

## MINUTES OF THE ACADEMIC SENATE OF QUEENS COLLEGE October 11, 2018

### **The meeting will come to order:**

Chair Roberta Brody called the meeting to order at 3:38 p.m.

### **1. Approval of Agenda:**

- i. MOTION: Duly made by Chair Brody:

“To approve the Agenda”

Hearing no objection, the Chair moved unanimous consent.

### **2. Approval of Minutes:**

- i. MOTION: Duly made by Chair Brody and seconded:

Editorial Correction: page 14 item 5b. Change ‘disturbed’ to ‘distributed’.

“To approve the Minutes dated September 13, 2018 as amended”

Hearing no objection to the motion, the minutes were approved as amended.

### **3. Announcements, Administrative Reports and Memorials:**

1. Provost Elizabeth Hendrey announced the college will be conducting a search for a Dean in the Division of Math and Natural Sciences. She explained the process and informed that prospective nominees to the Search Committee can submit an application in the academic senate website under “Search or Review Committees.” A broad representation across the Divisions and a high range of disciplines were encouraged.
2. Chair Roberta Brody demonstrated where the link to apply for Search or Review Committees is located. She also encouraged the college community to apply to other Committees with open positions.
3. Professor Francesca Bregoli, History Department announced the passing of Professor Satadru Sen. Professor Sen joined the QC faculty in 2006 as an expert in South Asian history, receiving tenure and promotion to associate professor in 2011, and promotion to full professor in 2015. He directed the Mellon-Mays program and also taught at the Graduate center where he joined the faculty in 2011. The history department is saddened by his loss and is missed by his colleagues. The history department is planning a memorial for Professor Sen at the College.

The senate paid its respect with a moment of silence.

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4. Professor Stephen Grover, Philosophy Department announced the passing of Professor John J. McDermott. Professor McDermott taught Philosophy at Queens College from 1956-1977, and then at Texas A&M for more than 40 years, becoming one of the University's distinguished professors as well as a Regents professor, an honor within the Texas State University System. *American Philosophy: An Encyclopedia* celebrated him for making classical philosophy accessible to Americans and addressing modern-day culture through the lens of philosophy. He was the general editor of critical editions of the *Writings of William James* and *Correspondence of William James*. His research interests extended into the philosophy of medicine and existentialism.. He began teaching at Queens College before he'd finished his doctorate. The college community was saddened to learn that John J. McDermott passed away.

The senate paid its respect with a moment of silence.

### 4. Special Motions

(None)

### 5. Committee Reports

#### 5a. Undergraduate Curriculum Committee

MOTION: Duly made by Ken Lord, Chair of the UCC committee:

“To accept the UCC minutes of September 13, 2018 as amended”

Hearing no objection to the motion, the Chair moved unanimous consent.

### A. General Education

Numbered proposals available for review at [senate.qc.cuny.edu/Curriculum](http://senate.qc.cuny.edu/Curriculum)

1. General Education Advisory Committee  
*No report.*
2. Mathematics and Quantitative Reasoning Advisory Committee  
*No report.*
3. Writing Intensive Advisory Committee.  
*No report.*
4. STEM variant courses.  
*None.*

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(5a. UCC continued)

### **B. Curriculum Changes**

#### **1. Women and Gender Studies**

##### **LETTER OF INTENT**

**NAME OF THE COLLEGE: QUEENS**

**SPONSORING DEPARTMENT:  
Program in Women and Gender Studies**

**OFFICIAL NAME OF THE PROGRAM:  
Minor in LGBTQ Studies**

**DEGREE OR CERTIFICATE TO BE AWARDED:  
Minor in LGBTQ Studies**

**ANTICIPATED DATE FOR IMPLEMENTATION OF THE PROGRAM: TBA 2018**

**DATE OF THE COLLEGE'S GOVERNANCE APPROVAL: TBA**

#### **1. Purpose and Goals**

The Program in Women and Gender Studies at Queens College proposes a minor in LGBTQ Studies.

