
7.	**All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~**			

40

8.	All new text, courses, credits, etc. should be marked by <u>underlining</u>.
9.	All text or items that will be deleted or changed should be marked with a ~~strikethrough.~~
10.	Show the whole set of program requirements in a From/To format (see example below)
11.	Add all Degree Program notes in 11A. Add all Course notes in 11B.

From:		To:	
A.S., Music		A.S., Music	
Common Core	**Credits**	**Common Core**	**Credits**
REQUIRED CORE 1A: ENGL-101 English Composition I	3	REQUIRED CORE 1A: ENGL-101 English Composition I	3
REQUIRED CORE 1A: ENGL-102 English Composition II	3	REQUIRED CORE 1A: ENGL-102 English Composition II	3
REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3	REQUIRED CORE 1B: Mathematical & Quantitative Reasoning (select one from 1B)	3
REQUIRED CORE 1C: Life and Physical Science (select one from 1C)	~~3~~	REQUIRED CORE 1C[1]: Life and Physical Science (select one from 1C[1])	<u>3-4</u>[2]
FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3	FLEXIBLE CORE 2A: World Cultures & Global Issues (select one from 2A)	3
FLEXIBLE CORE 2B: ~~U.S. Experience & Its Diversity (select one from 2B)~~	3	FLEXIBLE CORE 2B: <u>SP-211 Speech Communication</u>	3
FLEXIBLE CORE 2C[1]: Creative Expression (select one from 2C[1])	3	FLEXIBLE CORE 2C[3]: Creative Expression (select one from 2C[3])	3
FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3	FLEXIBLE CORE 2D: Individual & Society (select one from 2D)	3
FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3	FLEXIBLE CORE 2E: Scientific World (select one from 2E)	3
FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E: (select one course[2])	3	FLEXIBLE CORE 2A, 2B, 2C, 2D, or 2E[4]: (select one course[4])	3
Subtotal	~~30~~	Subtotal	<u>30-31</u>[2]
Major		Major	
~~MU 110 Introduction to Music or MU-120 Survey of Western Music~~	~~3~~	<u>MUS-241 History of Western Music: 18th and 18th Centuries</u>	<u>3</u>
~~MU-241 Music Theory and Keyboard Harmony I or MU 231 Jazz Theory I~~	~~3~~	<u>MUS-121, 122 Music Theory I & II</u>	<u>6</u>
~~MU-242 Music Theory and Keyboard Harmony II or MU-232 Jazz Theory II~~	~~3~~	<u>MUS-221, 222 Music Theory III & IV</u> <u>or</u> <u>MUS-225, 226 Jazz Theory and Improvisation I & II</u>	<u>6</u>
~~MU-211 Sight Reading and Ear Training I~~	~~1~~	<u>MUS-124, 223, 224 Sight Reading and Ear Training II-IV</u>	<u>3</u>
~~MU-212 Sight Reading and Ear Training II~~	~~1~~		
~~MU-312 Piano II~~	~~1~~	<u>MUS-132, 231, 232 Class Instruction in Piano II-IV</u>	<u>3</u>

41

		Individual Study in Music Performance I-IV[5]	<u>4</u>
		MUS-186, 187, 286 and MUS-287 Convocation I-IV[5]	<u>0</u>
~~Two credits selected from the: MU-400 series~~	~~2~~	MUS-421 & 422 or 423 & 424 Queensborough Chorus	<u>2</u>
~~The remaining 6-12 credits may be selected from any courses in the Department of Music, including those above not already taken, with the exception of MU-208, 209, 210, and 261. Please note that MU-208 replaces MU-205 and MU-311, and MU-209 replaces MU-206 and MU-207.~~	~~6-12~~	<u>The remaining two credits may be selected from the following courses[6]</u> <u>MUS-411, 412, 413, 414 Pop Choir</u> <u>MUS-421, 422, 423, 424 Queensborough Chorus</u> <u>MUS-441, 442, 443, 444 Queens Symphonic Band</u> <u>MUS-461, 462, 463, 464 Jazz Ensemble</u> <u>MUS-471, 472, 473, 474 Percussion Ensemble</u> <u>MUS-290, 291, 292, 293 Study in Chamber Music Performance</u>	<u>2</u>
~~SP-211[3] Speech Communication[3]~~	~~3~~	<u>Music Electives</u>	<u>0-3[7]</u>
~~HE-101 Health Behavior & Society~~	~~1-2~~		
~~One course in PE 400 or PE 500 series or DAN 100 series~~	~~1~~		
Laboratory Science[4] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1	Laboratory Science[1] BI-132, BI-171, CH-102, CH-111, CH-121 ET-842, PH-112	0-1[2]
~~Free Electives~~	~~0-3~~		
Subtotal	~~30~~	Subtotal	<u>29-30[2]</u>
Total	60	Total	60

11A. Program Note:	
From:	**To:**
REQUIREMENTS FOR THE MAJOR ~~All students in the Visual and Performing Arts A.S. Degree Program must complete one of the concentrations: Art & Design, Art History, Dance, Music, Theatre Arts or Interdisciplinary Program (see details following pages) to complete the degree requirements.~~ ~~MUSIC CONCENTRATION – Students select 20-26 credits in consultation with a departmental advisor as indicated below.~~	REQUIREMENTS FOR THE MAJOR <u>Students select 29-30 credits in consultation with a department advisor as indicated below:</u>

11B. Course Note:	
From:	**To:**

[1]Recommended: select from area different from concentration (ARTH-100—SRTH-128 including ARTH-202 & ARTH-225, or DAN-111, or MU-110, or MU-120, or SP-471, or SP-472, or TH-111). [2]Recommended: select course from 2C in concentration discipline. [3]Students who have taken SP-211 in the Common Core are recommended to take a Foreign Language course; or HI-110, HI-11, HI-112; or a Social Sciences course. [4]Students who have taken a STEM Variant course in the Common Core 1C have fulfilled this requirement. All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.	[1]Laboratory science elective required for students who do not take STEM Variant in Required Core 1C [2]The credit range accounts for STEM variant in 1C [3]Recommended: select course from 2C in music history [4]Recommended: select course from an area different than music [5]Students must register for Individual Study in Music Performance and Convocation concurrently [6]Students may not select MUS-401, 402, 403, or 404 to satisfy this requirement [7]Available for students who pass the Piano Proficiency Examination without taking Class Piano MUS-132, 231, 232 All students must successfully complete two (2) writing-intensive classes (designated "WI") to fulfill degree requirements.

12. Rationale for all the changes

Our current A.S., Music degree program will need several modifications in order to:

1. Better meet the needs of our students.
2. Strengthen our mission of providing a transfer degree to four year institutions of higher learning.
3. Create a more viable music program that provides the skills needed for success in the field of music by comprehensively addressing the areas of music literacy and performance.

These modifications were made in conjunction with the standards of a two-year transfer program articulated by the National Association of Schools of Music (NASM), through which we are also seeking accreditation.

Sample course sequence for new students in the revised degree program

FRESHMAN YEAR: FALL		FRESHMAN YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-121 Music Theory I	3	MUS-122 Music Theory II	3
Individual Study in Music Performance I	1	MUS-124 Sight Reading and Ear Training II	1
MUS-186 Music Convocation I	0	MUS-132 Class Instruction in Piano II	1
MUS-421/423 Queensborough Chorus	1	Individual Study in Music Performance II	1
RC 1A: ENGL-101 English Composition I	3	MUS-187 Music Convocation II	0
RC 1B: Mathematical & Quantitative Reasoning (Recommended MA- 321 Math. in Contemporary Society)	3	MUS-422/424 Queensborough Chorus	1
FC 2B: SP-211 Speech Communication	3	RC: ENGL-102 English Composition II	3
		FC 2A: World Cultures & Global Issues	3
		FC 2C: Creative Expression (Recommended: select course from 2C in music history)	3
Total Credits	**14**	**Total Credits**	**16**

SOPHOMORE YEAR: FALL		SOPHOMORE YEAR: SPRING	
COURSE TITLE	Credits	COURSE TITLE	Credits
MUS-221 Music Theory III	3	MUS-222 Music Theory IV	3
MUS-223 Sight Reading and Ear Training III	1	MUS-224 Sight Reading and Ear Training IV	1
MUS-241 History of Western Music: 18th and 19th Centuries	3	MUS-232 Class Piano IV	1
MUS-231 Class Instruction in Piano III	1	Individual Study in Music Performance IV	1

Individual Study in Music Performance III	1	MUS-287 Music Convocation IV	0
MUS-286 Music Convocation III	0	400-Level Performance Course Elective	1
400-Level Performance Course Elective	1	FC 2D: Individual and Society	3
RC 1C: Life and Physical Science	3-4	FC 2E: Scientific World	3
Lab. Science: BI-123, 171; CH-102, 111, 121; ET-842, PH-112	0-1	FC 2A, 2B, 2C, 2D or 2E (Recommended: select course from an area different than music)	3
Total Credits	**14**	**Total Credits**	**16**
Total credits required for A.S., Music			**60**

4. GENERAL EDUCATION ASSESSMENT TASK FORCE FINDINGS AND RECOMMENDATIONS

Approval by the Committee on Curriculum: November 29, 2016
Approval by the Gen. Ed. Task Force: November 2, 2016

This report in its entirety will be submitted as an attachment to the November Committee on Curriculum Report.

The General Education Assessment Task Force proposes revision of Queensborough's current Educational Objectives (2007) as described below and in the Findings and Recommendations Report attached:

FROM:	TO:
~~EDUCATIONAL OBJECTIVES~~	**GENERAL EDUCATION OUTCOMES** **(TO BE ASSESSED ACROSS DISCIPLINES)**
1. Communicate effectively through ~~reading, writing, listening and speaking~~ 2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions 3. Reason quantitatively ~~and mathematically~~ as required in the~~ir~~ fields of interest and in everyday life 4. ~~Use~~ information management and technology skills ~~effectively~~ for academic research and lifelong learning	1. *Communicate effectively _through written and oral forms_* 2. *Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.* 3. *Reason quantitatively as required in _various_ fields of interest and in everyday life* 4. *_Apply_ information management and _digital_ technology skills _useful_ for academic research and lifelong learning* 5. *_Discipline-Specific Outcomes_* _A robust general education is founded on the knowledge, concepts, methods and perspectives that students gain through study of the social sciences and history, the natural sciences, the arts and the humanities. These disciplinary studies stimulate intellectual inquiry, global_

5. Integrate knowledge and skills in ~~their~~ program of study 6. ~~Differentiate and make informed decisions about issues based on~~ multiple value systems 7. Work collaboratively ~~in diverse groups directed at accomplishing~~ learning objectives 8. ~~Use historical or social sciences~~ perspectives to examine formation of ideas, human behavior, social institutions, or social processes 9. ~~Employ~~ concepts and methods of the natural and physical sciences to make informed judgments 10. Apply aesthetic and intellectual criteria ~~in the evaluation or creation of~~ works in the humanities or the arts	awareness, and cultural and artistic appreciation; they equip students to make informed judgments and engage with life beyond the classroom. *5A. Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments* *5B. Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.* *5C. Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.* **OUTCOMES SUPPORTING GENERAL EDUCATION (TO BE ASSESSED IN PROGRAM REVIEW)** ➢ *Integrate knowledge and skills in the program of study* ➢ *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.* ➢ *Work collaboratively to accomplish learning objectives*

ASSESSMENT PROCESS for the General Education Outcomes:

Outcomes 1, 2, 3, and 4: Assess student artifacts from courses across the disciplines using the rubrics created by the Task Force.   Assignments, artifacts, and aggregated scores to be kept in electronic repository so results can be reviewed over multiple years.

5. A., 5.B., and 5.C.: Rubrics for these more discipline-specific outcomes will be written in disciplinary clusters and assessed through collection and scoring of student artifacts from designated courses across the disciplinary clusters (by disciplinary scorers using same methods as for Outcomes that are assessed across disciplines college-wide). Courses should be selected from those which students most frequently take to fulfill common core requirements.

ASSESSMENT PROCESS for the Outcomes supporting General Education but assessed within Academic Program Review:

Assess as part of Academic Program Review, incorporated in program outcomes; each program will designate at least one course where each of these outcomes will be assessed at least once every five years.

PLEASE SEE THE ATTACHED REPORT, Findings and Recommendations, for the Rationale.

5. For Information Only:
Committee on Curriculum Form 02, and Form 03 revisions
http://www.qcc.cuny.edu/governance/academicSenate/curr/documents.html

Form 2: Academic Program Proposal Revisions/Example
Form 3: Course Revisions Guideline/Template

Introduction

The General Education Assessment Task Force, constituted in April 2014, is an assembly of administrators and faculty from diverse disciplines that are charged with developing and implementing general education assessment practices for the institution. The original charge was: *to develop and recommend a process for regular, cross-disciplinary, anonymous review of student artifacts as evidence of student learning outcomes (college-wide) for each of the college's educational objectives.* This charge was expanded in fall 2014 to include: *review Queensborough's existing Educational Outcomes and recommend possible modifications to the Academic Senate.*

Student Learning Outcomes describe learning on three levels of specificity: general education, program, and course. Each academic program review includes assessment of both General Education and Program Outcomes. Evidence of student learning for both General Education and Program outcomes is most frequently drawn from students' work in their classes, i.e., "artifacts." Scoring authentic student work according to commonly agreed standards (rubrics) gives faculty and the college a reasonable measure of how well students are achieving all of the agreed General Education and Program Outcomes.

Over the past two years faculty participants in the General Education Task Force have constructed and tested four rubrics based on the first four QCC General Education Outcomes approved in 2007. Two of those outcomes were assessed in spring 2015 and all four were assessed in spring 2016. *Every outcome must be informed by curriculum, measurable and assessed on a regular cycle.*

Task Force membership have prepared an annual report to the Academic Senate and the campus community which includes the status of the General Education Outcomes, recommendations for better implementation of assessment practices, and procedures for improving student achievement.

What We've Learned So Far: Writing Rubrics and Revising the Outcomes

Task Force experience with writing rubrics for cross disciplinary use

As the Task Force wrote, normed, and tested rubrics for the first four of QCC's 2007 General Education outcomes, the membership found some outcomes were difficult to understand, difficult to measure, and/or too discipline-specific to be assessed across disciplines. The Task Force surveyed the faculty and held several forums to determine faculty views of the importance of each outcome for all students and where and how each outcome could be productively assessed.

Recommendations for revising and assessing the General Education Outcomes

After two faculty forums, two faculty surveys, and discussion with the Curriculum Committee, the Task Force has reviewed and revised the general education outcomes. *The Task Force recommends dividing Queenborough's General Education Outcomes into two categories: those assessed college wide as General Education Outcomes and those assessed by academic programs as Program Outcomes*. We determined that several outcomes were difficult to assess across disciplines and would be more accurately and effectively assessed in the specific program and/or discipline. We recommend that each program designate at least one course where these outcomes will be assessed at least once every five years. Assessment results will be included in Program Review reports.

