AGENDA
THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK
THE GRADUATE COUNCIL
Wednesday, May 5, 2021
Via Zoom

I. Approval of the Minutes: March 10, 2021
   Pres. Garrell p.12

II. Opening Comments
    Pres. Garrell

III. Granting of Degrees and Certificates to May 2021
     Int. Provost Wrigley Appx.
     Candidates (Ph.D., M.Phil., M.A., M.S., DMA, Au.D.)
     Please note: only faculty vote on this item

IV. Nominations for two faculty to serve on the Student
     complaint appeals committee for 2021-2022
     Prof. Faherty
     Please note: only faculty can make nominations

V. Committee on Committees
   Cecelia Salvi
   Presentation of nominees for standing committees
   for 2021-2023
   Please note: Faculty vote for faculty, students vote for students.

VI. Committee on Curriculum and Degree Requirements
    Prof. Shafer p.14

   A. Major Items

   1. Linguistics – bulletin changes - requirement changes, 1 new course – Foundational Issues p.14
   2. English – bulletin changes – credit change, removal of GRE requirement p.25
   3. MA Women and Gender Studies – bulletin change – removal of GRE requirement p.27
   4. Urban Education – bulletin change – removal of GRE requirement p.29
   5. Psychology – bulletin changes – removal of GRE requirement, change to clusters p.30
   6. MALS – new course – 78500 – Introduction to Caribbean Studies p.34
   9. Criminal Justice – bulletin changes – requirements and second exam p.44
   10. Graduate Center – bulletin changes – Certificate Programs – open to all students matriculated at the GC p.47

   B. Minor Items

   1. Linguistics – 16 courses withdrawn p.55
   2. English – 70 courses revised – credit change – 2, 3, or 4 credits p.56
   3. Biology – revised course – 89800 – Advanced Study p.57
VII. Structure Committee

   A. Graduate School Governance – revised governance  
   B. Graduate School Bylaws – revised bylaws

VIII. Presentation of Annual Reports of Standing Committees

   1. Executive Committee of Graduate Council: (Chair) Prof. Duncan Faherty
   2. Committee on Committees: (Chair) Cecelia Salvi
   3. Committee on Curriculum and Degree Requirements: (Chair) Prof. Valerie Shafer
   4. Committee on Information Technology: (Chair) Prof. Matt Gold
   5. Library Committee: (Chair) Prof. Samer Al-Khatib
   6. Committee on Research: (Chair) Dr. Edith Gonzalez
   7. Committee on Structure: (Chair) Prof. Norman Carey (Acting)
   8. Committee on Student Services: (Chair) Prof. Serena Chen (Acting)
   9. Student Academic Appeals Committee

IX. University Faculty Senate – Report

X. New Business
The Graduate School and University Center
The Graduate Council
2020-2021

(Nonvoting Members)

President Dr. Robin L. Garrell
Interim Provost and Senior Vice President Dr. Julia Wrigley
Associate Provost and Dean for Academic Affairs Dr. David Olan
Dean for the Sciences Dr. Josh Brumberg
Vice President for Student Affairs Matthew Schoengood
Interim Vice President for Finance and Administration Brian Peterson
Assistant Vice President for IT Elaine Montilla
Interim Vice President for Communication and Public Affairs Wendy DeMarco Fuentes
Executive Director of Research and Sponsored Programs Edith Gonzalez
Chief Librarian (Acting) Professor Emily Drabinski

Executive Committee of Graduate Council

Professor Duncan Faherty (Chair)
Professor Peter Eckersall (Vice-Chair)
Professor Norman Carey (Acting Chair, Structure Committee)
Professor Valerie Shafer (Chair, Curriculum and Degree Committee)
Professor Martin Burke (Rep. Doctoral Faculty Policy Committee) (voting member)
Prof. Robert Nolan (UFS representative, ex officio)
Emily Drabinski (Secretary of the Council) (voting member)
Sara Ortiz (USS Delegate)
Roderick Hurley (DGSC Co-Chair) (voting member)
Interim Provost – Julia Wrigley (ex officio)
Executive Officers and Directors (Voting Members)

Anthropology     Professor Jeff Maskovsky
Art History     Professor Rachel Kousser
Audiology     Professor Brett Martin
Biochemistry     Professor Sebastian Poget
Biography and Memoir    Professor Sarah Covington
Biology      Professor Cathy Savage-Dunn
Business     Professor Karl Lang
Chemistry     Professor Yolanda Small
Classics     Professor Jennifer Roberts (Acting)
Cognitive Neuroscience    Professor Tony Ro
Comparative Literature     Professor Giancarlo Lombardi
Computer Science     Professor Deborah Koetzle
Criminal Justice     Professor Ping Ji
Data Science     Professor Ping Ji
Digital Humanities
Data Analysis and Visualization
Earth and Environmental Sciences
Economics
Educational Opp. Div. Programs
Educational Psychology
English     Professor Kandice Chuh
French     Professor Maxime Blanchard
History
Interdisciplinary Research
International Migration Studies
Latin American, Iberian and Latino Cultures
Liberal Studies
Linguistics
Mathematics     Professor Ara Basmajian
Middle Eastern Studies     Professor Simon Davis
Music
Nanoscience
Nursing Science     Professor Michele Vittadello
Philosophy
Physics
Political Science
Psychology
Quantitative Methods in the Social Sciences
Social Welfare
Sociology
Speech-Language-Hearing Sciences
Theatre and Performance
Urban Education
Women’s and Gender Studies

Certificate Programs (Voting Members)
Africana Studies     Professor Carla Shedd (Acting)
American Studies    Professor Eric Lott
Critical Theory     Professor John Brenkman
Demography         Professor Neil Bennett
Film Studies       Professor Edward Miller
Global Early Modern Studies   Professor Clare Carroll (Acting)
Interactive Technology and Pedagogy  Professor Carlos Hernandez (Acting)
Medieval Studies    Professor Steve Kruger
Women’s Studies     Professor Dana Ain Davis

Chair, Doctoral Faculty Policy Committee (Voting Members)
Prof. Martin Burke

Doctoral Students Council (Voting Members)
Roderick Hurley
Sharanya Dutta
Adam Kocurek
Natacha L. Pawa (UFS Liaison)
Sara Ortiz (USS Delegate) (non-voting)

Chairs – Standing Committees of Graduate Council (Voting Members)
Executive Committee of Graduate Council
  Chair – Professor Duncan Faherty
Committee on Committees
  Chair – Cecilia Salvi
Committee on Curriculum and Degree Requirements
  Chair – Professor Valerie Shafer
Committee on Research
  Chair – Dr. Edith Gonzalez
Information Technology Committee
  Chair – Professor Matt Gold
Library Committee
  Chair – Professor Samer Al-Khatib
Committee on Structure
  Chair – Professor Norman Carey (Acting)
Committee on Student Services
  Chair – Shu Yuan Cheng (Acting)
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<td>Professor Bianca Williams</td>
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<td>Mikael Vejdemo-Johansson</td>
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<td>Professor Amy Wan</td>
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<td>Nikita Khalid</td>
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<td>Ruijiao Dong</td>
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<td>Kahdeidra Martin</td>
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<td>Women’s and Gender Studies</td>
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<td>Jillian Silvia</td>
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Spring 2021

Centers and Institutes – Non-voting Members

Prof. Anne Volk
American Social History Project/Center for Media and Learning

Dr. Barbara Dobbs MacKenzie
Barry S. Book Center for Music Research and Documentation

Prof. Mauricio Font
Bildner Center for Western Hemisphere Studies

Prof. Deborah Hecht
Center for Advanced Study in Education (CASE)

Prof. Roger Hart
Center for Human Environments

Prof. Francesca Bregoli
Center for Jewish Studies

TBA
Institute for Sephardic Studies

TBA
The Rosenthal Institute for Holocaust Studies

Prof. Laird Bergad
Center for Latin American, Caribbean and Latino Studies

Prof. Justin Brown
Center for Lesbian and Gay Studies (CLAGS)