The purpose of this program is to provide a curriculum choice comparable in structure to the minor in WGS, utilizing the same advantages of interdisciplinary programs through the incorporation of courses from other disciplines and participation of faculty from other departments. Currently, other departments offer a limited selection of LGBTQ courses, but there is little or no coordination between faculty with expertise in this field. Currently, there are only two options for an LGBTQ program of study within CUNY: a minor at Brooklyn College and a focus through the CUNY Baccalaureate for Unique and Interdisciplinary Studies. There is a growing number of students with an interest in this area who currently have few options to fulfill their goals. The creation of a minor in LGBTQ Studies at Queens College will therefore fulfill a real, existing need.

The goals of the program are to provide students with a broad introduction to LGBTQ Studies through an interdisciplinary study of social sciences and literature and the arts. This design is typical of area studies minors in the United States. Students can combine a minor in LGBTQ study with many other majors across all of the schools at Queens College. The program will provide students with a specialization that can serve usefully in a wide array of fields including the arts and humanities, publishing, media, policy, health and medicine, counseling and education, law, politics, diplomacy, human rights, and international studies.

The creation of a new minor in LGBTQ Studies is broadly supported. Over the past several years, students have approached faculty who teach LGBTQ classes with a request for this program. In spring 2014, QC hosted organized a day-long symposium, Teach Queer, organized by faculty from 7 different departments and attended by over 180 people.<sup>1</sup> Indeed, the public Mission

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<sup>1</sup> See Appendix A: Teach Queer Memo

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(5a. UCC continued)

Statement for the 2015-2020 Strategic Plan<sup>2</sup> of the College supports “the pursuit of excellence and the expansion of the frontiers of knowledge. Its goal is that students learn to think critically, address complex problems, explore various cultures... The college offers a spectrum of curricular and co-curricular programs that serve individuals and distinctive student constituencies.” Further, aligned with CUNY’s stated Non- Discrimination Policy, this proposed LGBTQ minor provides an essential academic “service for students” who wish to engage with this growing field of study. The LGBTQ minor ensures that the college’s mission of inclusion and diversity embraces a fuller range of minoritarian populations, specifically “without discriminating on the basis [...of] sex, sexual orientation, gender [and] gender identity.”

A majority of the Queens College Women and Gender Studies Program’s advisory committee supports inclusion of the LGBTQ minor as part of this growing program. More broadly, both national and local trends show that interest in LGBTQ Studies has grown considerably in the recent past. Finally, the development of an undergraduate program at QC in LGBTQ Studies is consistent with what has already taken place at the graduate level: the Graduate Center hosts [CLAGS: The Center for LGBTQ Studies](#) -- the first university-based LGBTQ research center in the United States. Finally, the presence of such a minor on campus will draw attention to the importance of LGBTQ scholarship and the need to include the study of diverse aspects of its artistic, cultural, historical and theoretical bases across the curriculum.

### 2. Need

In recent decades, the LGBTQ field of study has become an important focus of scholarship. Moreover, questions of LGBTQ rights have become a primary focus of the legal community; QC has a long history of standing at the forefront and leading the way in support of civil rights movements. The need to address this field of study and activism in all its aspects through reasoned academic discourse in an undergraduate setting in the largest public university system in the country seems self-evident.

That there is a need to offer this program of study is also reflected in the enrollment patterns of courses related to LGBTQ study. Over the five-year period from 2013 to the present, courses with an LGBTQ focus have attracted sustained enrollment. These figures, which are given in detail in Appendix B, have increased recently. The obvious conclusion is that interest in LGBTQ Studies is growing dramatically not only at CUNY, but through other colleges and universities as well. The new minor will allow these students to pursue their interests in an appropriate academic context.