What We've Learned So Far: Assessment results and assignments

Findings from cross-disciplinary assessments of four outcomes, spring 2015 and spring 2016

In June 2015 faculty scored 858 student artifacts against the rubrics for General Education Outcomes 1 (communication) and 2 (analytical reasoning). In June 2016, faculty scored 225 artifacts using rubrics for Outcomes 1, 2, 3 (quantitative reasoning), and 4 (information management). Many of the spring 2016 artifacts were scored against two or more rubrics. However, to have sufficient evidence of student learning outcome assessment, many more usable student artifacts are needed going forward.

The rubrics use a four point scale* calibrated to baccalaureate achievement. The overall scores in spring 2016 for Outcomes 1 and 2 were higher than for spring 2015, and fell in the *mid to upper Developing range. Scores for Outcomes 3 and 4 were below the middle of the Developing range. Information Management scores were lowest overall, and the two dimensions on Use of Evidence and Sources were at the bottom of the Developing range.

Each rubric has several dimensions, each scored on a four-point scale: Superior (4), Competent (3), Developing (2), Novice (1), and Insufficient (0). A composite score of 2.2 would be lower Developing, while 2. 8 would be upper Developing. All Task Force reports are accessible online at
http://www.qcc.cuny.edu/assessment/geatf.html

Faculty scorers' experience with student artifacts and assignments

Task force and other faculty scorers observed that many student artifacts scored low on some rubrics in part because the course assignments did not ask students to show or include all the components in the rubrics. Thus the task force and faculty scorers have recommended careful selection of class assignments that elicit all the dimensions of the rubric being used. Such assignments help make explicit to students the kind of learning the college expects, as stated in the General Education Outcomes. The Task Force recommends that CETL provide faculty development in creating example assignments that can be posted online for faculty reference.

QCC Outcomes 2007	Findings	Recommendation	Rationale
1. Communicate effectively through reading, writing, listening, and speaking	One of two highest priority (*importance and required for all*) in surveys and at each forum, for college-wide annual assessment; slightly less frequent assessment for oral. Reading rubric difficult to use and reading proficiency is probably best assessed through other outcomes.	Revise outcome to: **Communicate effectively through written and oral forms**	"Oral" can be assessed and covers both listening and speaking.

QCC Outcomes 2007	Findings	Recommendation	Rationale
2. Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions	One of two highest priority (*importance and required for all*) in surveys and at each forum, for college-wide annual assessment.	Recommend: **No change to original**, but recognize that assignments focused on critical thinking or ethical reasoning can be appropriate for this outcome.	Analytical reasoning is the most general mode: identify the problem, assemble evidence, and propose a solution or conclusion.

QCC Outcomes 2007	Findings	Recommendation	Rationale
3. Reason quantitatively and mathematically as required in their fields of interest and in everyday life	Third highest priority in surveys and at each forum, for college-wide annual assessment. It was difficult to find appropriate assignments for June 2016. If assignments are mathematics-specific it is hard for non-mathematics faculty to score.	Recommend dropping "and mathematically" so the outcome is not discipline-specific: **Reason quantitatively as required in the fields of interest and in everyday life**	Revising the outcome makes it less discipline-specific and emphasizes the importance of quantitative reasoning *across* disciplines.

QCC Outcomes 2007	Findings	Recommendation	Rationale
4. Use information management and technology skills effectively for academic research and lifelong learning	Mid-range importance as required for all students; important in forum, especially in context of using technology to access, organize, evaluate and present information. Due to program specific technologies – technological skills would be best assessed at program level with rubrics specific to the program; the Information Management rubric will need to be revised to incorporate digital technology.	Revise as: **Apply information management and digital technology skills useful for academic research and lifelong learning**	Adding "digital" makes original intent clearer and corresponds to current expectations for student outcomes. Information management and digital technology skills may be used more broadly than for academic research.

QCC Outcomes 2007	Findings	Recommendation	Rationale
5. Integrate knowledge and skills in their program of study	Mid to lower level importance in surveys; may be best assessed as part of program review, as in capstone course or experience.	**Assess within Academic Program Review**. Revise as: **Integrate knowledge and skills in <u>the</u> program of study**. Should be added to program outcomes explicitly. Rubric and Assessment process can be determined by each academic program to see that integrative thinking is the emphasis.	This is an essential outcome, but it is best assessed on a program level.
QCC Outcomes 2007	Findings	Recommendation	Rationale
6. Differentiate and make informed decisions about issues based on multiple value systems	Top *highly important* in one survey, mid-range in another; important but less frequent assessment in forum; this is challenging to assess, but could assess ethical **reasoning** as a skill.	The Task Force concluded this important outcome is **best assessed within Academic Program review.** Recommend revision to: **<u>Make ethical judgments while recognizing multiple perspectives, as appropriate to the program of study</u>**.	The original phrasing is difficult to understand and very challenging to assess. The revision attempts to highlight elements of ethical reasoning (recognizing multiple perspectives or value systems) that faculty have reported as high priorities for successful academic and professional life.

5

QCC Outcomes 2007	Findings	Recommendation	Rationale
7. Work collaboratively in diverse groups directed at accomplishing learning objectives	Surveys: mid- to lower- range importance as a requirement for all students; higher importance at forum, noting this competency is one of top-rated by employers; May be best assessed as part of academic program review.	**Assess within Academic Program Review**. Revise as: **Work collaboratively to accomplish learning objectives**	Due to the difficulty of assessing college-wide, and to the fact that some programs already include this as a program outcome, it would be best assessed in program review.

QCC Outcomes 2007	Findings	Recommendation	Rationale
8. Use historical or social sciences perspectives to examine formation of ideas, human behavior, social institutions, or social processes	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment. Could be assessed as part of academic program review	Recommend revision: **<u>Apply concepts and</u> perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes <u>and to make informed judgments</u>.** See below.	**See below**
QCC Outcomes 2007	Findings	Recommendation	Rationale
9. Employ concepts and methods of the natural and physical sciences to make informed judgments	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment. Could be assessed as part of academic program review	Recommend revision: **<u>Apply</u> concepts and methods of the natural and physical sciences <u>to examine natural phenomena</u> and to make informed <u>decisions</u>.** See below.	See below
QCC Outcomes 2007	Findings	Recommendation	Rationale
10. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts	Surveys – low to mid-level importance; third level importance at forum; May be too discipline-specific for general education outcomes assessment and logistically difficult to assess on a college-wide basis. Could be assessed as part of academic program review.	Recommend revision: **Apply aesthetic and intellectual criteria <u>to examine or create</u> works in the humanities and the arts <u>and to make informed judgments</u>.** See below.	See below

Recommendation for Outcomes 8-10:

Include discipline-specific outcomes under a fifth General Education Outcome, Disciplinary faculty groups should create rubrics and participate in scoring.

Rationale for revised Outcomes 8-10

These changes attempt to overcome concerns that the previous statements of these Outcomes may have been excessively discipline-specific. The proposed revisions are largely parallel in language and may have the advantage of applying to courses throughout a students' progress. The Task Force affirms that any robust general education includes a great deal of discipline-specific knowledge and concepts from a variety of fields. Emphasizing that students must draw on their knowledge from the social sciences, natural sciences, and the humanities towards the goal of making informed judgments helps to link discipline-specific material across different fields and to life beyond the classroom. This revision may also help indicate what sorts of assignments best capture students' achievement of these Learning Outcomes.

SUMMARY OF RECOMMENDATIONS

GENERAL EDUCATION OUTCOMES TO BE ASSESSED ACROSS DISCIPLINES

1. *Communicate effectively through written and oral forms*
2. *Use analytical reasoning to identify issues or problems and evaluate evidence in order to make informed decisions.*
3. *Reason quantitatively as required in various fields of interest and in everyday life*
4. *Apply information management and digital technology skills useful for academic research and lifelong learning*

5. Discipline-specific Outcomes

    A robust general education is founded on the knowledge, concepts, methods and perspectives that students gain through study of the social sciences and history, the natural sciences, the arts and the humanities. These disciplinary studies stimulate intellectual inquiry, global awareness, and cultural and artistic appreciation; they equip students to make informed judgments and engage with life beyond the classroom.

    5A. *Apply concepts and perspectives from history or the social sciences to examine the formation of ideas, human behavior, social institutions, or social processes and to make informed judgments*
    5B. *Apply concepts and methods of the natural and physical sciences to examine natural phenomena and to make informed decisions.*
    5C. *Apply aesthetic and intellectual criteria to examine or create works in the humanities and the arts and to make informed judgments.*

ASSESSMENT PROCESS:

Outcomes 1, 2, 3, and 4: Assess student artifacts from courses across the disciplines using the rubrics created by the Task Force. Assignments, artifacts, and aggregated scores to be kept in electronic repository so results can be reviewed over multiple years.

Outcomes 5.A, 5.B., and 5.C.: Rubrics for these more discipline-specific outcomes will be written in disciplinary clusters and assessed through collection and scoring of student artifacts from designated courses across the disciplinary clusters (by disciplinary scorers using same methods as for Outcomes that are assessed across disciplines college-wide). Courses should be selected from those which students most frequently take to fulfill common core requirements.

OUTCOMES SUPPORTING GENERAL EDUCATION BUT ASSESSED IN PROGRAM REVIEW

➢ *Integrate knowledge and skills in the program of study*
➢ *Make ethical judgments while recognizing multiple perspectives, as appropriate in the program of study.*
➢ *Work collaboratively to accomplish learning objectives*

ASSESSMENT PROCESS:

Assess as part of Academic Program Review, incorporated in program outcomes; each program will designate at least one course where each of these outcomes will be assessed at least once every five years.

11/7/16 - revised 11/22/16 after Curriculum Committee; revisions approved by Task Force 12/2/16

CRDC's Critique and Recommendations on CUNY Reading Placement and Exit Testing
Submitted: November 17, 2016

Over the past few years, CUNY's Reading Discipline Council (CRDC) has been working closely with CUNY's Central Office to create a new set of learning outcomes and to develop a new test based on those outcomes. These were done with thorough research, expert opinion, and faculty input. Our council members have been laboring diligently to improve the curriculum and set standards that prepare students for college-level reading and literacy across the disciplines.

The CRDC is deeply concerned, however, about the recent developments in the guidelines for implementing CUNY developmental reading standards and policies. The charge of the CRDC, in the spirit of shared governance, is to determine academic standards, assessment measures, and curricular changes geared towards the short and long-term academic reading needs of our students. We were startled by the Central Office's changes in placement standards, the implications of the proposed use of the ACCUPLACER reading test as one of the instruments which will determine exit from developmental reading, the process by which they were set, and the circumstances in which reading programs were required to implement them.

CUNY's recent decision on the implementation of multiple measures in developmental reading for the Fall semester 2016 was issued in contradiction to the timeline that had been given to our Council, without specific directions in May, 2016. That original timeline was set for the Spring Semester 2017. The fact that the memo was issued in mid-August, right before the start of this semester left faculty no time to revise curriculum and to develop assessment instruments to accommodate the drastic changes. What made the situation more confusing was that there were no resources provided to CUNY reading programs and related constituencies in order to facilitate this complete overhaul.

In fact, in our September Council meeting, we were informed that some reading programs were still using an old syllabus that included the ACT-COMPASS as the single exit measure! Our Council Chair and members have received numerous inquiries from other colleges and non-course-based programs about directions and ways to implement the imminent changes.

While reading program chairs and instructors were busy developing curricula and assessments to accommodate the changes in mid-semester, CUNY made another important decision about the placement cut score on the ACCUPLACER reading test, without prior notification and consultation with the Council. Not only are we concerned about the extremely low passing test score (55 out of 120), but we are also troubled by the way that the cut score was set. As in any other discipline, reading faculty members should continue to be given the opportunity to be actively involved in important decisions on academic standards, including curricular changes and assessment of non-course-based programs.

1

We must emphasize that it is the reading faculty, not the Office of Testing and Assessment, who have the credentials to determine academic standards in developmental reading. The recent changes in the implementation of developmental reading policies and standards revealed a disconnect between decision-making and implementation because reading faculty was not fully involved in the former. This is an infringement on academic/disciplinary practices which portends a corrosion of standards in developmental reading. The low placement standard in reading will only be detrimental to students who are underprepared for college reading.

Developmental reading courses are essential for equipping students to meet the requirements of college-level reading, critical thinking, and disciplinary literacy. It is ethical to ensure that students, who are in need of intervention at entry and at individually-varied points in their academic and disciplinary study, will have the opportunity to enroll in developmental reading, which appropriately prepares and supports them for protracted academic success.

For the first time in our history, the Reading Discipline Council, as an academic advisory body to the University, finds itself at a crossroads. Its members are being asked to disregard their academic judgment and endorse, as a compromise, a substandard assessment instrument for reading. Problematically, this decision would represent the position of the City University of New York (CUNY) on reading assessment for placement and exit testing, as of spring 2017.

I. Rationale for CRDC's Critique of ACCUPLACER Reading Cut Score set by CUNY
Research on cut scores of standardized testing is unambiguous. The idea of a placement test is to effectively identify those who are struggling and those that would benefit from remediation (Hughes & Scott-Clayton, 2011). In order for a placement test to function effectively, appropriate cut scores need to be offered.

Mattern and Packman (2009), for example, join many others in reporting that an effective ACCUPLACER score of 73-84 percent equates with success at a grade level of C or higher. Nonetheless, we are being asked to accept a cut score of 55 as opposed to the previous cut score of 70 on the ACT Compass exam, which was a reduction from CUNY's original cut score of 75 on the ACT. Bettinger and Long (2009) articulated the importance of appropriate placement of students into remediation. They found that students who completed the remediation sequence were less likely to drop out and more likely to matriculate.

In a more in-depth study, using a larger sample, Calcagno and Long (2008) found that students, who placed into developmental courses with one point below the cut score, found greater success in college level coursework than those students who passed the placement exams by one point over the cut score and entered credit bearing coursework. Both studies highlighted the importance of a significant and valid cut score that would effectively place students into varied appropriate programs, which would assist them in achieving overall academic success. We know

that a score of 55 falls far below the threshold that could offer some assurance that a student is prepared to meet the requirements necessary for success in the academic reading experience. That assurance is our ultimate objective.

Earlier, James (2006) found that as a result of application of a low cut score in English and Reading, the ACCUPLACER did not assure sufficiently accurate placement. The inappropriate placement resulted in low grade point averages for students who were inaccurately placed into higher-level English courses. History has shown us also that such a decision inevitably leads to students having to repeat many of their reading intensive academic courses. This, in turn, leaves them frustrated, promotes withdrawal, and extends time to degree completion.

Endorsing the proposed cut score would mean that we are complicit in the act of undermining the academic, socio-economic and personal life chances as well as other vital interests of our students. By so doing, we would be exacerbating at least one of the most significant problems that the Task Force on Developmental Education is trying to avoid.

Lowering the cut scores for students to meet the substandard performance from the pilot does not solve the underlying problem. Our students need semester-long DEVELOPMENT of academic and critical reading skills and deserve to have those skills assessed with a reading comprehension instrument that more adequately measures learning outcomes in reading. A hurried push into Freshman English Composition does not solve the reading problem. English Composition neither can guarantee nor substitute for developmental reading comprehension, which is specifically devoted to preparing students for reading-intensive content area courses.

A. CRDC's Critique of ACCUPLACER and CUNY's Pilot Testing results:
Both the classic and the Next Generation versions of ACCUPLACER Reading test do not cover key CUNY reading outcomes effectively; therefore, the test is deficient as both a placement and an exit tool.