Prof. Peter Hitchcock
Center for Place, Culture, and Politics

Prof. Keith Wilson
Center for the Humanities

Prof. Alberta Gatti
Center for Integrated Language Communities

Prof. Dana Ain Davis
Center for the Study of Women and Society

Prof. John Mollenkopf
Center for Urban Research
Dr. Joseph Pereira  
CUNY Data Service

Steven Romalewski  
CUNY Mapping Service

Lesley Hirsch  
New York City Market Information Service (NYCLMIS)

Prof. Kathleen McCarthy  
Center on Philanthropy and Civil Society

Prof. Ted Brown  
CUNY Institute for Software Design and Development (CISDD)

Prof. Juliette Blevins  
Endangered Language Initiative

Prof. Patrizia Nobbe  
European Union Studies Center

Prof. Cathy Davidson  
Futures Initiative

Prof. Matthew Gold  
GC Digital Initiatives

Prof. Peter Aigner  
Gotham Center for New York City History

Prof. Francesca Sautman  
Henri Peyre French Institute

Prof. Sophia Perdikaris  
Human Ecodynamics Research Center (HERC)

Prof. William Bialek  
Initiative for the Theoretical Sciences

Prof. Alberta Gatti  
Institute for Language Education in Transcultural Context

Prof. Herman Bennett  
Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC)

Prof. Ken Wissoker  
Intellectual Publics
Prof. Katherine Carl
James Gallery

Katherine Lu Hsu
Latin/Greek Institute

Prof. Kai Bird
Leon Levy Center for Biography

Prof. Janet Gornick
James M. and Cathleen D. Stone Center on Socio-Economic Inequality

Prof. Frank Hentschker
Martin E. Segal Theatre Center

Prof. Beth Baron
Middle East and Middle Eastern American Center (MEMEAC)

Prof. John Torpey
Ralph Bunche Institute for International Studies

Prof. Gita Martohardjono
Research Institute for the Study of Language in Urban Society (RISLUS)

Prof. Duncan Faherty
Revolutionizing American Studies Initiative

Prof. Romina Padro
The Saul Kripke Center
The Graduate Council
The Graduate Center
Minutes of the Meeting March 10, 2021 3 p.m.
Via Zoom

Present: President Robin Garrell, Interim Provost Julia Wrigley, Associate Provost David Olan, Dean Josh Brumberg; VP Matthew Schoengoed; Associate Dean Yun Xiang; Vin DeLuca, Les Gribben, Phyllis Schulz, Lynette Phillips, Bonnie Eissner, Linda Asaro, Kimberly Mc Bryan, Helen Koh; Patti Myatt; Rachel Sponzo

I. Approval of Minutes from December 9, 2020 – Approved
II. Opening Comments, President Robin Garrell
   a. COVID-19: The president acknowledged the one-year mark of the move to remote learning and work.
   b. Graduate Center Accreditation: This morning the Graduate Center received the letter from the Middles States Commission on Higher Education affirming the GC’s accreditation. President Garrell thanked the many people who worked on the Middle States Self-Study.
   c. Budget Update: An update recently went out to the GC community, and further updates are forthcoming.
   d. COVID relief funds: The next round of funds is pending, and should be available soon with guidelines for their use.
   e. Provost Search: The search is underway, with information on the search site on the President’s Office webpage. President Garrell thanked Professor Nick Pappas who is
chairing the committee and the other faculty participants. Members of the community will have the opportunity to engage with search finalists.

III. Granting of Degrees and Certificates to February 2021 Candidates - Int. Provost Wrigley - approved

IV. Curriculum and Degree Requirements – Professor Valerie Shafer
   a. MS Program in Astrophysics – proposal for new degree – approved
   b. Ph.D. Program in Comparative Literature – bulletin changes, removal of GRE requirement – approved
   c. Ph.D. Program in Earth and Environmental Sciences – 2 revised courses – approved
   d. MS Program in Nanoscience – 4 new courses – approved

V. Structure Committee – Professor Norman Carey
   a. MA Program in Biography and Memoir – revised governance – approved
   b. MA Program in International Migration Studies – revised governance – approved
   c. Budget Committee for GC governance – approved with the following friendly amendments:
      i. Professor Martin Ruck, senior advisor to the president for diversity and inclusion at The GC should be included as an ex officio member of the committee
      ii. Correction in faculty section: change “selected” to “elected”
      iii. Update DSC to DGSC to reflect the new name of Doctoral and Graduate Student Council.
      iv. Master’s student terms should be one year rather than two.
      v. The council also recommended that the committee on committees stagger the initial terms of committee members. This recommendation does not need to be added to the governance document.
      vi. The Chief Librarian should have ex officio membership on the committee.

VI. University Faculty Senate Report – Professor Robert Nolan
   a. The UFS has voted in favor of creating a standing committee for Community College faculty that could more directly address issues related to CUNY Community colleges.
   b. The UFS moved to make faculty membership more inclusive and to include all instructional faculty.

VII. New Business - none

Meeting adjourned, 4:00 pm
Academic Matters

PART A: ACADEMIC MATTERS

Section AII: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

-Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the

Program: Linguistics
Program Code:
Effective:

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<tr>
<td>THE PROGRAM</td>
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<tr>
<td>The Graduate Program in Linguistics leading to both the M.A. and Ph.D. degrees is offered at The Graduate Center. The program provides students with an opportunity to combine study and research in all aspects of general and theoretical linguistics, in urban and applied linguistics, and in individual languages and language families. Opportunities to undertake linguistic fieldwork abound in metropolitan New York. The program maintains its own computer and psycho-linguistics laboratories, and with the cooperation of other programs at The Graduate Center students have access to excellent facilities for research in phonetics, psycholinguistics, sociolinguistics, anthropological linguistics, and computational linguistics. Each year introductory courses in theoretical linguistics, first and second language acquisition, psycholinguistics, sociolinguistics, bilingualism, phonetics, phonology, syntax, and semantics are offered. Courses on such subjects as the structure or history of a language or language family, dialectology, mathematical linguistics, and discourse analysis are also offered from time to time. Advanced seminars on a variety of topics in theoretical and applied linguistics and on interdisciplinary subjects are also scheduled. Interdisciplinary work with the doctoral programs in Anthropology, Computer...</td>
<td>The MA/PhD program in Linguistics prepares students for career and leadership opportunities in academia, research, private industry and public service. We offer coursework, laboratory experience, and research supervision in theoretical, computational, experimental, descriptive, and applied linguistics. Students may choose to enter our program intending to specialize in a wide range of subdisciplines, including: Bilingualism, Computational Linguistics, Endangered/Minority Language Documentation &amp; Description, Historical Linguistics, Language Acquisition (child and adult), Morphology, Neurolinguistics, Phonetics, Phonology, Semantics, Sociolinguistics, and Syntax. Students engage in research projects that interest them with guidance from chosen faculty advisers who are recognized experts in their fields. In addition to University Fellowships, research assistantships and grants are available from time to time. Adjunct teaching positions in linguistics may be available to qualified students at the various CUNY campuses. Please see the program website for additional information.</td>
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Requirements for Admission
Science, Developmental Psychology, Philosophy, and Speech Language-Hearing Sciences is encouraged. Students are also encouraged to do a portion of their coursework with individual faculty members on a tutorial basis.

In addition to University awards, research assistantships are available from time to time on grants awarded to individual faculty members. Part-time teaching positions in linguistics, English as a second language, and modern foreign languages may be available to qualified students at the various campuses of The City University of New York.

Requirements for Admission
For requirements for admission to the program, see the section on general admission requirements in this bulletin. For additional guidelines specific to the program, see Admissions Tips and Guidelines on the program website.