### 3. Students

In the past few years, students across the campus have been lobbying faculty and the administration to create this minor program. As just one example of student-led initiatives, on April 27, 2018, a large-scale mural and video project by QC’s LGBT students was unveiled in the Student Union. QC President Matos Rodriguez & New York City Council member Daniel Dromm presided over the ceremony. We anticipate not only increased visibility and participation of LGBTQ students in such events, but also an increase in enrollments in WGS and the LGBTQ minor.

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<sup>2</sup> The Mission Statement can be viewed here: [http://www.qc.cuny.edu/about/strategic\\_plan/Pages/default.aspx](http://www.qc.cuny.edu/about/strategic_plan/Pages/default.aspx)

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(5a. UCC continued)

Given that the WGS program, for the past few years, has steadily increased enrollments with Spring 2018 indicating 99 students enrolled across 6 courses, it can be anticipated that the LGBTQ minor will benefit from its academic placement within WGS. WGS currently has 16 majors and 9 minors. Enrollment increases are expected in both the WGS program and the LGBTQ minor.

### **4. Curriculum**

The proposal below is interdisciplinary. While many of the listed electives have prerequisites, these may satisfy other General Education requirements at the College, and students will be advised of this fact, e.g. SOC 101 (IS). In any case, it is possible to satisfy the major with courses without prerequisites that are offered on a regular basis. We have received assurances from English, HLL, and Urban Studies that they will continue to offer their courses related to LGBTQ studies.

### **Minor in LGBTQ Studies: 18 credits**

#### **A. Required Introductory courses (9 credits)**

WGS 104W Introduction to LGBTQ Studies ((USED)  
[new course, submitted to QC Academic Senate]

WGS 204 Queer Theories  
[new course, submitted to QC Academic Senate]

WGS 201W Theories of Feminism  
[existing course, offered every year]

#### **B. Electives (9 credits)**

Electives must be taken from the following list and include (i) at least one course that is not WGS and (ii) at least one course that satisfies a global requirement (noted below with a superscript <sup>g</sup>). These may be the same course. Other courses may be approved with permission of the Director of the Program in Women and Gender Studies.

#### **ANTH 203. Human Sexuality**

ANTH 222. Sex, Gender, and Culture<sup>g</sup> [Prereq: 6 credits in Social Science or sophomore standing]

ENG 305 Special Topics: Introduction to Queer Theory/Queer Studies [Prereq: English 170W]

ENG 325: Topics in Gender and Sexualities [Prereq: English 170W]

ENG 329: Queering Children's Literature [Prereq: English 170W]

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(5a. UCC continued)

ENGL 383 Aspects of Poetry: “Bishop and Rich: ‘The Eye of the Outsider’”  
[Prereq: English 170W]

### **HIST 293. Special Topics in Legal History (VT)**

HIST 298. Women, Gender, and Sexuality in Islam<sup>G</sup>

### **HIST 308. Women, Sex, and Gender in Modern Europe**

HIST 335. Sex, Society, and Indian Cinema<sup>G</sup>

MEDST 320W Gender, Sexuality, and Media [Prereq: MEDST 220 or 300W]

### **PSCI 102. Current Political Controversies (USED)**

PSYCH 353. Psychology of Sex Roles [Prereq: One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232]

**PSYCH 354. Sexual Behavior [Prereqs:** One course from the developmental sequence (PSYCH 214, 215, 216, or 217) and either PSYCH 221 or 232]

**SOC 243. Sex and Gender in Comparative Perspective<sup>G</sup> [Prereq: SOC 101]**

**SOC 246. The Sociology of Human Sexuality [Prereq: SOC 101]**

SPAN 045. Special Topic Gender and Sexuality in Hispanic Cultures (WCGI, alternative years)<sup>G</sup>

**SPAN 356. Gender, Sexuality, and Feminism in Spanish Literature<sup>G</sup> [Prereq:** SPAN 240 and 280, or 290, or permission of the department]

**SPAN 379. Gender, Sexuality, and Feminism in Spanish-American Literature<sup>G</sup> [Prereq:** SPAN 240 and 280, or 290, or permission of the department]