- The ACCUPLACER is the antithesis of a good reading test as it offers no buildup of background knowledge from which students would be better able to make correct answer choices.

     a. The passages afford students little context as would be needed for sound reflection on responses.
     b. The passages are comprised of very advanced vocabulary housed in language that is, at times, dense with multiple embedded clauses.

- Many of the 1000 students that sat for the pilot test were upper-level developmental students who were half way through their semester, i.e., six weeks before their final exam; therefore, they were underprepared when they took the test. Consequently, the pilot test results did not reflect students' reading levels at the point subsequent to their having completed a full semester of intervention.

  > The pilot test of ACCUPLACER was conducted with students in both developmental reading and Freshman Composition course who knew the test would not count. Such a no-stake testing environment preconditioned students to underperform, because they did not take the test seriously.

- About the pilot testing, we are also uncertain as to:
  a. whether exempt students who had decent GPAs in reading-intensive courses were tested, as these outcomes would have provided a more accurate picture of what would be an adequate cut score.
  b. whether there was consideration of the correlation between individual students' scores on the ACCUPLACER and their "midterm" (early exit) ACT and final ACT scores.
  c. whether the students' GPAs for the Spring semester were tracked to see how they performed in reading-heavy credit-bearing courses.

- CUNY Central has, in part, justified the cut score of 55 by saying that students with this score had good chances of passing Freshman Composition. However, passing Freshman Composition is not a good measure of a student's reading ability; these courses explicitly assess a student's writing. While writing and reading are complementary processes, the cognitive process of each is different; and one cannot substitute for the other in assessment of competencies.

- According to data published by College Board ("Distribution of Test Scores & Percentiles of Test Scores April, 2012 to March, 2015"), a score of 55 places students in the 25th percentile of all students taking the ACCUPLACER. Given that the mean score is 71.81 and the standard deviation is 22.29, the CRDC does not believe that the 25th percentile represents "college-ready" reading abilities.

B. CRDC's Critique of ACCUPLACER as an Exit Examination:

While we understand that there are no other viable options for *placement* at the moment, the CRDC is seriously concerned that ACCUPLACER, even in its newest iteration, does not speak to the needs of CUNY's diversely academically prepared student population nor to the English

language learners and those with Developmental and Special Education needs. More importantly, it does not measure reliably or validly the learning outcomes that the CRDC meticulously established for developmental reading when compared to the new CUNY exam developed by a consortium of reading specialists and experts from within the City University of New York. The following are only a fraction of the concerns that represent the key reasons the CRDC is convinced that the Next Generation ACCUPLACER should not be used as the new upper-level developmental reading final exam:

- Vocabulary questions in the Next Generation ACCUPLACER test are not contextualized, which is discriminatory to English language learners. Measuring existing vocabulary strength is not a measure of reading comprehension or vocabulary development, and it should be avoided—especially considering the diversity of CUNY's developmental learners.

- There is no indication that ACCUPLACER uses Lexile scoring or grade equivalencies in its reporting: yet both of are standard reading reporting measures that are essential for placement. The "rubric" that College Board uses to determine text complexity is subjective and not adequate. The CUNY-developed Reading Exam addresses both.

- Most passages in both the classic and Next Generation ACCUPLACER tests are too short to measure reading comprehension, analytical strategies, and critical reading effectively. Specifically, no passages in ACCUPLACER are longer than 400 words, and most of them are *significantly* shorter than that. This is not conducive to effective measurement of most academic and critical reading competencies—especially those involving relationships between concepts, propositions, perspectives, and sentence-level comprehension.

- Even though the Next Generation ACCUPLACER test has included only one longer passage and removed questions on sentence relationships, these changes do not present an overall improvement in test items necessary to expand the assessment scope so as to address 21st Century literacy requirements.

- ACCUPLACER, in its own literature, identifies its services as, "**placement and diagnostics** to support intervention and to help answer the challenges of accurate **placement** and remediation"—not exit-from-developmental reading. The College Board itself agrees with the CRDC's belief that ACCUPLACER is not a comprehensive enough reading assessment instrument to measure end-of-term developmental reading learning outcomes.

II. CRDC's recommended guidelines for reading placement cut score

A. Standards recommended for developmental reading placement cut score

1. *National Mean Cut Scores for Standardized Reading Tests*
   In the report "Tests and Cut Scores Used for Student Placement in Postsecondary Education: Fall 2011" published by the National Assessment Governing Board (Fields & Parsad 2012), the mean cut scores for five standardized reading tests used by postsecondary institutions nationwide were compared. We have reproduced the relevant results from this report below:

Table 1 Mean reading test scores below which entering students were identified as in need of developmental or remedial courses in reading, for selected tests reported by postsecondary institutions, by institution level and type: Fall 2011

	Mean Reading Test Cut Scores				
	ACT	SAT	ACCUPLACER	ASSET	COMPASS
	Reading	Critical Reading	Reading Comprehension	Reading Skills	Reading
All institutions	18	456	76	41	76
Institution level					
2-year	19	471	77	41	76
4-year	18	447	76	40	77
Institution type					
Public 2-year	18	470	77	41	76
Public 4-year	18	449	77	---	77

This concordance should be used to determine the cut score for the classic version of the ACCUPLACER, which CUNY will use for reading placement in Spring 2017. Based on the national mean cut score for all institutions, the cut score for reading placement should be set at 75, not 55 on the ACCUPLACER reading test.

2. *CUNY cut score on the SAT Critical Reading Test for reading exemption*

Currently, incoming CUNY students are exempt from developmental reading if they score high enough on the SAT Critical Reading Test, the ACT English Test, or the NYS English Regents Exam.

Table 2 Qualifying scores for exemption from developmental reading at CUNY

CUNY Reading Cut scores			National Mean Cut score comparison	
SAT Verbal/Critical Reading	ACT English	NYS English Regents	SAT Critical Reading	ACCUPLACER Reading
480	20	75	456	76

The CUNY cut score for reading exemption is 480 on the SAT Critical Reading test. Based on the concordance in Table 2, a score of 76 on the ACCUPLACER corresponds to a score of 456 on the SAT Critical Reading. In order to match the cut score standard on the SAT, which is 480, the cut score on the ACCUPLACER should be set above 76. This should be observed especially when the ACCUPLACER is used as reading exit (as proposed for the express and immersion workshops across CUNY campuses).

3. *National cut score percentiles*

When setting the cut scores, CUNY should consider the corresponding national cut score percentiles.

Table 3 Percentiles for reading test cut scores below which entering students were identified as in need of developmental or remedial courses in reading, for selected tests reported by postsecondary institutions, by institution level and type: Fall 2011 (Fields & Parsad, 2012)

	Percentile for reading test cut scores														
	ACT			SAT			ACCUPLACER			ASSET			COMPASS		
	Reading			Critical Reading			Reading Comprehension			Reading Skills			Reading		
	25th	50th	75th	25th	50th	75th	25th	50th	75th	25th	50th	75th	25th	50th	75th
All institutions	17	18	19	430	450	480	71	76	80	40	40	41	73	79	81
Institution level															
2-year	17	18	19	450	470	490	75	78	80	40	40	41	74	80	81
4 year	17	18	19	420	440	480	69	77	79	38	40	41	70	79	80
Institution type															
Public 2-year	17	18	19	440	470	490	76	78	80	40	40	41	74	80	81
Public 4-year	16	18	19	430	440	470	74	78	80	--	--	--	74	79	81

Table 3 shows that a score of 71 on the ACCUPLACER corresponds to the 25th percentile nationwide for all institutions. Therefore, a score of 55 would correspond to a much lower percentile. This would place CUNY's standard at the lowest level, compared to colleges nationwide. On the contrary, CRDC's recommended score of 75 would correspond to a percentile between 25th and 50th and place the CUNY standard at a more appropriate level.

B. <u>Content area courses and college reading readiness</u>

Reading test validity should be based on student performance in reading-intensive content area courses, including gateway STEM courses, rather than only on Freshman Composition. Studies at CUNY and elsewhere revealed that students' performance in content area courses correlates with their levels of reading proficiency (Espin & Deno, 1993; Behrman & Street, 2005, Kwon, Chen, & But, 2016). Readability levels tend to be higher in STEM areas, at times close to 1600L on the Lexile scale for first year textbooks, because of text complexity, conceptual density, and the requirement of multiple forms of literacy. In a study that forecasted comprehension rate associated with the average readability measure in college-level texts in various content areas showed that as text readability increases, the gap between the reader and the text widens and the comprehension rate declines (Williamson, 2008).

The study also showed that "an individual who reads the average 11th/12th-grade text [at 1123L] with 75% comprehension could expect to have less than 50% comprehension of the average university text" (Williamson, 2008). This readability gap is significantly widened in reading-intensive STEM and professional courses (e.g. Biology, Engineering, and Accounting). In these courses, high failure and attrition rates (over 30% in some cases according to CUNY data) can be attributed to students' under-preparedness in reading.

A cut score of 55 (way below the college reading level of 75) on the ACCUPLACER Reading test would place a significant number of students who are underprepared in reading into college-level reading-intensive courses. These students are especially prone to fail in these courses, especially when there are no built-in instructional approaches and resources to engage students in active reading and scaffold reading material required in both lectures and lab classes.

C. <u>The ethics of developmental reading education</u>

Developmental reading courses are instrumental to equipping students to meet the requirements of college-level reading, critical thinking, and disciplinary literacy. It is ethical to ensure that students who are in need of intervention will have the opportunity to enroll in developmental reading courses, rather than let them bypass this level of training by setting a lower standard. This would only add to the burden of the already high failure and attrition rates in many gateway content area courses across CUNY.

III. CRDC's recommendations for moving forward:

CUNY has the professional and moral obligations to uphold academic standards and to provide adequate resources for pedagogical research and faculty development to strengthen developmental reading education. This will ensure a strong literacy foundation for our students and keep them competitive in their college career and beyond.

CUNY's current lack of commitment to improving developmental reading education is reflected by its lack of engagement and resources to support effective assessment and faculty development. This ill-conceived position is more pronounced in the recruitment of instructors, who lack the credentials or experience as reading specialists, to teach reading in various non-course based interventions. This process overlooks the diversity of the population of students by language, educational preparation, and more critically, learning disabilities. These initiatives not only fail to fulfill CUNY's mission to provide quality education to our students, but also go against CUNY's promise to provide access to opportunities that enable student success, which includes excellent developmental education.

To fulfill its duty to serve students who are underprepared in reading effectively, it is recommended that CUNY do the following:

1. revise the cut score of 55 to 75 on the ACCUPLACER for reading placement.
2. provide funding/support/resources for reading programs before and during changes in curriculum and assessment.
3. consult with the CRDC about academic and assessment decisions in developmental reading and seek approval from the Council before final decisions are reached.
4. hold system-wide general information sessions to ensure effective communication, transition, and implementation of changes in developmental reading.
5. ensure the uniformity of standards and implementation of the CUNY Reading Outcomes in all reading courses and non-course based interventions, including USIP, Express Workshop, Freshman Year Reading Courses, and CLIP, EOC, CUNY Start.
6. provide funding/support/resources for reading education research, faculty development, and CUNY-wide reading across the disciplines programs to offer students academic support beyond developmental reading.

References

Behrman, E. H., & Street, C. (2005). The validity of using a content-specific reading comprehension test for college placement. *Journal of College Reading and Learning*, *35*(2), 5-21.

Bettinger, E. P., & Long, B. T. (2009). Addressing the Needs of Underprepared Students in Higher Education Does College Remediation Work?. *Journal of Human resources*, *44*(3), 736-771.

Espin, C. A., & Deno, S. L. (1993). Performance in reading from content area text as an indicator of achievement. *Remedial and Special Education*, *14*(6), 47-59.

Fields, R. & Parsad, B. (2012). Tests and Cut Scores Used for Student Placement in Postsecondary Education: Fall 2011. Washington, DC: National Assessment Governing Board.

Hughes, K. L., Scott-Clayton, J., & Columbia University, C. C. (2011). Assessing Developmental Assessment in Community Colleges. CCRC Working Paper No. 19. *Community College Research Center, Columbia University*,

James, C. L. (2006). ACCUPLACER OnLine: Accurate Placement Tool for Developmental Programs?. *Journal Of Developmental Education*, *30*(2), 2-8.

Kwon, O, Xu, C., & But, J. (2016) Reading Matters in First Year Electrical Circuit Course. Paper presented at the Eighth First Year Engineering Experience Conference, Ohio State University, Columbus, OH.

Mattern, K. D., & Packman, S. (2009). Predictive validity of ACCUPLACER scores for course placement: A meta-analysis.

Williamson, G. L. (2008). A text readability continuum for postsecondary readiness. *Journal of Advanced Academics*, *19*(4), 602-632.

A Resolution to Designate Queensborough Community College of the City University of New York a Sanctuary Campus for Immigrants and Members of Protected Classes

Whereas CUNY Chancellor James B. Milliken has written, in communications of November 16, and November 23, 2016, to affirm "CUNY's Historic Mission" and the prominence of the City University of New York "as the clear leader among universities in this country in the support and services provided to immigrants:"

And

Whereas in the second communication of November 23, James B. Milliken has asserted that "Forty percent of CUNY's undergraduates are immigrants, which is one of the primary reasons this university is so full of energy and ambition, and is such a vital contributor to New York's success;"

And

Whereas both Chancellor Milliken and Queensborough President Diane Bova Call have joined with over 200 college presidents and university chancellors around the country, in signing a letter to "our country's leaders," urging them to maintain the Deferred Action for Childhood Arrivals Program (DACA)

and

Whereas New York State Governor Andrew M. Cuomo has also affirmed, in a message to CUNY students, that "the State of New York…always will be a place where people of many backgrounds have come to seek freedom and opportunity."

And

Whereas New York City Mayor Bill De Blasio has joined with mayors across the country in pledging that New York would remain one of nearly 300 "sanctuary cities" where local law enforcement limits cooperation with requests from federal immigration authorities to hold immigrants in detention;

And

Whereas New York City Council Speaker Melissa Mark-Viverito has also pledged that New York will remain a "sanctuary city;"

And

Whereas the American Association of University Professors has also endorsed a resolution urging "that all..campus communities are welcoming and inclusive of all groups and ideas," and in "support" of "sanctuary campuses;"

And

Whereas Queensborough Community College's mission " affirms its open admissions policy and its strong support of intellectual inquiry, global awareness, civic responsibility, and cultural and artistic appreciation."