Rationale: The changes in the general program description emphasizes current areas of employment for linguists and lists areas of specialization currently offered by the faculty. A new addition of tips and guidelines to help prospective students navigate the admissions process has been added to the Program website and is now referred to in the bulletin. We believe that this addition will increase the diversity of the applicant pool.
PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the

Program: Linguistics
Program Code:
Effective:

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<td>SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY</td>
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<td>The following requirements are in addition to the general University requirements for the Doctor of Philosophy stated earlier in this bulletin.</td>
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<td>Course of Study Each student's course of study, consisting of at least 60 credits of coursework, must be approved by the mentor. The Executive Officer, or another member of the faculty agreed upon by the Executive Officer and the student, serves as mentor until the First Examination is passed. If, at that time, the student is ready to undertake specialized study, an advisory committee consisting of two or more faculty members representing the student's area(s) of specialization is appointed to direct the student's remaining course of study. Otherwise, one faculty member is appointed mentor to serve until such time as the student is ready and an advisory committee can be appointed.</td>
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<td>Students in Linguistics are required to take Introduction to Theoretical Linguistics, Linguistic Phonetics, Phonology I, Syntax I, and Semantics I, plus one of the following four courses: LING 72200 Syntax II, 71400 Phonology II, 72400 Semantics II, or 71500 Morphology. In addition, students must select two of the following four categories. From each of these two categories, students must take one course: Category A: LING 75400 Bilingualism, LING 75600 Spanish in the U.S., or LING 76100 Sociolinguistics; Category B: LING 70600 Introduction to Psycholinguistics or LING 78100 Computational Linguistics; Category C: LING 72700 First Language Acquisition, 70500 Second Language Acquisition, or 72800 Introduction to Learnability Theory; Category D: LING</td>
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| REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY |
| The Ph.D. in Linguistics requires 60 credits of approved course work. In addition to the required core curriculum, this includes a minimum of 24 credits within Linguistics. |
| Required core courses (15 credits): |
| Phonology I (3 credits) + Practicum (1 credit) |
| Syntax I (3 credits) + Practicum (1 credit) |
| Semantics I (3 credits) + Practicum (1 credit) |
| Foundational Issues in Linguistics (3 credits) |
| Electives within Linguistics: In addition to the required core courses, students must take a minimum of 24 credits within Linguistics, distributed as follows: |
| Four content courses (12 credits) |
| Four additional courses (12 credits, may include research courses and Independent Studies as well as additional content courses) |
| The additional 21 credits may be taken as electives within or outside the Program. |
| Language requirement: |
| Students are required to show proficiency in, familiarity with, or scholarly knowledge of, two distinct languages other than English (spoken, written or signed). The language requirements may be satisfied at any time after entering the program, but before the completion of 60 credits. Fulfillment of the language requirement is verified by the Executive Officer according to the guidelines in the Linguistics Program |
73100 Structure of a Language.
Introduction to Theoretical Linguistics is normally considered prerequisite to all nonintroductory courses in linguistics. Additional prerequisites are mentioned where appropriate. Upper level courses and seminars are normally open only to advanced students.

First Examination Each student must pass an examination covering the major areas of general linguistics and applied linguistics. The examination must be passed prior to the completion of 45 credits.

Foreign Language Students will be required to take their first language examination before completion of 45 credits and their second language examination before completion of 60 credits toward the degree. The first language shall be a language of linguistic scholarship other than English. The second language shall be any language other than English, relevant to the student’s research.

Second Examination Each student must pass a written or oral examination in his or her area(s) of specialization prior to advancement to candidacy.

Dissertation Each student, upon advancement to candidacy, must consult with the Executive Officer and his or her advisor to select a dissertation supervisor and supervisory committee. This committee, including the supervisor, will normally consist of three faculty members. Upon the committee’s recommendation, the dissertation will be defended at an oral Final Examination.

College Teaching Because many employment opportunities for linguists lie within the teaching profession, either as teachers and researchers of general linguistics, as professors in TESOL programs, or as teachers of specific languages (including languages other than the commonly taught ones), the Linguistics program regards the preparation of future university teachers as an integral part of the doctoral training of every student. For this reason, the Linguistics program, in cooperation with the constituent colleges of The City University of New York, will endeavor to make available to every doctoral student an opportunity to teach under the supervision of a senior faculty member.

Handbook and the website.

Students are required to pass the First Examination, Second Examination and the Dissertation Defense (Third Examination).

The First Examination consists of a written Qualifying Paper (QP1) and is designed to evaluate students’ proficiency in a core area (i.e., Phonology or Phonetics; Morphology; Syntax; Semantics) and/or the application of a core area in an ancillary subfield (computational linguistics, language acquisition, sociolinguistics, psycholinguistics, etc.). The student must secure the participation of two faculty advisors, one of whom shall be the main advisor. Both will be selected by the student and approved by the Executive Officer. Evaluation will be done by one of the original two QP1 advisors, and one external faculty member chosen by the original two advisors.

The Second Examination consists of a written Qualifying Paper (QP2) and critically includes an oral defense. It is designed to evaluate students’ ability to conceptualize and conduct original research and empirical studies in any area of linguistics. The QP2 is an opportunity for the student to acquire the knowledge and skills that will prepare them for the larger project of the dissertation. The QP2 is evaluated by a three-member Advisory Committee which consists of a primary advisor from the Linguistics Program, who serves as chair of the committee, and two other faculty members who are also usually from the Linguistics Program. The student chooses the primary advisor, and, in consultation with the primary advisor, requests the participation of the other two faculty members. The Advisory Committee’s composition must be approved by the Executive Officer.

The Dissertation: Students are required to write a dissertation consisting of original research on a subject of their choice and approved by the dissertation committee. A critical part of this approval process is the Proposal defense, which typically takes place in the year following the passing of the Second Examination (QP2). An oral defense of the dissertation is required upon completion. A minimum of three members of the faculty of the CUNY Graduate Center, including the supervisor, will constitute the (Examining) Dissertation Committee, of which at least two, including the Supervisor/Chair, are members of the Linguistics Program.
Rationale: The curricular changes reflect current practice in the Linguistics Program and consist of four main modifications:

1. Substitution of a new course, Foundational Issues in Linguistics, for Introduction of Theoretical Linguistics;
2. Broadening the range of elective course work;
3. Broadening the scope and timeline to fulfill the language requirements
4. Changing the formats of the first and second examinations;

Rationale for 1. Introduction to Theoretical Linguistics trains first-year students in formal linguistic analysis as applied in the core areas, phonology, syntax and semantics. The reduction of incoming PhD students imposed by the limited number of GCFs has resulted in the admission of applicants with considerable background in Linguistics. In recent years most, if not all, admitted PhD students have asked, and been granted, exemption from this introductory course as they already have substantial coursework in Linguistics. We are therefore making this course optional at the PhD level.

Foundational Issues is a seminar-style course aiming to familiarize students with foundational issues and debates in linguistic research and to encourage critical reflection and discussion of linguistic methodology. Students gain proficiency in topics that are not covered in more specialized Linguistics classes, and exercise unbiased critical analysis and evaluation of linguistic argumentation. Deepening an understanding of the various methodologies used across the subfields of Linguistics constitutes a necessary part in the formation of linguistics students at the PhD level. Students who have taken this course have recommended to the Curriculum and Examinations committee of our Program that it be a required course.

Rationale for 2. Increased flexibility in the selection of electives within Linguistics allows students to focus on their own intended area of specialization and to progress more quickly towards a dissertation topic.

Rationale for 3. In the spirit of allowing more flexibility, the language requirement now specifies the inclusion of signed languages and allows a longer timeline for its completion.