URBST 114: Sex and the City<sup>G</sup>

### **URBST 238. Women and Health**

WGS 210: Variable Topics (will be offered with LGBTQ theme on regular basis)

**WGS 250. Global Feminisms<sup>G</sup> [Prereq: ENGL 110]**

WGS 320: Internship (with permission of WGS program director)

**WGS 390W. Tutorial in Women and Gender Studies**

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(5a. UCC continued)

### 5. Sample course of study

Year 1	Fall	WGS 104W	(1) Introductory course (USED)
	Spring	WGS 201W	(1) Core course (W)
Year 2	Fall	WGS 204	(1) Core course
	Spring	URBST 114	(1) Elective
Year 3-4	Fall/ Spring	PSCI 102 WGS 250	(1) Elective (1) Elective/Global

WGS electives in LGBTQ studies will be scheduled so that a minimum of 1 is offered every year. Given that many of these courses are already a part of other majors and are taught regularly, and given that there is a steady demand, we foresee no problem in maintaining the courses required for this degree.

### 6. Faculty

The Program in WGS has no full-time appointment. The Program Director receives 1 course release per semester from the home department. QC departments provide tenure-track faculty to teach 1-2 courses per semester and are reimbursed with adjunct funding. We regularly employ 2-3 adjuncts who teach one course per semester. With this staff, we regularly offer 7-8 courses in WGS each year with total enrollments of approximately 140 students. In adding the new minor, we anticipate the need for 1-2 tenure-track faculty course replacements per semester.

Additionally, faculty from across the College have expressed interest in teaching for the LGBTQ minor. They include, but are not limited to:

Barbara Simerka, Hispanic Languages and Literature; Steven Krueger, English; Veronica Schanoes, English; Noah Tsika, Media Studies; Amy Herzog, Media Studies; JV Fuqua, Media Studies; Richard Move, Drama, Theatre, and Dance; Chloe Bass, Art; Hugh English, English.

### 7. Cost Assessment

The main (potential) cost associated with this proposal would be, ideally, a new faculty line. At this point, however, we will use existing faculty resources. Our hope would be that a new line would guarantee the teaching of dedicated LGBTQ courses and assist with program administration. Additional costs will be associated with updating resources in the library and in the department. These resources may be in print, electronic, and on-line.

The Dean of Arts and Humanities, the Associate Provost, the Provost, the Vice- President for Institutional Advancement, and the President are all aware of this proposal and its implications for the College.

### 8. Student Assessment

Student assessment will include conventional coursework as well as opportunities for internships with local organizations and associations that relate to LGBTQ issues. These opportunities would allow students to gain local, real world knowledge and experience in relation to areas that they have explored in coursework. Some of these possible areas for internships may include policy, law, health, counseling, advocacy, arts organizations, activism, cultural production, etc.

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Another mode of assessment will include monitoring students' progress post-graduation in order to better understand what graduates are doing with their majors/minors.

### **Appendix A**

#### **Teach Queer Memo, May 2014**

### **Appendix B**

#### **Sample Course enrollments LGBTQ courses, 2013- 2018**

MEDST 320W/fall 2017/22 students

Spanish 045W/ spring 2013/ 25 students

MEDST 320W/fall 2018/22 students

ENGL 325/fall 2018/25-30 students

#### **b. New course.**

##### **WGS 104. Introduction to LGBTQ Studies**

3 hours, 3 credits; Prerequisite: English 110

Students will explore the field of Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Studies. Students will learn to use the norms of LGBTQ Studies as a tool for understanding US history, power formations, culture, and artistic productions.