And

Whereas Queensborough Community College's foreign and immigrant students, with certain limited exceptions, share the protections of privacy to which all college students in America are entitled, under the Family Education Rights and Privacy Act (FERPA)

And

Whereas University campuses, have been defined as "sensitive locations" according to a 2011 Memorandum of the Office of Homeland Security, which stipulated that enforcement actions at such sites should be limited to conditions of "imminent risk," such as a terrorist threat, or an immediate danger of death or violence,

Now Be It Resolved that within all possible parameters of allowed law, Queensborough Community College will make every effort to guarantee the privacy of immigrant students and pledge not grant access to information that might, for the purpose of immigrant enforcement alone, facilitate the arrest, interview, search, and/or surveillance of any member of the Queensborough Community College community on Queensborough's campus, except insofar as conditions of "imminent risk" may exist; and except as such action might be ordered by a court of law or legal officer;

And Be It Further Resolved that, as per Sections 503 and 504 of the (Amended) Rehabilitation Act of 1973; Section 132b of the Immigration and Nationality Act; Titles VI and VII (Amended) of the Civil Rights Act of 1964; Title IX of the Educational Amendment of 1972; Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974 (Amended); the Equal Pay Act of 1963; and New York State and New York City Human Rights Law, our campus will provide education to and conduct necessary business with students, faculty, and staff without regard to race, color, national or ethnic origin, religion, age, sex (gender); sexual orientation, transgender history; disability; genetic predisposition, or carrier status, alienage or citizenship; prior record of arrest and/or conviction (except where conditions of imminent risk exist); veteran status; marital status; legally registered domestic partnership status; or prior or current history of domestic violence. We will also stand against any form of sexual harassment and gender discrimination.

And Be It Finally Resolved that Queensborough Community College supports the request that Chancellor Milliken, President Diane Call, and other City University Presidents have made to maintain the Deferred Action for Childhood Arrivals Program (DACA); and likewise asks urges that the status of colleges as "sensitive locations" as per the 2011 Memorandum of the Office of Homeland Security continue to be respected, so that Queensborough Community College can be considered and affirmed as a "Sanctuary Campus" where Queensborough students, faculty, and staff can, within the parameters allowed by law, remain safe from intimidation, investigation, surveillance, deportation, and other protected-status based interference while on the campus of our college.

RATIONALE

The recent victory of Donald Trump as President-Elect of the United States, and, in particular, his vow to repeal the Deferred Action for Childhood Arrivals (DACA) Program, has raised concerns for the security of undocumented, and even documented, immigrants in the United States. This has particular implications for CUNY, where as many as 40% of our students (and many members of faculty and staff), are not native-born Americans. This resolution is meant to affirm our commitment to remaining a campus protective of immigrants, and the strength and

potential they bring to the City University as an institution, and to New York City, which it serves. This resolution also cites legislation (at the Federal, State, and Municipal level) that has protected CUNY's mission of access and excellence, especially, and most relevantly, the Immigration and Customs Enforcement Memorandum, dated October 24, 2011, entitled "Enforcement Actions At or Focused on Sensitive Locations" which defines colleges and universities as such, and indicates that: "*Any planned enforcement action at or focused on a sensitive location covered by this policy must have prior approval of one of the following officials: the Assistant Director of Operations, Homeland Security Investigations (HSI); the Executive Associate Director (EAD) of HSI; the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO); or the EAD of ERO,*" with exceptions existing only when: "*the enforcement action involves a national security or terrorism matter; there is an imminent risk of death, violence, or physical harm to any person or property; the enforcement action involves the immediate arrest or pursuit oaf dangerous felon, terrorist suspect, or any other individual(s) that present an imminent danger to public safety; or there is an imminent risk of destruction of evidence material to an ongoing criminal case.*" The American Association of University Professors (AAUP) has also approved a resolution supporting the affirmation of "sanctuary campus" conditions to protect immigrant students and students of diverse backgrounds. Although we affirm that all persons on campus are subject to the restraint of law should they constitute a danger to themselves and others, all students, staff, and faculty who do *not* meet that test are entitled to the same rights and protections as all CUNY students and employees.

Bibliography:

Sanctuary Cities:

http://www.nytimes.com/interactive/2016/09/02/us/sanctuary-cities.html

http://www.nytimes.com/aponline/2016/11/15/us/ap-us-trump-sanctuary-cities.html

http://cis.org/Sanctuary-Cities-Map

2011 Memorandum:

https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf

Rehabilitation Act:

https://www.dol.gov/ofccp/regs/compliance/section503.htm

https://www.dol.gov/oasam/regs/statutes/sec504.htm

Immigration and Nationality Act:

https://www.uscis.gov/ilink/docView/SLB/HTML/SLB/act.html

Civil Rights Act (with Amendments):

http://counsel.cua.edu/fedlaw/cr1964.cfm

Title IX

https://www.dol.gov/oasam/regs/statutes/titleix.htm

Vietnam Era Veteran's Adjustment Act:

https://www.dol.gov/ofccp/regs/statutes/4212.htm

Equal Pay Act:

https://www.eeoc.gov/laws/statutes/epa.cfm

New York State Human Rights Law:

https://dhr.ny.gov/

New York City Human Rights Law:

https://www1.nyc.gov/site/cchr/law/the-law.page

DACA Program Website:

https://www.uscis.gov/humanitarian/consideration-deferred-action-childhood-arrivals-daca

FERPA website:

http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Letter in Support of DACA

https://www.pomona.edu/news/2016/11/21-college-university-presidents-call-us-uphold-and-continue-daca

AAUP Resolution:

https://www.aaup.org/news/atmosphere-campus-wake-elections#.WECOPj_FDIW

Queensborough Community College, CUNY
Academic Senate
To: Joel Kuszai, Secretary, Steering Committee of the Academic Senate
Fr: Emily S. Tai, Chair, Subcommittee on Food Insecurity
Date: November 28, 2016
Subject: Report of the Committee on Food Insecurity

As of this writing, the Lucille A. Bova Food Pantry has been operating through the beginning of the Academic year, 2016, according to the following hours:
Mondays, 2-3 P.M. (Dr. Amy Traver)
Tuesdays, 9.15-10.15 A.M. and by appointment (Dr. Sharon Ellerton)
Wednesdays, by appointment (Dr. Emily Tai)
Thursdays, by appointment (Dr.Aviva Geismar)
Fridays, 2-3 P.M, and by appointment (Dr. Susan Jacobowitz)
All student requests may be sent to the new food pantry email address:
LucilleABovaFoodPanty@qcc.cuny.edu or to etai@qcc.cuny.edu

The Pantry is stocked with non-perishable foodstuffs, particularly canned vegetables, fruits, soups, and protein items (beans; tuna, chicken, ravioli), etc., with pop-open cans preferred; pasta and sauce; breakfast cereal; non-perishable soy and almond milk; healthy snacks (sunflower butter; peanut butter; seaweed, granola bars, applesauce); and personal hygiene items (toothpaste, soap, etc.). Since we opened last May, we have accommodated approximately 150 visits; some from students who have visited the pantry on a one-time basis, and others who return regularly. Staff at the Single Stop Office, who refer many of these students, have indicated that the pantry is particularly helpful to students who need benefits, but fall slightly over the threshold of eligibility. Hardships discussed have included job loss; housing insecurity and homelessness; hardships related to undocumented status; injured/disabled/ unemployed parents; lack of expected funding. Some students are taking things for themselves; others are trying to feed entire families. Additional items we have tried to stock include diapers, baby food, and baby formula.

The Subcommittee's Service-Learning Faculty Partners are:
Dr. Lana Zinger (Health, Physical Education, and Dance)
Dr. Christine Mooney (Business)
Dr. Cheryl Tokke (Business)
Dr. Amy Traver (Social Sciences)
Professor Beata Szpura (Art and Design)
Professor Elizabeth Di Giorgio (Art and Design)

The members of the Subcommittee and the Steering Committee of the Academic Senate wish to extend their deepest condolences to the family and friends of Mr. Brad Meckel, a student in Dr. Christine Mooney's class. Dr. Mooney's class was engaged in a service-learning project conducting research on possible external funding and supply sources for the Lucille A. Bova Pantry. Mr. Meckel made several important contributions to this project, and was valued and respected by his fellow students. He is, and will be, greatly missed, and mourned.

During the Month of November, the following events were held to raise awareness about Food Insecurity and stock the Lucille A. Bova Food Pantry:

On November 23, 2016, a Hunger Awareness Event was held in the Medical Arts Well, with the participation of Dr. Traver's Education Class, and Dr. Zinger's Health Class (see photos appended to this report). The purpose of the event was to educate students, faculty, and staff regarding food insecurity and to collect supplies for the Food Pantry.
- Dr. Traver's students gathered data about donated food and food insecurity;
- Dr. Zinger's class prepared an educational chart regarding healthy food, and a "fun nutrition facts" jar;
- Over 6 plastic bins of food and personal hygiene items were collected;
- Service-Learning students and PTK chapter students participated in moving the donations to the Lucille A. Bova Food Pantry

On the evening of Wednesday, November 16, NYPIRG and Queensborough's Student Association, led by Mr. Amir Moalemzadeh, hosted a **Student Association Hunger Banquet Event**. The event collected approximately twenty boxes and bags of food and personal items for the Lucille A. Bova Food Pantry.

As of **Wednesday, November 30, 2016**, members of Professor Beata Szpura's Drawing Class, working together with Professor Elizabeth Di Giorgio, also of the Department of Art and Design, have completed a project to decorate the Food Donation bins on the main floor of Schmeller Library. (The Committee recommends that faculty visit these bins, and the donation bin outside the Department of Art and Design, to view outstanding student artwork! They look amazing!!)
On Friday, November 11, 2016, Professor Tai met with Professor Szpura's class and took them on a tour of the food pantry, and the bins so that they appropriately assess what would be needed to complete this project, which was launched this October.

On Wednesday, November 9, the Newman Center, led by Father Anthony Rosado, had an event to make Peanut Butter and Jelly Sandwiches for the homeless. Several student clubs donated to the "Newman Sandwich Drive," sponsored by the Newman Club.
As of this writing, "drop off points" for the Food Drive remain at:

Schmeller Library Entrance (second floor);
Medical Arts 02 (the Health Office)
Medical Arts 213 (the Biology Department)
Medical Arts 125
Medical Arts 413
Science 448A
W-110 (the ASAP Building)
C Building, adjacent to Room 105 (the Office of the Department of Art and Design)

We would like to take this opportunity to extend special thanks to several particularly generous donors who contributed to promoting or stocking the Lucille A. Bova Food Pantry this month:

President Diane Call
Vice-President Stephen Di Dio and members of the Office of Marketing and Communications
(who were extremely helpful in promoting Hunger Awareness Day)
Dr. Lana Zinger, Dr. Andrea Salis, Dr. Young Kim, and members of the Department of Health.
Physical Education and Dance
Dr. Susan Jacobowitz and the Department of English
Dr. Trikartikanimgsih Byas and the Muslim Student Association
Ms. Amawati Gonesh and her colleagues at Single Stop
Ms. Grace Magee and Queensborough's NYPIRG chapter
Ms. Ronit Guriel (Admissions)
Faculty of the Department of Biology
Faculty of the Department of Social Sciences
Dr. Dorith Brodbar
Dr. Christine Mooney
Dr. Philip Pecorino
Mr. John Triolo
Ms. Sandra Strauss, Office of Career Services &
Dr. Carol J. Alleyne, Office of New Student Engagement
Dr. Amy Traver
Dr. Lana Zinger
Dr. Christine Mooney
Dr. Sharon Ellerton
Dr. Cheryl Tokke
Ms. Victoria O'Shea and the ASAP Club
Mr. Amir Moalemzadeh, Student Association
Ms. Rochelle Taylor
Ms. Asheiska Reid

Mr. Sohum Chakraborty
Mr. Cameron Knight
Mr. Daniel Gamarra-Muñoz
Ms. Jennifer Kary Arenas
Ms. Virginia Villadiego
Ms. Ashley Rodriguez, and the faculty and student editors of the Queensborough *Communiqué*

An open meeting of the Subcommittee on Food Insecurity will be held on Monday, December 12, from 1-2 PM in Science 316. Any faculty interested in joining the Committee for Spring, 2017 are very cordially invited to attend.

In addition, the Subcommittee, with thanks to Drs. Amy Traver and Philip Pecorino, would like to share the following reference:

Article on Campus Food Pantries:

https://www.insidehighered.com/news/2016/11/22/colleges-open-food-banks-battle-student-hunger?mc_cid=b9a6a03935&mc_eid=4369845fc0

Photos from Hunger Awareness Day, November 23, 2016:

Members of Dr. Zinger's Health Class: Brittany Cirulnick; Lena Mohabir; Paul Yi; Terri Will; Davika Sirju; Rosanna Rosario; Geraldine Jarret

Members of Dr. Traver's Education Class (pictured below): Ms. Yainel Ramirez; Ms. Stephanie Marin; Ms. Adriana Vargas; Ms. Gabriela Hinojosa; Ms. Cindy Vallep; Ms. Ajani Garui Tucker; Mr. Julius W. Sallet II; Ms. Viga Hsu.

WELCOME TO THE LUCILLE A. BOVA FOOD PANTRY

Queensborough Community College is dedicated to academic excellence and providing an affordable, high-quality education to more than 16,000 students from over 140 different countries.

Queensborough also recognizes that food insecurity can impact a student's ability to study, focus and achieve and so the school has started the **Lucille A. Bova Food Pantry** as one more tool for the students to use on their road to success.

HOW DO I ACCESS THE FOOD PANTRY?

Whether you need to pick up food, or wish to donate:

Walk-in Hours:

Monday	2-3 pm
Tuesday	9:15-10:15 am
Wed & Thurs	By appt.
Friday	2-3 pm

To contact the
Lucille A Bova Food Pantry, email:
FoodPantry@qcc.cuny.edu

YOU DO NOT NEED TO PROVIDE PROOF OF NEED.

LUCILLE A. BOVA FOOD PANTRY
Library Bldg., 4th Floor, Rm 433A
Queensborough Community College
222-05 56th Ave.
Bayside, NY 11364

Content prepared by Terri Will, student in
The Health of a Nation (IS-151)

LUCILLE A. BOVA FOOD PANTRY

Come to the new **Lucille A. Bova Food Pantry**, located on the fourth floor of the Library building.

QUEENSBOROUGH COMMUNITY COLLEGE CUNY

Above: Easy, healthy finger food snacks and canned vegetables with pull-tops

FOOD INSECURITY FACTS

FACT # 1

In the United States, nearly 15.4% or 48.1 million residents are food insecure

FACT # 2

In New York State, 13.5% or more than 2.6 million residents are food insecure

FACT # 3

In New York City, 16.4% or more than 1.3 million residents are food insecure

FACT # 4

In Queens County, 13.3% or 300,190 residents are food insecure

WHAT IS FOOD INSECURITY

The USDA defines food insecurity as a state in which "consistent access to adequate food is limited by a lack of money and other resources at times during the year." How does this affect our students at Queensborough? If students don't eat regularly, and don't eat healthfully when they do, their study habits and ability to focus will diminish and their grades will suffer. The **Lucille A Bova Food Pantry** hopes to curb this and help its students reach their full potential.

HEALTHY SNACK CHOICES

Looking to donate healthy snacks, but not sure what to get? Some ideas include: bags of granola or granola bars, dried fruit or fruit cups in their own juice, Nutrigrain-style fruit bars, and whole grain bite-size crackers like Wheat Thins.

Fruit Cups   *Granola Bars*

EASY MEALS

Vegetables: Canned with pull-tops or jarred

Soups: Ready-to-eat with pull-tops

Proteins: Tuna in easy-tear packages or in the kits with crackers, chicken or salmon

Ready to eat soup with pull-tops—no can opener required   *Tuna fish in pull-top packaging*

BASIC NEEDS

Toiletries: Beyond food, students also need basic toiletries like shampoo, soap, deodorant and toothpaste.