Rationale for 4. The change in the format of the First Exam from a sit-down examination to a Qualifying Paper (QP1) requiring research conducted by the student is designed to promote the acquisition of the skills necessary to conduct original research. This change aligns the Program’s former curricular requirements to the standards adopted by Linguistics departments nationwide. Similarly, the change in format of the Second Exam from a written or oral examination to a Qualifying Paper (QP2) is designed to further promote research writing and conference presentation skills and to prepare students for the dissertation project. This format is also common practice in Linguistics departments nationwide.
PART A: ACADEMIC MATTERS

Section AII: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the Program: Linguistics

Program Code:

Effective:

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### SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS

Each student admitted as a candidate for the master of arts degree must complete a course of study in theoretical and general linguistics or one of the other concentrations offered by the program, as approved by the Executive Officer, or another member of the faculty agreed upon by the Executive Officer and the student.

The course of study consists of 30 graduate credits, including Introduction to Theoretical Linguistics, Linguistic Phonetics, Phonology I, Syntax I, Semantics I, plus one of the following four courses: LING 72200 Syntax II, 71400 Phonology II, 72400 Semantics II, or 71500 Morphology. Students must in addition select two of the following four categories. From each of these two categories, students must take one course:

- **Category A:** LING 75400 Bilingualism, LING 75600 Spanish in the U.S., or LING 76100 Sociolinguistics;
- **Category B:** LING 70600 Introduction to Psycholinguistics or LING 78100 Computational Linguistics;
- **Category C:** LING 72700 First Language Acquisition, 70500 Second Language Acquisition, or 72900 Introduction to Learnability Theory;
- **Category D:** LING 73100 Structure of a Language.

### REQUIREMENTS FOR THE MASTER OF ARTS IN GENERAL LINGUISTICS

Completion of an approved course of study consisting of 30 credits, a thesis and fulfillment of one language requirement (see below)

**Required core courses (15 credits):**

1. Introduction to Theoretical Linguistics + Practicum
2. any two of the following:
   - Phonology I (3 credits) + Practicum (1 credit)
   - Semantics I (3 credits) + Practicum (1 credit)
   - Syntax I (3 credits) + Practicum (1 credit)
3. MA Supervised Research Thesis/Independent Study (3 credits)

**Elective courses (15 credits):**

A minimum of 9 credits must be taken within Linguistics. The remaining 6 credits can be taken as courses from any Program within the Graduate Center.

**Language requirement:**

MA students in General Linguistics are required to show proficiency in, familiarity with, or scholarly knowledge of one language (spoken, signed or written) other than English. Fulfillment of the language requirement is verified by the Executive Officer according to the guidelines in the Linguistics Program Handbook and the website.

**MA Thesis Supervision:** The MA thesis must be supervised by a faculty member of the Linguistics
Rationale: These changes reflect current practice in the Linguistics Program and allow more flexibility of course selection at the MA level, reducing the number of core course requirements and allowing students a broader range of electives. The language requirement for the General Linguistics MA is now specified to include various modes, broadening its scope. Thesis requirements are made explicit. These changes align with MA requirements in Linguistics departments nationwide.
PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

-Bulletin and Requirement changes

AII.1 The following Bulletin Changes are proposed for the

Program: Linguistics
Program Code:
Effective:

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SPECIAL REQUIREMENTS FOR THE MASTER OF ARTS WITH A CONCENTRATION IN COMPUTATIONAL LINGUISTICS
Each student admitted as a candidate for the master of arts degree with a concentration in computational linguistics must complete a course of study in theoretical and computational linguistics offered by the program, as approved by the Director of the Computational Linguistics Concentration (CLC), or another member of the faculty agreed upon by the Executive Officer, the Director of the CLC and the student. The course of study consists of 32 graduate credits, including: Introduction to Theoretical Linguistics; Introduction to Theoretical Linguistics Practicum; Methods in Computational Linguistics I; Methods in Computational Linguistics I Practicum; Syntax I, Syntax I Practicum; one of: Phonology I or Semantics I; Methods in Computational Linguistics II; Language Technology; Speech and Language Processing; Corpus Analysis and two elective classes approved by the Director of CLC. Supervised Research for a Master’s Thesis is also required.

REQUIREMENTS FOR THE MA IN LINGUISTICS WITH A CONCENTRATION IN COMPUTATIONAL LINGUISTICS
The course of study consists of 32 credits, including core courses and electives.

Required core courses (26 credits):
- Introduction to Theoretical Linguistics (3 credits) + Practicum (1 credit)
- Methods in Computational Linguistics I (3 credits) + Practicum (1 credit)
- Methods in Computational Linguistics II (3 credits)
- Syntax I (3 credits) + Practicum (1 credit)
- Language Technology (3 credits)
- Corpus Analysis (3 credits)

One of the following:
- Phonology I (3 credits) + Practicum (1 credit)
- Semantics I (3 credits) + Practicum (1 credit)

Elective courses (6 credits):
Any course within Linguistics or another Program at the GC, as approved by the Director of the Computational Linguistics MA (CLMA).

Thesis Requirement:
The CLMA thesis must be supervised by a member of the Computational Linguistics faculty. Research topics must be approved by the Director of the CLMA.
Rationale: This change in format clarifies the information regarding credit distribution and thesis requirements. It aligns with the format for the General Linguistics MA and the PhD.
SECTION AIV: NEW COURSES

AIV.1

CUNYfirst Course ID  LING 87000
Department(s)  MA/PhD Program in Linguistics
Career  [ ] Undergraduate  [x] Graduate
Academic Level  [x] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial
Subject Area  Linguistics
Course Prefix
Course Number
Course Title  Foundational Issues in Linguistics

Catalogue Description
The goal of this course is to provide and encourage discussion of foundational issues in Linguistics. Training in the subdisciplines of Linguistics often starts with pre-established assumptions about the direction of inquiry, and the methods used to pursue it. But equally important to the results of inquiry is the motivation behind the commitments that shape it. In Linguistics these include commitments as to what the subject matter of Linguistics is, what constitutes knowledge of language, what counts as relevant data, and how data are best collected and modeled. In this course we provide a forum for discussing these issues. We will examine questions concerning the place of Linguistics in the cognitive sciences and concerning the validity of the empirical and analytical methods employed by linguists. As such, the course is aimed to strengthen the grounds that more specialized courses build on, by encouraging critical assessment of the assumptions that linguists make (or take for granted) in their research.

Pre/ Co Requisites  Phonology I (Ling 713), Syntax I (LING 721)
Credits  3
Contact Hours
Liberal Arts  [ ] Yes  [x] No
Course Attribute (e.g. Writing Intensive, Honors, etc)

Course Applicability  [ ] Major
[ ] Gen Ed Required  [ ] Gen Ed - Flexible  [ ] Gen Ed - College Option
[ ] English Composition  [ ] World Cultures
[ ] Mathematics  [ ] US Experience in its Diversity
[ ] Science  [ ] Creative Expression
[ ] Individual and Society
[ ] Scientific World

Effective Term

Rationale:
collection, choice of theoretical assumptions, practice in linguistic fieldwork and documentation, etc. Given the wide range of specializations offered in the program, and the diversity of methods employed in the field, this course provides an essential tool for a critical understanding of the underlying assumptions in the various subfields. Thus, the course caters to the diversity of our students’ research interests, and the variety of research specialization opportunities offered by the program. While
introductory courses provide a basis for theoretical, computational, experimental/instrumental, and sociolinguistic research trajectories, this course is unique in providing a broader context for any research pathway through the program that a student may take. The seminar/discussion focus of the class, together with its subject matter, helps foster a culture of collaboration and intellectual exchange among the student cohorts.

**Course Description:**

The goal of this course is to provide and encourage discussion of foundational issues in Linguistics. Training in the subdisciplines of Linguistics often starts with pre-established assumptions about the direction of inquiry, and the methods used to pursue it. But equally important to the results of inquiry is the motivation behind the commitments that shape it. In Linguistics these include commitments as to what the subject matter of Linguistics is, what constitutes knowledge of language, what counts as relevant data, and how data are best collected and modeled. In this course we provide a forum for discussing these issues. We will examine questions concerning the place of Linguistics in the cognitive sciences and concerning the validity of the empirical and analytical methods employed by linguists. As such, the course is aimed to strengthen the grounds that more specialized courses build on, by encouraging critical assessment of the assumptions that linguists make (or take for granted) in their research.