#### **c. New course.**

##### **WGS 204: Queer Theories.**

**3 hr.; 3 cr.**

A study of the core texts and key debates that have shaped queer theory, considering the work in feminism, critical races studies, gay and lesbian studies, and poststructuralism out of which queer theory developed; emphasizing how queer theory provides a broad framework that designates non-normative modes of knowledge, cultural practices, and political activism; and examining the ways in which queer theory has recently been challenged to move in new directions. Students will encounter the classics of queer theory and also other more recent thinkers who were inspired by these earlier works. Students will examine how, for instance, Judith Butler's ideas about gender performativity have been reshaped by recent transgender and intersectional theorists.

#### **3. Restoration of the SLAV prefix code.**

#### **4. Psychology**

##### **a. Change in prerequisites.**



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To Read:

**PSYCH 334. The Development of Perception and Cognition.** 3 hr., 3 cr. Prereq. PSYCH 214 or PSYCH 217. A critical review of the theoretical and empirical literature on the development of cognitive-intellective functions and abilities in humans and animals. Topics include associative learning, problem solving, reasoning, concept formation, abstract thinking, symbolization, and language acquisition.

b. Change in prerequisites

To Read:

**PSYCH 337. Evolutionary Psychology.** 3 hr., 3 cr. Prereq. One of the following courses, PSYCH 221, 243, 214, 217, or 232. Examination of the mechanisms of the human mind through the lens of evolutionary psychology beginning with a brief historical review of key theories in psychology and evolutionary biology. Topics include problems of survival, long-term and short-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and dominance hierarchies. The course concludes by proposing a unified field that integrates the different branches of psychology.

c. Change in prerequisites

To Read:

**PSYCH 349. Psychological Disorders of Childhood and Adolescence.** 3 hr., 3 cr. Prereq. PSYCH 221 and either 214, 215 or 217. A survey of the major psychopathological disorders in childhood and adolescence, particular emphasis on etiological, biological, and social factors. These disorders include mental retardation, learning disabilities, conduct disorders, and neuroses and psychoses.

d. Change in prerequisites

To Read:

**PSYCH 357. Intellectual Disabilities.** 3 hr., 3 cr. Prereq. PSYCH 101, and 214 or 217, and either 221 or 251. Intellectual disabilities are described in relation to their etiology. Emphasis is placed on environmental procedures designed to help integrate the person with intellectual disabilities into the mainstream of society. The impact of the person with intellectual disabilities on the family, as well as the roles that family members can play in helping a family member with intellectual disabilities achieve his or her potential are discussed.

e. Change in prerequisites

To Read:

**PSYCH 358. Autism.** 3 hr., 3 cr. Prereq: PSYCH 101, and either 214 or 217, and either 221 or 251. This is an advanced course discussing autism and related disorders. The course is in

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three parts: (1) nature, (2) educational programming, and (3) present and future contexts. In the first part, we will discuss the characteristics of autism and related disorders, a history of the concept, medical aspects and etiology, and theories. In the second part, we will discuss promoting behavioral competence, communication, social skills, and education for teaching children with autism. In the last part, we will discuss the role of parents, a continuum of services, and putting it all together.

### f. Change in prerequisites

To Read:

**PSYCH 359. Developmental Disabilities.** 3 hr.; 3 cr. Prereq. PSYCH 214 or 217. Developmental disabilities, such as autism, mental retardation, deafness, and blindness, are described in relation to the etiology of these conditions. Emphasis is placed on environmental procedures designed to help integrate the person with developmental disabilities into the mainstream of society. The impact of the person with developmental disabilities on the family, as well as the roles family members can play in helping that family member achieve his or her potential are discussed.

### g. Change in prerequisites

To Read:

**PSYCH 345. Cognitive Neuroscience.** 3 hr., 3 cr. Prereq. PSYCH 243 or BIO 373. A survey of the behavioral models of human cognitive processes combined with recent neuropsychological and brain-imaging data on the neural mechanisms that underlie these cognitive processes. Topics include an introduction to brain-imaging methods, object and face recognition, visual imagery, attention, Speech and language, spatial behavior, calculation and planning/problem solving.