Healthy Drinks: Water and fruit juice that come in single serving containers.

Toiletries like shampoos, toothpaste and deodorant   *Single-serve fruit and vegetable drinks*

"Hunger Awareness Day: Achieving the Challenge on Campus"

Canned Soups
Tuna
Cereal
Peanut Butter
Pasta
Rice
Beans
Protein Bars

Toiletries
Baby Food
Pampers
Personal Hygiene Items
Ready-to-Eat Items
Microwavable

Food Pantry Donations Needed

Please donate to Queensborough's very own

Lucille A. Bova Food Pantry

On _**Wednesday November 23, 2016**_

Non-perishable donations will be collected in the

Medical Arts Building from **12 PM until 2** PM
in the "Well" … **Follow the Signs**!!!

Let's come together to support our classmates and community before the holidays. Any donations help!

To learn more about the food pantry, please visit:

www.qcc.cuny.edu/foodpantry/

QUEENSBOROUGH COMMUNITY COLLEGE

Flyer by EDUC-101 Students

HUNGER
ON CAMPUS

....

The Challenge of Food Insecurity for College Students

James Dubick

Brandon Mathews

Clare Cady

....

College and University Food Bank Alliance

National Student Campaign Against Hunger and Homelessness

Student Government Resource Center

NYPIRG

HUNGER
ON CAMPUS
The Challenge of Food Insecurity for College Students

ACKNOWLEDGEMENTS

The authors would like to thank the following people for their feedback and assistance with this report: Megan Ahearn, Program Director at NYPIRG; Katharine M. Broton, Research Assistant at the Wisconsin HOPE Lab; Sonal Chauhan, Associate Director of Membership and Outreach at CUFBA; Nichole Davis, Northeast Region Associate Director at Single Stop; Christopher Dickie, Director of Employer Relations and Community Outreach at the University of Arkansas eVersity; Peter Kinsley, Senior Researcher at the Wisconsin HOPE Lab; Christine Lindstrom, Higher Education Program Director at U.S. PIRG; Daniel Newhart, Director of Student Affairs Research, Evaluation, and Planning at Oregon State University; Nathan Proctor, Massachusetts Director at Fair Share Education Fund; Elizabeth Ridlington, Policy Analyst at Frontier Group; Ethan Senack, Higher Education Advocate at U.S. PIRG; and Nate Smith-Tyge, Co-Director and Co-Founder at CUFBA.

We are particularly thankful to Sara Goldrick-Rab and HEART (Hunger/Homelessness Eradication Applied Research Tools) for their input and expertise.

We would also like to thank the countless students and staff who assisted in collecting surveys on their campuses.

AUTHORS:

James Dubick, National Student Campaign Against Hunger and Homelessness

Brandon Mathews, College and University Food Bank Alliance

Clare Cady, College and University Food Bank Alliance

THIS REPORT IS A PROJECT OF:

College and University Food Bank Alliance

National Student Campaign Against Hunger and Homelessness

Student Government Resource Center

Student Public Interest Research Groups

TABLE OF CONTENTS

I remember the first time my research team learned that students on college campuses were going hungry. It was 2008, and we were conducting an evaluation of a financial aid program. Going out to talk to students across Wisconsin, we had just one simple question: "How's college going?" Most spoke of challenges paying for school, fitting in, or doing the academic work. But a few surprised us, speaking instead of difficulty finding food, even being distracted from classes by persistent hunger.

Was this really a problem, beyond a couple of sad stories? We wanted to know, and thus began years of exploring food insecurity among undergraduates. At the time, there were only a handful of studies out there, mainly focused on one or two colleges. We fielded surveys, conducted more interviews, and spoke with experts wherever we could find them. Eventually, in 2015, my team at the Wisconsin HOPE Lab conducted the largest study of campus food insecurity to date, with more than 4,000 students at 10 community colleges around the nation participating.

"We need to move beyond being surprised at the numbers and develop action plans."

The results, revealed in a New York Times op-ed, were stunning. One in five students surveyed had the very lowest levels of food security. Thirteen percent were homeless.

Who was doing something about this? Did colleges and universities know? We received questions like these from all over, and especially from the media. And time and again, I referred people to the College and University Food Bank Alliance (CUFBA), which operates a large network of food pantries on campuses across the country. I was, and am, so grateful for their hard work.

In this new report, the authoring groups go a step further, utilizing their presence on campuses to further develop the knowledge base in this nascent field. Drawing on a survey of almost 3,800 students at 34 community and 4-year colleges across 12 states – the broadest sample to date – the authors find that 22 percent of respondents have the very lowest levels of food insecurity, and 13 percent of students at community colleges are homeless. These figures are strikingly similar to our prior estimates, and help to confirm that far too many students today are struggling.

Beyond the basic question of the incidence of food insecurity, this report helps shed needed light on the conditions these students face. Contrary to popular stereotypes, most food insecure students are working and receiving financial aid, and many are on meal plans. Yet relatively few receive food stamps, reinforcing findings from reports by the Center for Law and Social Policy and others that highlight the thin and failing safety net for undergraduates.

At this point, we need to move beyond being surprised at the numbers and develop action plans, and the authors of this report provide many recommendations for that critical work. The community of scholars and activists studying and testing solutions to food and housing insecurity in higher education continues to grow, and is in need of your support. Please read on with an eye for what you can do to help.

Sara Goldrick-Rab

Sara Goldrick-Rab

Professor of Higher Education Policy & Sociology

Temple University

Founder, Wisconsin HOPE Lab

EXECUTIVE SUMMARY

F ood insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food – is common at colleges and universities across the country, potentially undermining the educational success of untold thousands of students.

Given its potential impact, the collective understanding of this issue is still far too limited. The existing studies on campus food insecurity have almost exclusively looked at individual colleges and university systems or focused on community colleges.

The coordinators of this report set out to implement the broadest study on this issue to date.

In order to expand the understanding of campus food insecurity, the coordinators of this report set out to implement the broadest study on this issue to date by surveying students across a wide range of regions and school types. In doing so, the goal was to foster a more expansive understanding of campus food insecurity and its impact on students, while also bringing national attention to this critical issue.

Four campus-based organizations – the College and University Food Bank Alliance, the National Student Campaign Against Hunger and Homelessness, the Student Government Resource Center, and the Student Public Interest Research Groups – surveyed college students on food insecurity between March and May 2016. The study sample includes 3,765 students in 12 states attending eight community colleges and 26 four-year colleges and universities. The sample was assembled using in-person recruitment, and represents about 0.5% of the students attending those 34 institutions.

FINDINGS INCLUDE:

▶ Consistent with prior studies, 48 percent of respondents reported food insecurity in the previous 30 days, including 22 percent with very low levels of food security that qualify them as hungry.

▶ Food insecurity occurs at both two-year and four-year institutions. Twenty-five percent of community college students qualified as having very low food security, compared to 20 percent at four-year schools.

▶ Food insecurity was more prevalent among students of color. Fully 57 percent of Black or African American students reported food insecurity, compared to 40 percent of non-Hispanic white students.

▶ More than half of all first-generation students (56 percent) were food insecure, compared to 45 percent of students who had at least one parent who attended college.

The study also took a close look at the approximately 1,800 students who reported experiencing food insecurity in order to better understand their experiences.

Students experiencing food insecurity often also suffer from housing insecurity, such as difficulty paying the rent, mortgage, or utility bills.

▶ Sixty-four percent of food insecure students reported experiencing some type of housing insecurity.

▶ Fifteen percent of food insecure students reported experiencing some form of homelessness – the most extreme form of housing insecurity – in the past 12 months.

▶ Housing insecurity is greater at community colleges, where 13 percent of all respondents (regardless of food insecurity) experienced homelessness, compared to seven percent at four-year schools.

Problems with food or housing harm students' educational efforts. Of the food insecure students in the study, 32 percent believed that hunger or housing problems had an impact on their education. These students reported a range of consequences:

▶ Fifty-five percent reported that these problems caused them to not buy a required textbook;

▶ Fifty-three percent reported missing a class; and

▶ Twenty-five percent reported dropping a class.

Food insecurity is a problem even for students who are employed, participate in a campus meal plan, or seek other financial or material help.

▶ Fifty-six percent of food insecure students reported having a paying job. Of those employed students, 38 percent worked 20 hours or more per week.

▶ Being enrolled in a meal plan with a campus dining hall does not eliminate the threat of food insecurity. Among the respondents from four-year colleges, 43 percent of meal plan enrollees still experienced food insecurity.

▶ Three in four food insecure students received some form of financial aid. More than half (52 percent) received Pell Grants and 37 percent took out student loans during the current academic year.

▶ Sixty-one percent of food insecure students reported that their household had utilized at least one existing aid service in the past 12 months. Twenty-five percent reported using the Supplemental Nutrition Assistance Program (SNAP, formerly known as food stamps), making it the most widely used food program.

These findings reinforce the growing understanding that food insecurity presents a serious challenge for today's college students, and highlight the need for additional research to better understand this problem and explore effective solutions.

School leaders and policymakers can take a number of steps to help lessen student food insecurity and reduce its threat to educational quality and student success.

▶ Colleges should pursue a wide range of creative ways to address food insecurity, including the creation of campus food pantries, campus community gardens, food recovery programs, and coordinated benefits access programs.

▶ More significantly, policymakers should take steps to improve students' access to existing federal programs, including expanding the SNAP eligibility requirements for college students, simplifying the FAFSA process (particularly for homeless students), and adding food security measurements to the annual National Postsecondary Student Aid Study.

COLLEGE STUDENTS FACE MAJOR FINANCIAL CHALLENGES

Hunger and food insecurity are a growing problem on college campuses. The rising cost of a college education and the increasing number of nontraditional students mean that more students are living on a shoestring budget.

► Many of today's students must find a way to provide for their own living expenses while also paying for their education. Contrary to the stereotype, today's typical student is not a recent high school graduate who lives in a dormitory and is supported by his or her parents. Fewer than one in four students could be categorized as having parents who are able to pay all of their college expenses.[1]

► Roughly 74 percent of college students are nontraditional students, meaning that they fit one of six criteria: they attend college part-time, are employed full-time, are financially independent, must provide for dependents, are a single parent, or do not have a high school diploma.[2]

► Nearly 24 percent of students are considered highly nontraditional (they fit four or more of the criteria) and an additional 31 percent are moderately nontraditional (they fit two or three of the criteria).

For students who are not living with relatives or on campus, the poverty rate is nearly 52 percent.

Given these challenges, many students find it difficult to support themselves while also paying for college. Nearly three-quarters of college students (72 percent) work while attending college, with 20

---

1 Citigroup, "New Citi/Seventeen Survey: College Students Take Control of Their Financial Futures," August 7, 2013, http://www.citigroup.com/citi/news/2013/130807a.htm.
2 National Center for Education Statistics, U.S. Department of Education, "Demographic and Enrollment Characteristics of Nontraditional Undergraduates: 2011–12," September 2015, http://nces.ed.gov/pubs2015/2015025.pdf.

percent of them working full-time.[3] However, this employment usually doesn't provide enough income to allow students to support themselves. Only 18 percent of students report being able to cover their college expenses by working a job. Instead, 41 percent depend on financial aid to cover their college expenses and 16 percent utilize scholarships.[4]

The result is that a surprising number of students live at or near the poverty level. The national poverty rate in 2011 was 15.2 percent, but for students who were not living with relatives or on campus the poverty rate was nearly 52 percent.[5]

One common consequence of poverty is food insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food.

3 Jessica Davis, U.S. Census Bureau, "School Enrollment and Work Status: 2011," October 2012, http://www.census.gov/prod/2013pubs/acsbr11-14.pdf.
4 Citigroup, "New Citi/Seventeen Survey: College Students Take Control of Their Financial Futures," August 7, 2013, http://www.citigroup.com/citi/news/2013/130807a.htm.
5 Alemayehu Bishaw, U.S. Census Bureau, "Examining the Effect of Off-Campus College Students on Poverty Rates," May 1, 2013, http://bit.ly/2dtoOxG

FOOD INSECURITY IS COMMON AMONG COLLEGE STUDENTS

The most recent data indicate that 14 percent of U.S. households experience some form of food insecurity each year.[6] No comprehensive national research has been conducted to firmly establish the prevalence of food insecurity among college students, but available literature suggests that the rate of food insecurity among college students is up to four times greater than the national average.[7]

Local studies performed at individual colleges and university systems in recent years have documented extensive food insecurity among college students at those institutions.

▶ The Wisconsin HOPE Lab, a leading research lab at the University of Wisconsin that aims to increase college attainment, studied Wisconsin Pell Grant recipients in 2008 and 2009 and found that 71 percent of Pell recipients reported changing their eating habits due to lack of funds; 27 percent said that were eating less than they should or cutting meal sizes; and 7 percent of two-year college students reported going an entire day without food.[8]

▶ A 2011 study done at the City University of New York (CUNY) system found that 39 percent of respondents were food insecure.[9]

6 U.S. Department of Agriculture, "Food Security in the U.S.: Key Statistics & Graphics," September 8, 2015, http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx.
7 Clare Cady, "Food Insecurity as a Student Issue," Journal of College and Character, no. 4 (2014), 265-271, doi:10.1515/jcc-2014-0031.
8 Katharine Broton et al, Wisconsin HOPE Lab, "Safety, Security, and College Attainment: An Investigation of Undergraduates' Basic Needs and Institutional Response," October 2014, http://www.wihopelab.com/publications/APPAM.Draft.10.28.2014.pdf.
9 Nicholas Freudenberg, Healthy CUNY Initiative, "Food Insecurity at CUNY: Results from a Survey of CUNY Undergraduate Students," April 2011, http://bit.ly/1MkQ2Vx

▶ A 2014 study found that 59 percent of students at Western Oregon University had experienced food insecurity at some point over the span of a year.[10]

▶ A 2015 study by the Wisconsin HOPE Lab surveyed students at 10 community colleges and found that 19 percent of students were experiencing low food security and 20 percent were experiencing very low food security.[11]

▶ A separate 2015 study by the Wisconsin HOPE Lab surveyed low- and moderate-income students at 10 Wisconsin colleges and universities and found that 61 percent were food insecure at some point during the school year.[12]

▶ In July 2016, the University of California published the results of a survey conducted across their 10-campus system. They found that 23 percent of students were experiencing low food security and another 19 percent were experiencing very low food security.[13]

▶ Also in 2016, a study at California State University, Long Beach found that 24 percent of students were in some way food insecure.[14]

Currently, one of the challenges in interpreting these studies is the variation in the way food insecurity was measured from study to study. While the literature does not provide a clear overall picture of the prevalence of student food insecurity, it plainly indicates that food insecurity affects many U.S. college students.