**Learning objectives:**

The course aims to familiarize students with foundational issues and debates in linguistic research and to encourage critical reflection and discussion of linguistic methodology. Students will engage with primary literature, and (a) gain proficiency in topics that are not covered in more specialized Linguistics classes, and (b) exercise unbiased critical analysis and evaluation of linguistic argumentation. Students will develop and strengthen oral and written communication skills through in-class roundtable discussions and written reviews/reactions to readings.

**Assessment:**

Attendance and class participation: 20%
Reactions to readings: 20%
Three critical reviews: 60% (20% per review)

Reactions to readings: Submission of at least two questions (a) demonstrating that the assignment has been read and (b) contributing to and shaping class discussion. In addition, a summary of 50 words describing the student’s opinion/reaction to the reading.

Critical reviews: Some course readings have associated peer commentary papers. For each of these, students will select one of its commentaries and write their own review of (a) the commentary, and (b) the relevant reply by the authors of the original paper. The review should be 2-4 pages long, single-spaced, and should include the following three components: (a) a summary of the relevant parts of the original paper, (b) a summary of the commentary and the reply, and (c) a critical assessment of the points made in both. Submissions may be individual or group-based (up to three people per group). Group work is strongly encouraged.
AII.1 The following Bulletin Changes are proposed for the

**Program:** PhD Program in English  
**Program Code:**  
**Effective:**

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**Current:**  
**SPECIAL REQUIREMENTS FOR ADMISSION**  
In addition to the general University requirements stated earlier in this bulletin, applicants to the English program must present at least 18 credits of undergraduate courses in English, exclusive of classes in journalism and writing. The Graduate Record Examination (GRE) General Test is required of all applicants, as is a writing sample that constitutes a good example of the applicant’s critical acumen and writing style.

**Revised:**  
**SPECIAL REQUIREMENTS FOR ADMISSION**  
In addition to the general University requirements stated earlier in this bulletin (with the exception of the Graduate Record Examination [GRE], which is not required), applicants to the English program must present at least 18 credits of undergraduate courses in English, exclusive of classes in journalism and writing. The Graduate Record Examination (GRE) General Test is required of all applicants, as is a writing sample that constitutes a good example of the applicant’s critical acumen and writing style is required of all applicants.

**Rationale:**  
The GRE is not a good predictor of student success and it favors applicants with racial and class privilege. Removing the requirement is for these reasons in line with CUNY’s mission.
All.1 The following Bulletin Changes are proposed for the

Program: PhD Program in English
Program Code: 
Effective:

<table>
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<tr>
<th>FROM</th>
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<tbody>
<tr>
<td>Current: Courses Unless otherwise stated, all courses are 30 hours plus conferences. Courses normally carry 4 credits.</td>
<td>Revised: Courses Unless otherwise stated, all courses are 30 hours plus conferences. Courses normally carry 3 or 4 credits, and 2 credits on a Pass/Fail basis.</td>
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</table>

Rationale: Students have been able to register for English program seminars at 2 and 4 credits. English has decided to allow students to register for 3 credits, to allow for greatest flexibility for students in both doctoral and MA programs at the Graduate Center. This Bulletin revision reflects this change.
PART A: ACADEMIC MATTERS

AII.1 The following Bulletin Changes are proposed for the

Program: M.A. Program in Women’s and Gender Studies
Program Code: 
Effective: Next application cycle, Fall 2021

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<tr>
<th>FROM</th>
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<tbody>
<tr>
<td><strong>GRE General Exam Requirement - Yes</strong></td>
<td><strong>GRE General Exam Requirement – Removed</strong></td>
</tr>
<tr>
<td>In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a letter of intent, summarizing the reasons for applying to the program; a writing sample of 10 to 15 pages; Graduate Record Examination (GRE) scores; and two academic or professional letters of recommendation.</td>
<td>In addition to meeting the general University requirements for admission stated earlier in this bulletin, the applicant must submit a letter of intent, summarizing the reasons for applying to the program; a writing sample of 10 to 15 pages; and two academic or professional letters of recommendation.</td>
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</table>

Rationale:
- The GRE examination is not a good predictor of student academic success in our program
- Waiving the GRE requirement removes a barrier for economically disadvantaged applicants to CUNY, in alignment with our mission. Waiving the requirement is also expected to remove a barrier for foreign applicants.

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<tbody>
<tr>
<td><strong>SPECIAL REQUIREMENTS – Language change</strong></td>
<td><strong>SPECIAL REQUIREMENTS – Language removed</strong></td>
</tr>
<tr>
<td>Course of study: 30 credits are required for the degree. Of these, students are required to take the four core courses (see below). Students then choose five electives (15 credits) within one of the following five tracks.</td>
<td>Course of study: 30 credits are required for the degree. Of these, students are required to take the four core courses (see below). Students then choose five electives (15 credits).</td>
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</table>

Rationale:
- Our program does not always have enough courses in a given track to fulfill a track requirement.
- In an effort to eliminate barriers to the degree, we are removing the language around tracks to go beyond the track model.
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<tbody>
<tr>
<td>COURSES – Language change</td>
<td>COURSES- Language removed</td>
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</table>

Unless otherwise stated, all courses are 30 hours plus conferences for 3 credits. WGS 71001: Feminist Texts and Theories; WGS 71701: Global Feminisms; WGS 71601: Topics in Women's and Gender Studies (topic varies with the instructor and the semester); WGS 71600: Research Methods in Women's and Gender Studies; Five elective courses, of which three are in the student's chosen track.

Rationale:
- Our program does not always have enough courses in a given track to fulfill a track requirement.
- In an effort to eliminate barriers to the degree, we are removing the language around tracks to go beyond the track model.
PART A: ACADEMIC MATTERS

AII.1 The following Bulletin Changes are proposed for the

Program: Ph.D. Program in Urban Education
Program Code:
Effective:

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<th>FROM</th>
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<tbody>
<tr>
<td>SPECIAL REQUIREMENTS FOR ADMISSION</td>
<td>Some CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, transcripts from all postsecondary institutions attended, and an application that includes: (1) two professional letters of recommendation, including at least one from a university faculty member familiar with the applicant’s academic work; (2) an Applicant Statement, which should describe the specialized area within the field of Urban Education in which the applicant may wish to do research and his or her academic background, professional experience, and career aspirations beyond the doctorate. (See General Requirements for Admission elsewhere in this bulletin.)</td>
</tr>
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</table>

Rationale:
The Urban Education program joins many other programs at the Graduate Center that have eliminated the GRE requirement. We also believe that the GRE exams are biased and have been shown to under-predict the success of minority students. Furthermore, the exams are a cost that not all students can afford, including the cost of test prep or tutorial sessions that can boost scores, thus serving to advantage students with means.
PART A: ACADEMIC MATTERS

AII.1 The following Bulletin Changes are proposed for the

**Program:** Ph.D. Program in Psychology  
**Program Code:** 36653, 39748, 80248, 80252, 80253, 92073, 80254, 80251, 80247, 30539, 28267, 38607, 86420, 80249, 80255  
**Effective:** Fall, 2022

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| SPECIAL REQUIREMENTS FOR ADMISSION  
In addition to meeting the general University requirements stated earlier in this bulletin, applicants are expected to have received an average grade of B in their total undergraduate courses and in their psychology courses. Applicants should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. It is expected that applicants will have received at least a B average in graduate courses completed at other institutions. Applicants may be requested to appear for an interview. | SPECIAL REQUIREMENTS FOR ADMISSION  
In addition to meeting the general University requirements stated earlier in this bulletin, applicants are expected to have received an average grade of B in their total undergraduate courses and in their psychology courses. Applicants should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. It is expected that applicants will have received at least a B average in graduate courses completed at other institutions. Applicants may be requested to appear for an interview. The Psychology Doctoral Program no longer requires either the GRE General Exam or the GRE Subject Exam for admission. |