### h. Change in prerequisites

To Read:

**PSYCH 346. Neuroscience of Memory.** 3 hr. 3 cr. Prereq. PSYCH 243 or BIO 373. A survey of the behavioral models of memory, as well as recent neuropsychological and brain-imaging data on the neural mechanisms underlying memory processes. The course covers all aspects of short- and long-term memory including Working memory, unconscious (implicit) memory, episodic and autobiographical memory, memory for Source, false memories, and the organization and representation of knowledge in the brain.

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### i. Change in prerequisites

To:

**PSYCH 352. Psychopharmacology.** 3 hr.; 3 cr. Prereq. PSYCH 243 or BIO 373. Relevant for psychology and biology students. Considers mechanisms of drug action and applications of biologically active agents as a basis for conceptual evaluation of behavioral functions.

### j. Change in title, prerequisites and description

To Read:

**PSYCH 317. Advanced Experimental Psychology: Applied Behavior Analysis.** 6 hr.; 4 cr. Prereq.: PSYCH 251 and Grade of C or better in PSYCH 213W. Consideration of principles of learning as they apply to the acquisition, maintenance, and modification of human behavior. An application of applied behavior analytic principles to behavior in educational, therapeutic, and everyday environments is included.

## 5b. Graduate Curriculum Committee

MOTION: Duly made by Glenn Burger, Dean of Graduate Studies:

“To accept the GCC minutes dated September 12, 2018 as distributed”

Hearing no objection to the motion, the Chair moved unanimous consent.

### 1. Biology

#### a. Post-Baccalaureate Pre-Health Certificate Program

The Queens College Post-Baccalaureate Pre-Health Certificate Program is designed for individuals seeking to switch career paths and enter health profession fields, including Allopathic or Osteopathic Medicine, Dentistry, Veterinary Medicine, Podiatric Medicine, Pharmacy, Optometry, Physician Assistant, Physical Therapy, or Occupational Therapy. Our program couples academics with individualized pre-health advising and tutoring services. It also offers assistance in attaining essential research, clinical volunteering and community service experience. After successful completion of the program, students are prepared to take the appropriate standardized tests, and apply to competitive health professions schools.

**The program admission requirements are the following:**

- A Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree
- An official transcript from the college/university where the B.A. or B.S. degree was awarded
- An official transcript from all previously attended colleges/universities
- A minimum of 3.0 undergraduate overall GPA
- Applicant has completed less than or equal to 25 credits of required pre-health course work, with a grade of B or better
- Completed application and fee

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(5b. GCC continued)

- A short essay (400-500 words) describing why the candidate wants to pursue a career in the health professions field
- Letters of recommendation (maximum of three)

**The core pre-health course work is generally completed within a two-year period. It includes the following courses listed per semester:**

- Fall semester 1:       - BIO 105 - General Biology: Physiology and Cell Biology (4 credits)  
                          - CHEM 113.4 - General Chemistry I (4 credits)  
                          - CHEM 113.1 - Introduction to Chemical Techniques (1 credit)  
                          - MATH 141 - Calculus/Differentiation (3 credits)
- Spring semester 1:   - BIO 106 - General Biology: Life-forms and Ecosystems (4 credits)  
                          - CHEM 114.4 - General Chemistry II (4 credits)  
                          - CHEM 114.1 - Quantitative and Qualitative Analysis (1 credit)  
                          - PSYCH 107 or SOC 205 – Social Statistics (4 credits)
- Summer semester 1:- CHEM 251.4 - Organic Chemistry I (4 credits)  
                          - CHEM 251.1 - Organic Chemistry Laboratory I (1 credit)
- Fall semester 2:       - CHEM 252.4 - Organic Chemistry II (4 credits)  
                          - CHEM 252.1 - Organic Chemistry Laboratory II (1 credit)  
                          - PHYS 121.4 - General Physics I (4 credits)  
                          - PHYS 121.1 - General Physics I Laboratory (1 credit)
- Spring semester 2:   - CHEM 371 - Biochemistry I (4 credits)  
                          - PHYS 122.4 - General Physics II (4 credits)  
                          - PHYS 122.1 - General Physics II Laboratory (1 credit)