10 Megan Patton-Lopez et al, Western Oregon University, "Prevalence and correlates of food insecurity among students attending a midsize rural university in Oregon," http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/45177/PattonLopez_JNEB_foodinsecurity_11414.pdf.
11 Sara Goldrick-Rab et al, Wisconsin HOPE Lab, "Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates," December 2015, http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.
12 Wisconsin HOPE Lab, "What We're Learning: Food and Housing Insecurity among College Students: A Data Update from the Wisconsin HOPE Lab," January 13, 2016, http://bit.ly/2dHI8L1
13 Suzanna Martinez et al, University of California Global Food Initiative, "Student Food Access and Security Study," July 11, 2016, http://regents.universityofcalifornia.edu/regmeet/july16/e1attach.pdf.
14 Rashida Crutchfield, California State University, "Serving Displaced and Food Insecure Students in the CSU," January 2016, http://www.calstate.edu/AcadAff/documents/ServingDisplacedandFoodInsecureStudetnsintheCSUJanuary20163.8.16.pdf.

SURVEY OF FOOD INSECURITY ON THIRTY-FOUR CAMPUSES

To better understand the extent and consequences of food insecurity for college students, four organizations – the College and University Food Bank Alliance, the National Student Campaign Against Hunger and Homelessness, the Student Government Resource Center, and the Student Public Interest Research Groups – surveyed college students at 34 community colleges and four-year colleges in 12 states.

HOW FOOD INSECURITY WAS EVALUATED

Staff and volunteers of the organizations used face-to-face outreach to collect 3,765 surveys from March through May 2016. At most schools, this was done by setting up an information table and asking students to stop and fill out a survey on food issues. At schools where this approach was not an option, students handed out leaflets with the survey website in classrooms.

Twenty-two percent of respondents qualified as hungry, meaning they experienced very low food security.

The participating schools included 8 community colleges and 26 four-year colleges. The collected surveys represent roughly 0.5 percent of the student population at the participating schools. The gender, racial, and ethnic breakdown of survey respondents closely aligns with students enrolled at these particular campuses. However, the sample is more heavily weighted toward younger students and students of color than the national student population.

The U.S. Department of Agriculture measures food security along a scale from "high food security" to "very low food security," with three categories to indicate levels of food insecurity.

▶ **"Moderate food security"** describes households with some level of concern or challenge in accessing quality food without significant decreases in quality, variety, or quantity.

▶ **"Low food security"** describes households where quality, variety, and desirability are negatively impacted, but quantity is not.

▶ **"Very low food security"** indicates decreases in all areas (quality, variety, desirability, quantity) as well as disrupted eating patterns due to inability to access adequate food.[15]

The survey assessed the food security level of the respondents using the questions provided in the U.S. Department of Agriculture's Adult Food Security Survey Module.[16] Based on their responses to these questions, respondents were given a score of zero through ten. Their food security status was then determined based on their score:

▶ Score of zero – High food security

▶ Score of 1-2 – Marginal food security

▶ Score of 3-5 – Low food security

▶ Score of 6-10 – Very low food security

Students with a score of three or more were considered "food insecure." Students with a score of six or more were considered to be "very food insecure" and likely to be suffering from hunger.

15 U.S. Department of Agriculture, "Definitions of Food Insecurity," September 8, 2015, http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security.aspx.
16 U.S. Department of Agriculture Economic Research Service, "U.S. Adult Food Security Survey Module: Three-Stage Design, With Screeners," September 2012, http://www.ers.usda.gov/datafiles/Food_Security_in_the_United_States/Food_Security_Survey_Modules/ad2012.pdf.

STUDENT FOOD INSECURITY IS WIDESPREAD

Of the respondents, 48 percent qualified as food insecure in the previous 30 days. That figure includes 22 percent who qualified as hungry, meaning they experienced very low food security.

TABLE 1: FOOD SECURITY LEVEL OF SURVEY RESPONDENTS IN LAST 30 DAYS

FOOD SECURITY SCORE	
Zero (High food security)	31%
1-2 (Marginal food security)	21%
3-5 (Low food security)	26%
6-10 (Very low food security)	22%

When comparing these findings to existing research on student food insecurity, the rates of low and very low food insecurity are in keeping with other studies. However, this report found a lower than normal percentage of respondents who qualify as highly food secure, which may suggest that the survey oversampled students with a tendency toward food insecurity.

In their answers to the survey questions, respondents expressed significant concern both about their ability to afford food and their ability to afford nutritious food.

TABLE 2: RESPONSES TO INITIAL FOOD SECURITY QUESTIONS, LAST 30 DAYS

	SOMETIMES TRUE	OFTEN TRUE
I worried whether my food would run out before I got money to buy more.	38%	16%
The food that I bought just didn't last, and I didn't have money to get more.	35%	11%
I couldn't afford to eat balanced meals.	36%	18%

Respondents who showed signs of food insecurity in these initial questions were then asked a series of follow-up questions. Forty-four percent said that they had been forced to cut back on the size of their meals or skip meals entirely in the last 30 days due to lack of money, and 35 percent said that they were hungry but didn't eat because there wasn't enough money for food (see Table 3).

In addition, a significant percentage reported more severe levels of food insecurity. Twenty percent of these survey-takers reported having skipped eating for an entire day due to lack of money in the last 30 days, and 15 percent said that they had lost weight in the last 30 days because they couldn't afford to eat.

TABLE 3: RESPONSES TO FOOD SECURITY FOLLOW-UP QUESTIONS, LAST 30 DAYS

	YES
Did you ever cut the size of your meals or skip meals because there wasn't enough money for food?	44%
Did you ever eat less than you felt you should because there wasn't enough money for food?	43%
Were you ever hungry but didn't eat because there wasn't enough money for food?	35%
Did you lose weight because there wasn't enough money for food?	15%
Did you ever not eat for a whole day because there wasn't enough money for food?	20%

Note: The sample for these questions was made up of respondents who answered "sometimes true" or "often true" to one of the initial food security questions listed in Table 2.

When the study looked at responses by demographic groups, the results showed that food insecurity was more prevalent among the students of color who participated in the survey. Students who identified as "Hispanic or Latino" or "Black or African American" were more likely to be food insecure and much more likely to experience very low food security.

The study also found that 56 percent of first-generation students were food insecure, compared to 45 percent of students whose parents did attend college.

TABLE 4: FOOD SECURITY LEVELS BY RACE/ETHNICITY AND PARENTAL EDUCATION

	FOOD SECURITY LEVEL			
	High	Marginal	Low	Very Low
RACE/ETHNICITY				
White	38%	21%	23%	17%
Asian	34%	22%	28%	17%
Hispanic or Latino	22%	22%	31%	25%
Black or African American	22%	23%	29%	28%
PARENTAL EDUCATION				
Neither parent attended college	22%	21%	25%	31%
At least one parent attended some college	34%	22%	26%	19%

Percentages may not add to 100 due to rounding.

Food insecurity was moderately more prevalent among the community college students in the study. Twenty-five percent of community college students qualified as very food insecure, compared to 20 percent at four-year schools.

TABLE 5: FOOD INSECURITY AMONG ALL RESPONDENTS AT COMMUNITY COLLEGES AND FOUR-YEAR SCHOOLS

	COMMUNITY COLLEGE	FOUR-YEAR COLLEGE
Food insecure	50%	47%
Very food insecure	25%	20%

The food insecure category includes respondents who had low or very low food insecurity.

Community colleges serve a wider range of non-traditional students and are often seen as a more affordable pathway to higher education, so it's not surprising that community college students are more likely to be financial insecure and thus vulnerable to food insecurity.

FOOD INSECURE STUDENTS ARE OFTEN HOUSING INSECURE

Food insecurity is rarely an isolated condition, but instead is a sign of deeper financial hardship. As a result, people who are food insecure often experience other types of financial hardship as well, such as housing insecurity.

There is less research available about student housing insecurity than about food insecurity, but the existing research indicates a serious problem. In the most recent data from the Free Application for Federal Student Aid (FAFSA), 58,000 college students indicated that they were homeless. The actual number is likely much higher, since the FAFSA requires students to show complicated documentation of their homelessness to be classified as such.[17] In addition, the FAFSA fails to identify undocumented students who are homeless.

Sixty-four percent of food insecure students also reported experiencing some type of housing insecurity.

The survey conducted for this report found that housing problems were commonplace among food insecure students. Sixty-four percent of food insecure students also reported experiencing some type of housing insecurity in the past 12 months. Of even greater concern, 15 percent of food insecure students reported experiencing some form of homelessness – the most extreme form of housing insecurity.

17 National Association for the Education of Homeless Children and Youth, "Financial Aid for Unaccompanied Homeless Youth," 2014, http://www.naehcy.org/sites/default/files/dl/fafsa-survey-report.pdf.

TABLE 6: HOUSING INSECURITY AMONG STUDENTS, LAST 12 MONTHS

	ALL RESPONDENTS	FOOD SECURE RESPONDENTS	FOOD INSECURE RESPONDENTS
HOUSING INSECURITY			
Experienced any of the following	48%	33%	64%
Had difficulty paying rent or mortgage	24%	12%	38%
Didn't pay full amount of rent or mortgage	12%	4%	20%
Didn't pay full amount of gas, oil, or electricity bill	15%	6%	25%
Borrowed money from friends or family to help pay bills	35%	21%	49%
Moved in with other people, even for a little while, because of financial problems	12%	5%	20%
Moved 2 or more times per year	12%	7%	16%
HOMELESSNESS			
Experienced any of the following	9%	3%	15%
Thrown out of your home by someone else in the household because of financial problems	4%	<1%	8%
Evicted from home	3%	1%	6%
Stayed in a shelter	2%	<1%	4%
Stayed in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night	4%	1%	6%
Didn't know where you were going to sleep at night, even for one night	5%	2%	9%
Didn't have a home	4%	1%	8%

Housing insecurity was greater for students at community colleges than at four-year schools. Thirteen percent of community college students reported experiencing homelessness, compared to seven percent at four-year schools. These rates of housing insecurity and homelessness among community college students, while disturbing, align closely with past research focused on two-year campuses.[18]

18 Sara Goldrick-Rab et al, Wisconsin HOPE Lab, "Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates," December 2015, http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.

TABLE 7: HOUSING INSECURITY AMONG ALL RESPONDENTS AT COMMUNITY COLLEGES AND FOUR-YEAR SCHOOLS

	COMMUNITY COLLEGE	FOUR-YEAR COLLEGE
Housing insecure	53%	46%
Homeless	13%	7%

The housing insecure category includes respondents who were homeless.

FOOD INSECURITY HARMS STUDENTS' EDUCATION

Food insecurity on college campuses has a negative impact on the educational experience. It's hard to concentrate in class or to focus on your studies when you're hungry or worrying about financial obstacles. Whether due to nutritional deficits or the stress and distraction of dealing with financial hardship,[19] food insecurity can compromise students' ability to perform well in their classes.[20] In extreme cases, food insecurity can force students to take time off from school or discontinue their education entirely.

In one recent survey of food insecure students at the University of Massachusetts, Boston, 80 percent of respondents reported that their food insecurity affected their class performance. More than 55 percent indicated that food insecurity compromised their ability to attend classes, and four percent stated that they had to forego college for one or more semesters due to food or housing insecurity.[21]

Of the food insecure students surveyed for this report, 32 percent believed that hunger or housing problems had an impact on their education. When asked about the impact caused by their hunger and housing problems, 55 percent reported that these problems caused them to not buy a required textbook, 53 percent reported missing a class, and 25 percent reported dropping a class.

19 Roger Hughes et al, "Student Food Insecurity: The Skeleton in the University Closet," Nutrition and Dietetics 2001, 68: 27-32.
20 Maya E. Maroto, "Food Insecurity among Community College Students: Prevalence and Association with GPA, Energy, and Concentration," Community College Journal of Research and Practice, 39(6), 515–526.
21 Meghan R. Silva et al, "The Relationship Between Food Security, Housing Stability, and School Performance among College Students in an Urban University," Journal of College Student Retention: Research, Theory & Practice, 1521025115621918, December 14, 2015, doi:10.1177/1521025115621918.

TABLE 8: EDUCATIONAL IMPACT OF FOOD AND HOUSING INSECURITY ON FOOD INSECURE STUDENTS, LAST 12 MONTHS

	YES
Have hunger or housing problems had an impact on your education?	32%
HAVE HUNGER OR HOUSING PROBLEMS CAUSED YOU TO DO ANY OF THE FOLLOWING?*	
Done any of the following	86%
Miss a class	53%
Miss a study session	54%
Miss a club meeting	37%
Opt not to join an extracurricular activity	55%
Not buy a required textbook	55%
Drop a class	25%
Not perform as well in your academics as you otherwise could have	81%

Asked only of students who responded "yes" to the previous question about educational impact.

FOOD INSECURITY PERSISTS DESPITE STUDENTS' EFFORTS

Food insecurity is a problem even for students who participate in a campus meal plan, are employed, or seek other financial or material help.

STUDENTS WITH CAMPUS MEAL PLANS ARE NOT IMMUNE TO FOOD INSECURITY

Ideally, participating in a meal plan with a campus dining hall would eliminate the threat of food insecurity. Responses from students at four-year universities (community colleges generally do not have dining programs) show that this is not necessarily the case. Forty-three percent of students who were enrolled in a campus meal plan were still food insecure.

Forty-three percent of students who were enrolled in a campus meal plan were still food insecure.

To understand this finding, consider the way that campus meal plans are structured. At most universities, students have several options for the number of meals to buy as part of their meal plan. For example, many students choose to buy a plan with 7 or 14 meals per week and then find their remaining meals someplace else, either because they want to have more variety in their eating options, they don't want to pay for a larger meal plan, or they can't afford a larger meal plan.[22]

Fifty-six percent of meal plan enrollees reported eating nine meals or fewer per week in the dining hall. Not surprisingly, meal plan enrollees

22 Sara Goldrick-Rab et al, The Century Foundation, "The Real Price of College," March 3, 2016, https://tcf.org/content/report/the-real-price-of-college.

who were food insecure tended to eat less often in the dining hall – 69 percent reported eating nine meals or fewer there per week. In addition, 46 percent of food insecure students reported having run out of meal points before the end of the term at some time in the past, compared to 33 percent of all students on a meal plan.

It seems clear that access to a dining hall meal plan is not necessarily a cure for food insecurity.

TABLE 9: FOOD INSECURITY AMONG CAMPUS MEAL PLAN ENROLLEES AT FOUR-YEAR COLLEGES

MEAL PLAN ENROLLEES AT FOUR-YEAR COLLEGES		YES
Experiencing food insecurity		43%
	ALL STUDENTS ON MEAL PLAN	FOOD INSECURE STUDENTS ON MEAL PLAN
Have you ever run out of meal points before the end of the term?	33%	46%
MEALS EATEN PER WEEK AT DINING HALL		
Less than 5 meals	24%	31%
5-9 meals	32%	38%
10-14 meals	30%	22%
15 or more meals	13%	9%

THE MAJORITY OF FOOD INSECURE STUDENTS ARE EMPLOYED

Since financial problems are at the root of most food security issues, the survey asked food insecure students about their employment situation.

The study found that 56 percent of food insecure students were currently employed. Of those employed students, 38 percent worked 20 hours or more per week.

TABLE 10: EMPLOYMENT AMONG FOOD INSECURE STUDENTS

	YES
Currently employed	56%
HOURS WORKED PER WEEK*	
Less than 5 hours	9%
5-9 hours	17%
10-14 hours	20%
15-19 hours	17%
20-24 hours	14%
25-29 hours	10%
30-34 hours	6%
35-39 hours	3%
40 hours or more	5%

*This sample consisted of food insecure students who were currently employed. Percentages may not add to 100 due to rounding.