**Rationale:** The Psychology Doctoral Program has been debating whether to use the GRE General Test as a requirement for admission over the last few years. With the suspension of the GRE requirement in the 2020-2021 academic year for Fall, 2021 admitted students, the ten Training Areas had the opportunity to utilize alternative rubrics in determining admissions. We made the following observations:

1. The number of applicants to the Psychology Doctoral Program grew to 1172 applicants for the 2020-2021 cycle, a 59% increase from the 738 applications we received in 2019-2020 and a 149% increase from the 470 applicants we received in 2016-2017. We have previously attributed the steady increase in applications to a robust use of recruitment funds but believe that the very large increase this past year was also attributable to the suspension of the GRE General test requirement. This suspension mitigated the costs of taking the GRE and the sending of GRE scores to multiple schools for admission consideration. There is also both empirical and anecdotal evidence that the GRE requirement dissuades certain applicant pools (notably underrepresented minorities) from applying to institutions that have that requirement.

2. The ten Psychology Training Areas had developed alternative individualized requirements (e.g., writing samples, evidence of quantitative and research skills, additional requests during interview processes) that proved to be very effective in making admissions decisions despite the
large increase in applicants.
3. Therefore, the Psychology Doctoral Program Executive Committee took a vote on eliminating the GRE General Exam at its meeting on Friday, February 19, 2021 and required a super-majority (67%) vote as per Psychology Governance procedures on major matters. The motion passed: Yes (19 votes), No (0 votes), Abstentions (2 votes).
4. This is intended to take effect for all applicants to the Psychology Doctoral Program being considered for the Fall, 2022 incoming class and beyond.
AII.1 The following Bulletin Changes are proposed for the

Program: Psychology
Program Code:
Effective: Incoming Psychology Admissions Cycle, Fall, 2021

<table>
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<tr>
<th>FROM</th>
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<tbody>
<tr>
<td><a href="https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Deadlines-Requirements">https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Deadlines-Requirements</a></td>
<td><a href="https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Deadlines-Requirements">https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Deadlines-Requirements</a></td>
</tr>
<tr>
<td>Psychology - PhD</td>
<td>Psychology - PhD</td>
</tr>
<tr>
<td>Deadline for Fall Enrollment December 1</td>
<td>Deadline for Fall Enrollment December 1</td>
</tr>
<tr>
<td>Deadline for Spring Enrollment N/A</td>
<td>Deadline for Spring Enrollment N/A</td>
</tr>
<tr>
<td>GRE General requirement Yes</td>
<td>GRE General requirement Yes</td>
</tr>
<tr>
<td>Additional Requirements CV required. GRE subject test required for Clinical at Queens College. GRE subject test recommended for all other training areas.</td>
<td>Additional Requirements CV required. GRE subject test required for Clinical at Queens College. GRE subject test recommended for all other training areas.</td>
</tr>
</tbody>
</table>

Rationale: The Psychology Doctoral Program has been evaluating the tools that it uses to determine admission applications to its ten Training Areas. The GRE Subject test was previously required for the Clinical at Queens College Training Area, and previously recommended for all other training areas. After considerable discussion within Training Areas, it was determined that this test was no longer appropriate for admissions decisions. In the December, 2019 meeting of the Psychology Executive Committee, a motion was made and unanimously passed (17-0-0) to eliminate mention of the GRE Subject test in the Admissions requirements effective for the Fall, 2021 incoming class.
PART A: ACADEMIC MATTERS

AIII.1 The following revisions are proposed for the Program: Psychology
Program Code: 36654, 36653, 39748, 39749, 80248, 33095, 80252, 92069, 80253, 92070, 86420, 92068, 92073, 92072, 92071, 80254, 92067, 80251, 92065, 80247, 30539, 28268, 28267, 90261, 30538, 38607
Effective:

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<tr>
<th>FROM Program Code</th>
<th>TO Program Code</th>
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<tbody>
<tr>
<td>36654, 36653, 39748, 39749, 80248, 33095, 80252, 92069, 80253, 92070, 86420, 92068, 92073, 92072, 92071, 80254, 92067, 80251, 92065, 80247, 30539, 28268, 28267, 90261, 30538, 38607</td>
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The Ph.D. Program in Psychology prepares students for research, teaching, and practice in the various fields of psychology. The Program provides specialized study in four broad areas: Brain, Cognition, and Behavior; Basic and Applied Social Systems; Clinical Psychology; and Critical Psychology. Within those areas, students select a specialized area for their training. For detailed information about the Ph.D. Program in Psychology and the specific training areas, please visit our website at http://www.gc.cuny.edu/Psychology/.

Rationale: In its 2013 reorganization, the Psychology Program moved from eleven (11) sub-programs to four broad clusters that in turn had specialized areas of training. These areas quickly increased to 14 Training Areas. With subsequent cuts in admissions slots (90 down to 50), the remaining 13 Training Areas could not sustain their programs, and respective mergers of six Training Areas into three combined training Areas reduced the resultant number of ten. The Clusters that failed to work in practicality were eliminated.
## SECTION AIV: NEW COURSES

### AIV.1

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<tr>
<th>CUNYfirst Course ID</th>
<th>MALS</th>
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<tbody>
<tr>
<td>Department(s)</td>
<td>MALS</td>
</tr>
<tr>
<td>Career</td>
<td>[ ] Undergraduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ X ] Regular</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>MALS</td>
</tr>
<tr>
<td>Course Number</td>
<td>78600 (to be the third course in a sequence starting with MALS 78300: Introduction to US Latino Studies and MALS 78400: Introduction to Latin American Studies)</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Caribbean Studies</td>
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</tbody>
</table>

**Catalogue Description**

The Caribbean is a geographical and multilingual space where the blending of the Indigenous People of the Americas with more recent arrivals—the colonial heritage (British, French, Dutch, Spanish) and the African and South Asian legacies—created unique, hybridized and, in short, creolized societies. Marked by the doctrine of discovery, the genocide of indigenous people, settler colonialism, slavery and the making of the post-colonial state, the Caribbean challenges the dichotomy of local versus global. It is a place where foundational violence *shifted the geography of reason*. This course will provide an overview of the social, cultural, political, and economic history of the Caribbean from 1492 to the present. The course will combine a variety of disciplines such as anthropology, art, economics, literature, music and political sciences. It will emphasize transdisciplinary approaches to historical events and contemporary issues that have shaped the Caribbean as a way to reflect on racial capitalism, domination and freedom.

**Pre/ Co Requisites**

none

**Credits**

3

**Contact Hours**

[X] Yes  [ ] No

**Liberal Arts**

[ X] Yes  [ ] No

**Course Attribute (e.g. Writing Intensive, Honors, etc)**

[ ] Major

[ ] Gen Ed Required

[ ] Gen Ed - Flexible

[ ] Gen Ed - College Option

[ ] English Composition

[ ] World Cultures

College Option

Detail______________________

[ ] Mathematics

[ ] US Experience in its Diversity

[ ] Creative Expression

[ ] Individual and Society

[ ] Scientific World

**Effective Term**

Fall 2021

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**Learning Goals/Outcomes:**

The learning goals/outcomes may include but are not limited to:

1. Discuss how the plantation economy, colonialism and neo-colonialism continue to impact the Caribbean.
2. Identify and discuss important events, people, and places in the Caribbean
3. Analyze the social and historical processes that have shaped the myriad relationships between the United States and the Caribbean.
4. Study the cause-and-effect relationship between history and identity making.
5. Explore the current challenges facing Caribbean nations.
6. Examine how migrations have shaped Caribbean cultures (Music, religion, culinary practices and Carnival).