During the glide year (fall and spring semester 3), students are strongly encouraged to continue their academic studies and take several additional science courses. Our college offers the following relevant science courses from which pre-health students may choose:

- BIO 201 (Microbiology)
- BIO 285 (Genetics)
- BIO 286 (Cell Biology)
- BIO 325 (Anatomy and Physiology I)
- BIO 326 (Anatomy and Physiology II)
- BIO 350 (Molecular Genetics)
- BIO 360 (Histology)
- BIO 365 (Developmental Biology)
- BIO 373 (Neurobiology)
- BIO 368 (Biology of Cancer)
- BIO 369 (Virology)
- BIO 366 (Immunology)
- CHEM 372 (Biochemistry II)
- CHEM 376 (Biochemistry laboratory)

## 2. FNES

### a. Changes to Master of Science in Education in Family and Consumer Sciences Teacher Education, K-12

To Read:

The following courses are required: FNES 636, 643, 731, 732, 747, and 748, a SEYS 700-level course from Foundations of Education or Psychological Foundations; and three elective courses (9 credits) from the following list: FNES 707, 711, 727, 728, 741, 745, 749, 751, 765, 781 or 782.

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(5b. GCC continued)

### b. New Course

FNES 731: Research I: Action Research in Family & Consumer Sciences Education.  
3 hours, 3 credits.

#### Bulletin Description

This course examines action research and its role in decision-making to improve educational practices. Teachers are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed.

### c. New Course

FNES 732: Research II: Assessment & Evaluation in Family & Consumer Sciences Education.  
3 hours, 3 credits. Prereq: FNES 731

#### Bulletin Description

This course focuses on using a variety of classroom assessments to improve student learning and teacher instruction. In Part II of the research sequence, teachers will use the Classroom Assessment Cycle to learn about different assessment techniques, how to plan an action research project, collect evidence of student learning, and use student data to improve instruction.

## 3. Math

### a. Change in description

#### To Read:

MATH 621. Probability. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and an introductory course in probability, or permission of the chair. Binomial, Poisson, normal, and other distributions. Random variables. Laws of large numbers. Generating functions. Markov chains. Central limit theorem. Not open to students who are taking or who have received credit for MATH 368. Students cannot receive credit for both MATH 368 and MATH 621. Fall

### b. Change in description

#### To Read:

MATH 633. Statistical Inference. 3 hr.; 3 cr. Prereq.: A semester of intermediate calculus (the equivalent of MATH 201) and either an undergraduate probability course which includes mathematical derivations or MATH 611 or 621. Basic concepts and procedures of statistical inference. Not open to students who are taking or who have received credit for MATH 369. Students cannot receive credit for both MATH 369 and MATH 633. Spring

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### 5c. **Nominating Committee**

MOTION: Duly made by Professor Cliff Chen on behalf of Peishi Wang:

“To accept the Nominating Committee Report dated October 11, 2018”

Hearing no objection to the motion, the Chair moved unanimous consent.

### 1) **College Committee on Honors and Awards**

The following faculty member was elected by unanimous consent:

Caroline Rupprecht    Arts and Humanities                      April, 2021

## 6. Old Business

### **Nominations to the Nominating Committee**

a. Faculty – Math & Natural Science ( no nominees)

Social Science (no nominees)

b. Student – Social Science (no nominees)

## 7. New Business

### **7a. Academic Senate Calendar**

MOTION: Duly made by Chair Brody:

“To change the New Academic Senate meeting date from May 16, 2019 to May 9, 2019”

Hearing no objection to the motion, the Chair moved unanimous consent.

MOTION: Duly made by Dave Fields, Parliamentarian:

“To Adjourn”

The meeting was adjourned at 3:54 pm. The next Academic Senate meeting will be on Thursday, November 8, 2018.