MOST FOOD INSECURE STUDENTS RECEIVE FINANCIAL AID

Given the wide range of financial aid programs available to students, the study investigated whether food insecure students are utilizing these programs. The study found that 75 percent of food insecure students received some form of financial aid. Fifty-two percent reported receiving Pell Grants during the current academic year and 37 percent reported taking out student loans.

TABLE 11: FINANCIAL AID USE AMONG FOOD INSECURE STUDENTS

	RECEIVED THIS ACADEMIC YEAR
Received any of the following	75%
Pell Grant	52%
Other government grant (FSEOG, TEACH, etc.)	15%
Private scholarship	18%
Stafford Loan	24%
Other government loan (Perkins Loan, etc.)	24%
Private (e.g., bank) loan	9%
Other aid	24%

The study also asked food insecure students how much student debt they had accumulated during their academic career. Forty-eight percent reported having some level of student debt.

TABLE 12: STUDENT LOAN DEBT AMONG FOOD INSECURE STUDENTS

STUDENT LOANS TAKEN OUT TO DATE	
No loans	45%
$1-$4,999	11%
$5,000-$9,999	12%
$10,000-$14,999	7%
$15,000-$19,999	4%
$20,000-$24,999	4%
$25,000-$29,999	2%
$30,000-$39,999	3%
$40,000-$49,000	2%
$50,000 or more	3%
Don't know	7%

UTILIZING ASSISTANCE PROGRAMS DOES NOT ELIMINATE FOOD INSECURITY

There is a wide range of services available to assist students in need, ranging from local food banks and pantries to government programs like SNAP (food stamps). However, some students may not be taking advantage of these services, possibly because they are unaware of some programs, are intimidated by the enrollment process, or are avoiding these programs due to social stigma.[23]

The survey asked students about their use of more than a dozen available benefits and found that 61 percent of food insecure students reported that their household had taken advantage of at least one aid service in the past 12 months. The survey asked about a wide range of benefits, with the assumption that any benefits that address poverty might help to reduce food insecurity.

Sixty-one percent of food insecure students reported that their household had taken advantage of at least one aid service in the past 12 months.

The most widely used services were public benefit programs like Medicaid, which was used by 28 percent, and the Supplemental Nutrition Assistance Program (SNAP), which was used by 25 percent. These usage rates are comparable with those found by other recent research on food insecure students.[24]

In terms of other food programs, seventeen percent of food insecure students reported utilizing a campus food pantry, while 14 percent reported going to an off-campus food pantry or food bank.

Given these low rates of usage, it's likely that many of the food insecure students in the study are missing out on benefits for which they would be eligible, including easily accessed services like local food banks.

23 Tara Bahrampour, "More college students battle hunger as education and living costs rise," Washington Post, April 9, 2014, http://www.washingtonpost.com/local/more-college-students-battle-hunger-as-education-and-living-costs-rise/2014/04/09/60208db6-bb63-11e3-9a05-c739f29ccb08_story.html.
24 Sara Goldrick-Rab et al, Wisconsin HOPE Lab, "Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates," December 2015, http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.

TABLE 13: USE OF AVAILABLE SERVICES BY FOOD INSECURE STUDENTS AND THEIR HOUSEHOLDS, LAST 12 MONTHS

SERVICES USED	
Used any of the following	61%
SNAP (food stamps)	25%
WIC (nutritional assistance for pregnant women and children)	8%
Free or reduced-price school meals	20%
Campus food pantry	17%
Off-campus food pantry or food bank	14%
Home in a public housing project	5%
Public housing voucher	4%
Utility assistance	6%
TANF (welfare)	6%
SSI (social security)	11%
SSDI (disability)	7%
Medicaid or public health insurance	28%
Child care assistance	5%
Unemployment compensation/insurance	6%
Transportation assistance (discounted transit fares, dial-a-ride, etc.)	12%
Tax refunds based on low-income tax credits	18%
Tax refunds based on higher education tax credits	11%
Veteran's benefits	4%

It is also worth noting that use of these services was not exclusive to food insecure students. For example, nine percent of food secure respondents reported making use of SNAP in the past 12 months. This suggests that there may be some students who are at risk but have managed to avoid food insecurity by utilizing SNAP and other available services.

CONCLUSIONS

This study's findings paint a picture of campus food insecurity that raises deep concerns. The data suggests that a large segment of the student population – nearly 50 percent – may be food insecure, and that life for these food insecure students is full of financial hardship and educational roadblocks.

There are many reasons for such a high percentage of students to experience food insecurity. Today's college students are expected to pay both their living expenses and the cost of their education, all at a time when their income is limited because their classes make it difficult to work full-time. The inevitable

result of high expenses and low income is poverty. While financial aid is meant to cover the difference, it regularly falls short. For example, the Pell Grant – the premier aid program for low-income students – no longer provides the level of financial assistance necessary to meet most students' needs.[25]

Additionally, this study suggests that the majority of food insecure students are struggling to make ends meet despite working or reaching out for assistance. Seventy-five percent report receiving some form of financial aid, 56 percent report working while going to school, and 61 percent report taking advantage of benefit programs like SNAP.

When a student can receive financial aid and earn a part-time salary and still not be able to afford adequate, nutritious food, our educational system is failing to provide that student with a viable path to success in their higher education. Moreover, the students who often need support the most – first-generation college students and students of color – appear to be the most likely to be food and housing insecure.

Ultimately, the findings of this study highlight the need for additional research to explore a number of important questions in greater depth. A better understanding of this issue is needed in order to develop comprehensive solutions. The most compelling questions that demand scrutiny include:

▶ What percentage of U.S. students actually experience food insecurity?

▶ Which are the largest factors contributing to food insecurity among college students? What can be done to prevent these risks?

▶ How can we increase the number of food insecure students who utilize the existing safety net of services?

▶ Which services or combination of services are the most effective in meeting these students' needs?

▶ What is the impact of food insecurity on students' educational success?

▶ What is the combined impact of food and housing insecurity?

▶ How do we specifically reduce food insecurity among students of color and first-generation students?

▶ Do food insecure students continue to be food insecure after graduation?

25 Sara Goldrick-Rab et al, Wisconsin HOPE Lab, "Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates," December 2015, http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.

RECOMMENDATIONS

The growing awareness of hunger and food insecurity on college campuses has triggered a national conversation in higher education over how to assist students in overcoming these challenges. Reducing the number of food insecure students will require action by colleges, universities, and policymakers.

Recommendations for Colleges and Universities

For colleges and universities, the task of improving student retention and completion is only becoming more difficult. Fortunately, college and university administrations, student organizations, and nonprofit organizations are pioneering a wide range of programs designed to support food insecure students.

Schools are also becoming creative in finding ways to fund these new programs, with support coming variously from the universities themselves, student governments, alumni associations, local businesses, and charitable foundations.

PROGRAMS THAT PROMOTE FOOD SECURITY

Colleges and universities should support and develop on-campus programs that directly address food insecurity. The following are examples of successful programs that schools should replicate.

▶ Campus Food Pantries

One of the fastest growing movements to combat hunger on college campuses is the development of campus food pantries. In 2009, fewer than ten campus food pantries existed; today there are more than 350.[26] Because of their flexibility in operating styles and limited need for physical infrastructure, campus food pantries can be easy to establish. On-campus pantries are easier for students to utilize, since they don't require students to travel off campus to receive food benefits. In addition, because the food pantry is a campus-run program, students seem more likely to utilize its services because they see it as a student resource rather than a community program.

▶ Food Recovery Programs

Programs like the Food Recovery Network[27] and the Campus Kitchens Project[28] collect unused food from campus dining halls and other sources, then utilize on-campus kitchen space to repurpose this food into ready-to-eat meals that can be donated to the campus food pantry or an off-campus food program. In addition to reducing food waste and stocking local food programs, one benefit of these food recovery programs is that they provide students with ready-made meals that just need warming.

The MEANS mobile app offers a different model for food recovery.

26 College and University Food Bank Alliance, "Our Members," http://bit.ly/2dpDhhx.
27 Food Recovery Network, "About Us," http://bit.ly/2dpEA0c.
28 The Campus Kitchens Project, "How We Do It," http://bit.ly/1bziXNb.

Their online system allows restaurants, dining halls, and other food donors to post a notice when they have excess food available. Local food pantries and food banks, including campus food pantries, can then claim the excess food, at which time they are given the contact information of the donor and can schedule a time to pick up the surplus food. [29]

Another approach seeks to make use of excess food from catered events on campus. At California State University, Fresno, for example, the Catered Cupboard mobile app notifies students when an on-campus catered event ends and there is leftover food available.[30]

▶ Dining Center Meal Donations

Many campus dining hall meal plans provide students with a set number of pre-paid meal dollars or points to spend. If students have unused points at the end of the term, those points are usually lost. At many schools, programs like Swipe Out Hunger have helped students and dining halls create systems where students can donate some of their extra meal points.[31] Depending on the agreement made with the dining hall, these donated points are converted to money that is then given to a local anti-hunger charity, converted to food that is given to local food programs, or used to fund dining hall vouchers for food insecure students.[32]

▶ Improving Access to Benefits

Students often do not know where or how to access benefit programs that could provide them with valuable assistance with needs like food, child care, rent, utilities, and medical care. Programs like Single Stop set up a campus location where students can stop in to learn about available benefits.[33] Trained staff or volunteers help students find out if they qualify for benefit programs, then assist them with the application process. At Oregon State University, the Human Services Resource Center was established to offer many of the services described in this section, including providing students with assistance in applying for benefits.[34]

▶ SNAP Retailer on Campus

29 MEANS, "About," http://www.meansdatabase.com/about.
30 Fresno State University Food Security Project, "Catered Cupboard," http://www.fresnostate.edu/studentaffairs/foodsecurity/mobile-app.html.
31 Swipe Out Hunger, "About," http://www.swipehunger.org/about.
32 Emma Miller, "Columbia University unveils plan to feed students who can't afford to eat," USA Today, September 22, 2015, http://usat.ly/1MHjDHN
33 Single Stop, "Our Work," http://bit.ly/2dHUGC9
34 Oregon State University Office of Student Life, "Human Services Resource Center," http://studentlife.oregonstate.edu/hsrc.

A small number of colleges and universities have started the process to be able to accept SNAP dollars (food stamps) in their campus stores, but the regulatory requirements are extensive. Oregon State University and Humboldt State University are the only two schools that appear to have succeeded so far. At OSU, for example, students can now use their Oregon Trail Card (state-issued benefits card) to buy groceries at the on-campus Cascadia Market.[35]

▶ Campus Community Gardens

Campus community gardens provide a way to increase students' access to fresh produce while also giving students a hands-on way to address food insecurity, build community, and learn agricultural skills. Once established, campus gardens can easily be integrated into existing food programs by providing produce to the campus dining halls or food pantry. At the University of Arkansas, the campus community garden is hosted by GroGreen, a student organization, and donates half of its yield to the Jane B. Gearhart Food Pantry on campus.[36]

▶ Campus Farmers Markets

On-campus farmers markets provide another way to increase students' access to fresh produce, providing them with an additional source for healthy, affordable food. For example, at Humboldt State University, the student-run Oh SNAP! program hosts a weekly farm stand on campus.[37] Campus farmers markets can do even more to support food insecure students by participating in the national "Double Bucks" program, through which farmers markets provide a $1-for-$1 match for SNAP recipients to buy fresh produce. The University of Utah Farmers Market, a mostly student-run operation that provides fresh produce for sale on campus and to the dining hall, is one of several on-campus farmers markets that already participate in Double Bucks.[38]

35 Oregon State University, "On-Campus Markets," http://bit.ly/2dpwrlV.
36 GroGreen, "GroGreen: UARK Community Garden," http://www.facebook.com/groups/151775711209/.
37 Humboldt State University Oh SNAP!, "HSU Farm Stand," http://www.hsuohsnap.org.
38 University of Utah Sustainability Resource Center, "U of U Farmers Market," http://sustainability.utah.edu/resource-center/get-involved/farmers-market.php.

PROGRAMS THAT PROMOTE HOUSING SECURITY

Given the relationship between food insecurity and housing insecurity, colleges and universities should replicate these programs to reduce housing insecurity.

▶ Emergency Housing

A growing number of schools now offer emergency housing for students who have been displaced from their existing housing for some reason. Depending on the school, this might come in the form of a room in the residence halls or a voucher for a local motel. At California State University, Long Beach, the short term housing assistance program provides displaced students with a residence hall room until they can find new housing.[39]

▶ Shelters for Homeless Students

In one of the newest approaches to supporting housing insecure students, the Bruin Shelter in Los Angeles is one of the first-ever homeless shelters specifically for students. The Bruin Shelter, which is completely student-run, is scheduled to launch in Fall 2016 and will be open to UCLA and Santa Monica College students who are experiencing homelessness.[40]

---

39 California State University, Long Beach, Dean of Students, "Student Emergency Intervention Program," http://web.csulb.edu/divisions/students/studentdean/emergency_grant/.
40 Bruin Shelter, "Home," http://www.bruinshelter.com.

PROGRAMS THAT PROMOTE COLLEGE AFFORDABILITY

Food insecurity is generally a sign of deeper financial hardship. To promote food security, colleges and universities should replicate these programs which help at-risk students afford the cost of attending college.

▶ Emergency Grants

For students who are living in poverty, even a small unexpected expense can force them to drop out of school. A growing number of schools now offer emergency grant programs[41] to support students who are at risk of leaving school due to emergencies related to medical care, housing, transportation, or child care.[42] For example, Bunker Hill Community College's emergency assistance fund provides grants to students who are facing personal emergencies that might cause them to drop out.[43] Similarly, CUNY students with financial emergencies can apply for support from the Carroll and Milton Petrie Foundation Emergency Grant Fund.[44]

▶ Lower the Cost of Textbooks

Ensuring that students have access to the textbooks they need for class is another way that schools are helping make education more affordable. Textbook costs often total hundreds of dollars each term, forcing some students to choose between buying books and food. At some schools, like Mt. San Antonio College in California, book scholarships are available to help students purchase textbooks.[45] Others, like the University of Massachusetts, are supporting the use of free open-source textbooks, which eliminate the cost of books completely.[46]

---

41 Kevin Krueger et al, NASPA, "Landscape Analysis of Emergency Aid Programs," 2016, http://www.naspa.org/images/uploads/main/Emergency_Aid_Report.pdf.
42 Karole Dachelet et al, Wisconsin HOPE Lab and Scholarship America, "Investing in Student Completion: Overcoming Financial Barriers to Retention Through Small-Dollar Grants and Emergency Aid Programs," December 2015, http://www.wihopelab.com/publications/Investing-in-Student-Completion-WI-Hope_Lab.pdf.
43 Bunker Hill Community College, "The Mary L. Fifield Endowed Student Emergency Assistance Fund," http://www.bhcc.mass.edu/emergencyassistancefund/.
44 Margaret Ramirez, "Single Stop, Petrie Foundation Provide Financial Safety Net for CUNY Students," CUNY Newswire, September 4, 2014, http://bit.ly/1n9Ob99
45 Mt. San Antonio College, "Apply For Scholarships," http://www.mtsac.edu/scholarships/applynow.html.
46 University of Massachusetts Amherst, "UMass Library Open Education Initiative," http://bit.ly/2dpw4OP

Recommendations for Policymakers

While colleges and universities should take immediate steps to support their students, some changes are beyond their reach. Federal policymakers should take the following steps to improve the situation for food insecure students.