Assessments:
1. Students will participate in class (and in online fora if appropriate), demonstrating an awareness of the major debates and issues in the field and in the assigned readings
2. Develop writing and oral skills through essays, and oral presentations.
3. Students will engage in a major research project which will culminate in a final, larger project—a paper, website, presentation or other type of assessment.

Rationale:
MALS has a concentration in Latin American, Caribbean, and Latino Studies. Currently, the concentration has two core courses: MALS 78300: Introduction to US Latino Studies and MALS 78400: Introduction to Latin American Studies. These core courses were created in 2016; before this, students had to select courses from other programs at the Graduate Center. MALS concentrations typically have two concentrations, and only two core courses were created. However, certain concentrations, such as Film Studies and Women, Gender and Sexuality Studies, have three core courses, and students are required to take two of the three core courses. Considering the concentration also focuses on Caribbean Studies, the lack of a core course on Caribbean Studies is a glaring omission. By including a course focused on Caribbean Studies, students can tailor their concentration to suit their interests. This course would become one of the three required core courses for the concentration in Latin American, Caribbean, and Latino Studies and students would be required to complete two of the three core courses.

Bibliography
Francis Barker, Peter Hulme. Margaret Iversen, *Cannibalism and the Colonial World*.

Irving Rouse, *The Tainos: Rise and Decline of the People Who Greeted Columbus*.


Georges Lamming, *The Castle of my Skin*.

Jamaica Kincaid, *A Small Place*.

Michel Rolph-Trouillot. *Silencing the Past: Power and the Production of History*.

Junot Diaz, *The Brief and Wondrous Life of Oscar Wao*.

Jonathan M. Katz, *How the World Came to Save Haiti and Left Behind a Disaster*.


Evelyn Hu-Dehart, “Indispensable Enemy or Convenient Scapegoat? A critical Examination of
### SECTION AIV: NEW COURSES

**AIV.1**

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
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<tr>
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<td>Nanofabrication and Nanodevices</td>
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<td>[ ] English Composition [ ] World Cultures</td>
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<td>[ ] Scientific World</td>
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<td>Effective Term</td>
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Course Description:

The goal of this course is to introduce students to both the theoretical and practical aspects of nano and micro fabrication. The course is intended for students who plan to pursue experimental research in the fields of nanotechnology, solid state or condensed matter physics, photonics, materials science and/or electrical engineering. Students will master the most common micro and nano fabrication and characterization techniques that are used in both industrial production foundries as well as academic labs. After successfully completing this course, the students will be able to pursue experimental research projects that utilize nanofabrication as a means of creating their devices and research samples.

The course consists of two principal components: lecture and laboratory. The laboratory component will be held at the ASRC NanoFabrication Facility. During the laboratory portion of the course the students will first attend mini-introduction sessions, the aim of which is to teach the students how to properly safely use the nanofabrication equipment. This will be done during the first half of the semester. During the second half of the semester the students will use the Nanofabrication Facility, under the limited supervision of the Nanofabrication Staff, to complete their semester project. The semester project consists of fabricating and characterizing a device, such as a solar cell, a light emitting diode, a transistor, or others chosen in consultation with the instructor.

The lecture topics include:

- Preliminary Topics: Introduction to Vacuum Systems and Vacuum Measurement Techniques and the Physics and Chemistry of Plasmas
- The Physics of Nanostructured Devices I: Overview of typical electronic devices
- The Physics of Nanostructured Devices II: Overview of typical photonic devices
- The Physics of Nanostructured Devices III: All about MEMS, NEMS and Microfluidics
- Lithography I: The Basics of Photo Lithography (Resist Chemistry and rheology, light sources, incoherent and partially coherent light, mask aligners, steppers, scanners)
- Lithography II: Electron Beam Lithography (Electron beam resists, designing patterns for electron beam lithography, basics of pattern overlay, dealing with charging effects)
- Deposition Methods: Electron beam evaporation, sputtering, thermal evaporation, atomic layer deposition, thermal oxidation, chemical vapor deposition
- All About Etching: chemical etching, plasma etching, milling, focused ion beam milling, the Bosch process, how to etch silicon, how to etch silicon oxide and nitride, how to etch semiconductors (III-V and II-VI semiconductors), how to etch metals, how to etch 2D materials
- Measurement and Characterization Techniques: SEM, TEM, XRD, EDX, TOF-SIMS, AFM, KPFM, Conductive AFM, Stylus profilometry, Optical Interferometry
- Practical Issues in NanoFabrication: Process Design, Six Sigma, Design of Experiments, Etching vs. milling, mitigating line-edge roughness, sputtering vs. evaporating, materials selection for etch selectivities, making small devices and features, designing patterns for lift off, designing patterns for etching

Prerequisite – Basic Electrodynamics, and Solid State Physics

Rationale:
Micro and nano structured devices are ubiquitous in numerous physical subfields, including, solid state physics, condensed matter physics, photonics, electrical engineering, chemical engineering, mechanical engineering and many others. In order to successfully fabricate nanostructured devices, the students need a theoretical understanding of the processes used during the fabrication, an understanding of how the nanofabrication tools work, as well as hands-on experience working with these tools. The lecture component of this course introduces the students to the theoretical aspects of nanofabrication processes and tools, while the laboratory components allows affords the students the opportunity to work in the nanofabrication facility to gain hands-on fabrication experience. Currently there are no courses at CUNY that are devoted to nanofabrication techniques. The course also gives the students an overview of research in academia as well as in industry. The course overlaps with no other course in the program and no course will be dropped to accommodate this offering.

Learning Goals/Outcomes:

In this course the students will gain both theoretical and practical knowledge of the techniques and equipment used in micro and nano fabrication research and production laboratories. After successfully completing this course, the students will be able to

- understand the working principles of vacuum generation and measurement technology and understand how vacuum levels in nanofabrication tools affect the performance of the devices fabricated using those tools;
- understand the basic physics and chemistry of plasmas as they relate to micro and nano fabrication;
- understand the principles of various nano and micro fabrication techniques, in particular techniques that relate to pattern generation (optical lithography, electron beam lithography, ion beam milling, and direct laser writing), deposition techniques (physical and chemical vapor deposition, sputtering, oxidation, atomic layer deposition, and plasma assisted deposition) and etching (chemical etching, plasma etching, and ion beam milling);
- understand how fabrication techniques affect device performance, for example, understanding how line-edge roughness incurred in a lithographic process affects the Q-factor of an optical resonator or a waveguide, or how the choice of a metal deposition technique and subsequent processing steps affect the contact resistance of electrical contacts.

Assessment:

The grade for the semester will be assigned on the basis of a semester project. The semester project consists of fabricating and characterizing an electronic or an optical device. This is a group project. Exemplary devices include a solar cell, a light emitting diode, a transistor, a meta-material surface, or a waveguide. Other devices may be selected in consultation with the instructor. The grade for the course is based on two papers (a literature review and a project proposal) and a final report and presentation, in which you present the results of your fabrication project. Specific grading details are provided below.

Literature Review (30 % of the Semester Grade)

In this paper the students will discuss the basic physics of the device which they will fabricate for their final project, as well as the fabrication techniques which are used to fabricate these (or similar) types of devices. The paper must contain the following sections:
1. Introduction: Describe describes what the device is, and how it is used. This section should contain at least 10 - 20 references.

2. Physics of the Device: This section describes the basic operating principles of the device the students will ultimately fabricate. This section should contain at least 5-10 references.

3. Review of Fabrication Techniques: This section should explain most of the standard fabrication techniques which are used to fabricate the proposed devices. In addition to explaining the fabrication techniques, you should also clearly explain why they are chosen, and how they affect the performance of the device. This section should contain at least 10-20 references.