▶ Add Food Security Measurement to the NPSAS

The National Center for Education Statistics implements the National Postsecondary Student Aid Study (NPSAS) each year to examine the characteristics of the nation's college students, with special focus on how they finance their education. Adding food security questions to the list of issues assessed by the NPSAS would provide policymakers and researchers with the data to determine the true prevalence of student food insecurity and assess potential solutions.[47]

▶ Simplify the FAFSA

The Free Application for Federal Student Aid (FAFSA) is the form that determines a student's eligibility for federal financial aid programs. Completing the FAFSA can be an unnecessarily confusing and intimidating process for students. The FAFSA includes up to 136 questions, including detailed questions about income and assets that are difficult to document and often have little or no impact on a student's eligibility for aid. There are an estimated two million students currently enrolled in college who are eligible for a Pell Grant but never applied for aid, likely because they were intimidated by the process or did not know that aid was available.[48] In order to ensure that students receive the aid they deserve, the FAFSA should be simplified to remove unnecessary questions, particularly for the applicants with the greatest need.[49]

---

47 Sara Goldrick-Rab and Christopher J. Nellum, Wisconsin HOPE Lab and American Council on Education, "Request to Add Measurement of Food Insecurity to the National Postsecondary Student Aid Study," http://bit.ly/2d15to9
48 White House Office of the Press Secretary, "Fact Sheet: The President's Plan for Early Financial Aid: Improving College Choice and Helping More Americans Pay for College," September 13, 2015, http://bit.ly/2cR0Uta
49 National Association of Student Financial Aid Administrators, "NASFAA FAFSA Working Group Report: FAFSA Simplification," July 2015, http://www.luminafoundation.org/files/resources/fafsa-simplification.pdf.

▶ Expand the SNAP Eligibility Requirements for College Students

College students who are enrolled in school at least half-time are ineligible for SNAP unless they meet certain exceptions (for example, having a child under the age of six or working at least 20 hours per week).[50] These restrictions prevent many students from utilizing SNAP, even though they meet the program's income eligibility thresholds and could benefit from the program. SNAP eligibility requirements should be simplified for students and the rules should be adjusted to remove the work requirement for full-time students.[51]

▶ Improve the Aid Process for Homeless Students

The federal financial aid process provides particular obstacles for homeless students, which can cause them to miss out on aid entirely. These students often face a confusing system which bounces them between high school and college administrators. At both levels, administrators are often confused about their authority to verify a student's homeless status or what type of documentation to require. This bureaucratic nightmare can cause students to miss filing deadlines and be denied aid, preventing them from attending college. Clear guidelines should be provided to financial aid administrators and students to explain the process and students should be given easy access to government records that can help establish their homeless status.[52]

In addition, the process becomes more difficult with each subsequent year, as it typically becomes harder for students to provide documentation of their homeless status the longer they are in college. The process should be changed to eliminate the need for yearly re-determination of a student's homeless status.[53]

---

50 Elizabeth Lower-Basch and Helly Lee, Center for Law and Social Policy, "SNAP Policy Brief: College Student Eligibility," February 6, 2014, http://www.clasp.org/resources-and-publications/publication-1/SNAP_College-Student-Eligibility.pdf.
51 Sara Goldrick-Rab et al, Wisconsin HOPE Lab, "Hungry to Learn: Addressing Food & Housing Insecurity Among Undergraduates," December 2015, http://www.wihopelab.com/publications/Wisconsin_HOPE_Lab_Hungry_To_Learn.pdf.
52 U.S. Government Accountability Office, "Actions Needed to Improve Access to Federal Financial Assistance for Homeless and Foster Youth," May 2016, http://www.help.senate.gov/imo/media/doc/d16343.pdf.
53 National Association for the Education of Homeless Children and Youth, "Financial Aid for Unaccompanied Homeless Youth," 2014, http://www.naehcy.org/sites/default/files/dl/fafsa-survey-report.pdf.

APPENDIX A: METHODOLOGY

This report discusses the findings of a survey on food insecurity among college students conducted on 34 college campuses between March and May of 2016. The participating schools were from 12 states and included 8 community colleges and 26 four-year colleges.

In total, the study collected 3,765 surveys. This represents roughly 0.5 percent of the student population at the participating schools.

THE SURVEYS WERE COLLECTED AT THE FOLLOWING SCHOOLS:

Bronx Community College (NY)

Brooklyn College (NY)

City College of New York (NY)

College of Staten Island (NY)

Eastern Washington University (WA)

Fairmont State University (WV)

Harold Washington College (IL)

Hunter College (NY)

Lane Community College (OR)

Massachusetts College of Liberal Arts (MA)

Michigan State University (MI)

North Shore Community College (MA)

Norwalk Community College (CT)

NYC College of Technology (NY)

Portland Community College (OR)

Queens College (NY)

Rutgers University – New Brunswick (NJ)

Rutgers University – Newark (NJ)

Southern Oregon University (OR)

Spokane Community College (WA)

Stony Brook University (NY)

SUNY College at Cortland (NY)

Syracuse University (NY)

University of California – Berkeley (CA)

University of California – Davis (CA)

University of California – Los Angeles (CA)

University of California – Riverside (CA)

University of California – San Diego (CA)

University of California – Santa Barbara (CA)

University of California – Santa Cruz (CA)

University of Oregon (OR)

University of Washington (WA)

Virginia Commonwealth University (VA)

Wake Technical Community College (NC)

Surveys were collected through face-to-face outreach by staff and volunteers from local campus organizations. At most schools, this was done by setting up an information table with laptops and asking students to stop and fill out a survey on food insecurity. At schools where this approach was not an option, students handed out leaflets with the survey web address in classrooms. In both cases, students completed the survey online. The survey form included a statement of consent from the respondent.

Schools were chosen to participate based on the availability of local volunteers affiliated with the organizations that coordinated this research. No incentives were offered to students for taking the survey.

LIMITATIONS OF THE METHODOLOGY

The survey used a convenience sample, meaning that the findings are not directly generalizable to the U.S. student population at large. Steps were taken to minimize sample bias in order to produce results that are transferable and will expand the existing knowledge base on student food insecurity. Toward that end, surveying was not allowed outside dining halls, residence halls, campus food pantries, or other locations that might oversample students based on their housing or eating habits. While the sampling method places limitations on this study, it is unclear how it biases the findings, if at all.

Moreover, while the full sample is not generalizable to the larger student population, the survey did provide a population of 1,801 respondents who qualified as food insecure. The investigation of those respondents provides a useful window into the experience of food insecure college students.

DEMOGRAPHICS

Despite the use of a convenience sample, the survey respondents in this study compared favorably to the combined student population at the participating schools in terms of gender and race (see Table 14). The sample was 57 percent female, compared to 54 percent of students at the participating schools. In terms of race, the sample was 40 percent white, 19 percent Asian, 18 percent Hispanic or Latino, and 14 percent black or African American. This lines up closely with the student population at the participating schools, which is 41 percent white, 19 percent Asian, 17 percent Hispanic or Latino, and 8 percent black or African American. The close alignment in demographics suggests that the sample is reasonably similar to these campuses as a whole.

A comparison was also made to the nationwide undergraduate population. Since the sample consisted overwhelmingly (95 percent) of undergraduate students, this comparison seemed appropriate. In this assessment, the survey sample compares less favorably. The sample is more heavily weighted toward 18–21 year-olds and students of color than the nationwide undergraduate population. This difference is likely to primarily be a function of the schools that participated in the survey. The participating schools happen to have a more racially diverse student body than the national average. In addition, compared to the nationwide population the study oversampled students from four-year universities, which tend to have a younger student population than community colleges.

TABLE 14: DEMOGRAPHIC COMPARISON BETWEEN SURVEY SAMPLE, PARTICIPATING SCHOOLS, AND NATIONWIDE UNDERGRADUATE STUDENT POPULATION

	SURVEY SAMPLE	PARTICIPATING SCHOOLS*	NATIONWIDE UNDERGRADUATE POPULATION*
GENDER			
Female	57%	54%	57%
RACE			
White	40%	41%	58%
Asian	19%	19%	6%
Hispanic or Latino	18%	17%	16%
Black or African American	14%	8%	16%
AGE			
18-19	35%		20%
20-21	34%		22%
22-24	16%	**	18%
25-29	7%		14%
30-34	4%		9%
35 and over	4%		17%
HOUSEHOLD INCOME			
Less than $5,000	12%		
$5,000-$14,999	12%		
$15,000-$24,999	13%		
$25,000-$49,999	18%	**	**
$50,000-$74,999	14%		
$75,000-$99,999	9%		
$100,000 or more	17%		
Did not report	6%		
HIGHEST LEVEL OF PARENTAL EDUCATION			
High school or less	27%		34%
Some college	21%		20%
Professional (one year or less) certificate	3%	**	**
Associate (two year) degree	5%		8%
Bachelor's (four year) degree	23%		21%
Graduate degree (e.g., master's, PhD)	21%		18%
OTHER			
Pell Grant recipient	43%	38%	41%
U.S. Citizen	87%	**	94%
Served in military	3%	**	4%
Married	6%	**	18%
Have children	7%	**	**

Based on data from the National Center for Education Statistics[54]
**Data not available*
Percentages may not add to 100 due to rounding.

54 Data Lab, National Center for Education Statistics, August 1, 2016, http://nces.ed.gov/datalab/.

TABLE 15: EDUCATIONAL ATTAINMENT OF RESPONDENTS

YEAR IN PROGRAM	
1st Year	32%
2nd Year	27%
3rd Year	20%
4th Year or Later	16%
Graduate Student	5%
ENROLLMENT STATUS	
Enrolled full-time	86%

GOVERNMENT PROGRAMS

▶ The **Supplemental Nutrition Assistance Program** (SNAP, formerly the Food Stamp Program) offers nutrition assistance to millions of eligible, low-income individuals and families and provides economic benefits to communities. SNAP is the largest program in the domestic hunger safety net. http://bit.ly/1U2ZHBu

▶ **Medicaid** provides medical benefits to low-income people who have no medical insurance or have inadequate medical insurance. The Federal government establishes general guidelines for the administration of Medicaid benefits. However, specific eligibility requirements to receive Medicaid benefits, as well as the type and scope of services provided, are determined by each individual state. http://bit.ly/2cR1Z42

▶ The **Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)** provides supplemental foods, health care referrals, and nutrition education for low-income pregnant, breastfeeding, and non-breastfeeding postpartum women, and to infants and children up to age five who are found to be at nutritional risk. http://bit.ly/2dPaIJT

▶ The **Temporary Assistance for Needy Families (TANF)** program is designed to help needy families achieve self-sufficiency. States receive block grants to provide families with financial assistance and related support services. http://bit.ly/2dP8Cd7

▶ **Supplemental Security Income (SSI)** is a federal income supplement program designed to help aged, blind, and disabled people who have little or no income. It provides cash to meet basic needs for food, clothing, and shelter. http://bit.ly/2dtnBGm

▶ **Social Security Disability Insurance (SSDI)** provides income supplements to people who can't work because they have a medical condition that's expected to last at least one year or result in death. http://bit.ly/2dCfObh

ORGANIZATIONS

▶ The **Campus Kitchens Project** partners with colleges and universities to share on-campus kitchen space, recover food from cafeterias, and engage students as volunteers who prepare and deliver meals to the community. www.campuskitchens.org

▶ The **College and University Food Bank Alliance (CUFBA)** is a professional organization that provides support, training, and resources for campus food banks and pantries that primarily serve students. www.cufba.org

▶ The **Food Recovery Network** unites students on college campuses to fight food waste and hunger by recovering perishable food that would otherwise go to waste from their campuses and communities and donating it to people in need. www.foodrecoverynetwork.org

▶ The **National Association for the Education of Homeless Children and Youth** offers a Higher Education Helpline for assistance with issues related to students experiencing homelessness accessing higher education. www.naehcy.org/educational-resources/helpline

▶ **Scholarship America Dreamkeepers** helps students stay in college when faced with an unforeseen financial emergency. Through Dreamkeepers, students receive financial assistance as well as mentoring and financial counseling. www.scholarshipamerica.org/dreamkeepers/

▶ **Single Stop** partners with local organizations and institutions that serve low-income families to provide wraparound services and ensure their clients leverage all the major anti-poverty resources available. Since 2007, Single Stop has connected 1.2 million households with $3.5 billion in resources and support. www.singlestopusa.org

▶ **Swipe Out Hunger** partners with college campuses to allow university students to donate unused meal points to their food insecure community, turning unused resources into action. www.swipehunger.org

▶ **uAspire** partners with high schools, community organizations, higher education institutions, and individual practitioners to provide college affordability advice to young people and their families. www.uaspire.org

▶ **United Way** focuses on creating community-based and community-led solutions that strengthen the cornerstones for a good quality of life: education, financial stability, and health. Their 2-1-1 system provides a free, confidential referral and information helpline and website that connects people from all communities and of all ages to the essential health and human services they need, 24 hours a day, seven days a week. www.unitedway.org

▶ **Wisconsin HOPE Lab** documents the challenges students face in securing food and housing, evaluates efforts to meet their needs, and shares information with policymakers and practitioners. www.wihopelab.com

HUNGER 45
ON CAMPUS

THE RESEARCH PARTNERS

This report was a joint project of the following campus-based organizations.

▶ The **College and University Food Bank Alliance (CUFBA)**, co-founded by the Michigan State University Student Food Bank and the Oregon State University Food Pantry, is a professional organization consisting of campus-based programs focused on alleviating food insecurity, hunger, and poverty among college and university students in the United States. CUFBA provides support, training, and resources for campus food banks/pantries that primarily serve students. www.cufba.org

▶ The **National Student Campaign Against Hunger and Homelessness (NSCAHH)** organizes college students to end hunger and homelessness. NSCAHH educates, trains, and engages students to use a variety of strategies to address these problems, including direct service, education, and fundraising. www.studentsagainsthunger.org

▶ The **Student Government Resource Center (SGRC)** works to strengthen student governments into more effective vehicles for student engagement and empowerment. SGRC provides student government leaders with the training and resources to succeed, from how to run productive meetings to how to win changes in campus policies and be effective advocates for students. www.studentgovresources.org

▶ The **Student Public Interest Research Groups (PIRGs)** are independent statewide student organizations that work on issues including environmental protection, consumer protection, and hunger and homelessness. For more than 40 years, students working with their campus PIRG chapters have been making a real difference in people's lives and winning concrete changes to build a better world. www.studentpirgs.org

HUNGER
ON CAMPUS

The Challenge of Food Insecurity for College Students

James Dubick

Brandon Mathews

Clare Cady

College and University
Food Bank Alliance

National Student
Campaign Against
Hunger and
Homelessness

Student Government
Resource Center

NYPIRG