**Project Proposal (20 % of the Semester Grade)**

The project proposal is a short paper in which the students will propose the device they will fabricate during the second half of the semester and a detailed plan of how they plan to fabricate and characterize this device. This paper will include all of the necessary steps to both fabricate and characterize the proposed device.

**Final Paper and Presentation (50 % of the Semester Grade)**

This paper will present a summary of the student’s work during the laboratory component of the course. This paper will resemble (in style and scope) a scientific publication.
### Section AIV: New Courses

**AIV.1**

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<td>[ X ] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
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<td>Course Title</td>
<td>Machine Learning and AI with Bioinformatics Applications</td>
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**Catalogue Description**

The purpose of this course is to cover the basic theory behind machine learning and artificial intelligence (AI) algorithms for biology students, including a range of practical applications of the algorithms for the analysis of genomic, proteomic, and other bioinformatics data. The field of machine learning and artificial intelligence algorithms has grown exponentially in the last decade, and recently multiple applications of these algorithms for the analysis of large scale biological datasets has become available.

**Pre/ Co Requisites**

Biology 71013 or 71015

**Credits**

3

**Contact Hours**

45

**Liberal Arts**

[ ] Yes  [ ] No

**Course Attribute (e.g. Writing Intensive, Honors, etc)**

[ X ] Major

[ ] Gen Ed Required  [ ] Gen Ed - Flexible  [ ] Gen Ed - College Option

[ ] English Composition  [ ] World Cultures  College Option  Detail ________________

[ ] Mathematics  [ ] US Experience in its Diversity

[ ] Science  [ ] Creative Expression

[ ] Individual and Society

[ ] Scientific World

**Effective Term**

Fall 2021

**Rationale:** Computational approaches to biology are being increasingly combined with other approaches. We have been offering this course regularly as a Seminar in Special Topics, and it receives good reviews from students. We expect that as a regular course it will attract higher enrollment and can serve students from multiple subprograms and other programs as well.

**Course Description:**

The purpose of this course is to cover the basic theory behind machine learning and artificial intelligence (AI) algorithms for biology students (*learning outcome 1*), including a range of practical applications of the algorithms for the analysis of genomic, proteomic, and other bioinformatics data. The field of machine learning and artificial intelligence algorithms has grown exponentially in the last decade, and recently multiple applications of these algorithms for the analysis of large scale biological datasets has become available (*learning outcome 2*).
In this course, students will learn to model artificial neural networks based on the information processing capabilities of nervous systems, by considering the essential properties of biological neural networks from the viewpoint of information processing (learning outcome 3). One of the outcomes of the course, will be for students to be able to design abstract models of artificial neural networks using bioinformatics software frameworks, and which models can then be simulated and analyzed, while also clarifying their relation to the biological paradigm.

The study of neurons, their interconnections, and their role as the brain’s elementary building blocks is one of the most dynamic and important research fields in modern biology. During the course, students will learn how artificial neural network models abstracting real neurons, are used for machine learning and assembling software that models artificial neural computing units for large-scale bioinformatics data analysis (learning outcome 4).

This is an interdisciplinary course for students interested in a data-centric view of biological systems. Prior coding experience in Python or similar scripting language is a plus but not required, as long as students are willing to think computationally (learning outcome 5).

Topics will include:
1. Computational representation of a neuron, overview of data representation and statistical learning processes.
2. Single layer perceptron artificial neural networks and linear regression, genomic applications and limitations.
3. Unsupervised and data clustering algorithms, principal components, k-means, support vector machines, genomic applications and limitations.
5. Foundations part B: Python continued, basics of Next-Generation Sequencing (NGS) data formats.
7. Structure and algorithmic processes for deep learning/data classification.
8. Convolutional neural network structure and learning, applications for genomic data classification and analysis.
9. Recurrent neural network and learning, models for genomic sequence analysis.
10. Hybrid neural network structures, applications for genomic data classification and analysis.

Learning Goals/Outcomes
(1). students will achieve proficiency and independence in formulating biomedical hypotheses with genomic data, as well as carrying data-driven exploratory study with the data to verify the hypotheses.
(2). students will learn how to use machine learning towards visualizing, analyzing, integrating, and modeling high-throughput genomic, transcriptomic, proteomic, and other large-scale biomedical data sets to address biomedical research questions.
(3). the course will provide students with a systematic approach for the development of machine learning and neural network learning models, using the latest software frameworks available in the field.
(4). beyond solving biomedical problems through genomic data mining and machine learning, the students will understand the bioinformatics principles for working with large-scale NGS datasets, and attain a multi-scale view of biological systems.
(5). students will become active and effective communicators, stakeholders and interpreters for big genomic data, and data-centric biomedical research.

**Assessment**

As students progress throughout the proposed course, multiple formative and summative assessments will be utilized to ensure continuous feedback to both students and the instructor, providing ongoing feedback for the student training towards understanding data-driven biomedical research. Each of the assessments will aim to evaluate how student learning progresses towards content mastery, the data skills acquired by the student, and the student’s ability to apply content to research practice.

Key benchmark assessments will be strategically positioned throughout the course duration to provide feedback, as students develop and practice the skills necessary to succeed in understanding machine learning for genomics and biomedical data science overall. Both qualitative and quantitative metrics will be used, using for example rubrics and checklists delivered throughout the semester, with baseline assessments used to establish skills at the onset of the course, and repeated assessments to check progress towards the course goals.

For example, the assessments will determine how students select the appropriate methods for machine learning algorithms, rubrics to ensure students understand use of the appropriate protocols for analysis of genomic data, in addition to determining ability to translate course acquired skills into hypothesis testing with large-scale genomic data. Feedback from these rubrics will provide detailed information about the level and quality of skills students demonstrate towards becoming a data-driven scientist.
### AIII.1 The following revisions are proposed for the Program: Criminal Justice

**Program Code:** 81003  
**Effective:** Fall 2021

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<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
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<tr>
<td>Second Examination</td>
<td>Students are required to take a Second Examination upon completion of 60 credits, consisting of an oral examination in the student’s specialized area of preparation and a dissertation proposal within that area. The student is examined by a four-person committee comprised of three members of the Criminal Justice Ph.D. faculty and one external reader, subject to approval of the Executive Officer. This committee will later serve as the dissertation examining committee.</td>
</tr>
<tr>
<td>Dissertation</td>
<td>The dissertation is initiated by developing a prospectus describing the topic to be studied, the research questions being asked, the theoretical orientation guiding the study, and the method of inquiry. A dissertation committee, consisting of three faculty members, one of whom is designated as first reader and who must be a member of the doctoral faculty in Criminal Justice, works with the student throughout the research period. Once the final draft or revised dissertation has been approved by the committee, it must be successfully defended by the student in an oral examination open to all doctoral students in Criminal Justice and to all CUNY doctoral faculty.</td>
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**Rationale for the revision:**
We are revising our second exam both because of the weaknesses of our old exam structure and because of the considerable benefits of our proposed alternative. As it currently stands, our exam 2 consists of an oral exam of a specific content area that, in practice, is coupled with the dissertation proposal defense. As currently executed, however, our students’ oral exams are often brief and do not sufficiently demonstrate a subject-matter expertise. When they present to their committee, students typically focus the majority of their remarks on the dissertation plan, making it hard to ascertain whether or not they have sufficiently achieved subject-area competency. We plan to keep our program’s dissertation-proposal expectations as is. But we propose to make a change to the second exam.

The alternative we propose ensures that students have a baseline knowledge and experience with the process of developing a research idea to the point of potential publication (up to, and including submission to a peer-reviewed journal). This process should facilitate the development of additional papers in the substantive area chosen as well as lay the foundation for the student’s dissertation proposal to be developed following (or concurrently). We believe that requiring students to produce a publishable paper is likely to result in a greater number of student-written peer-reviewed publications, ultimately making them more competitive for the job market (both academic and applied research). Additionally, the process of developing a sole-authored publication (with a faculty member’s guidance) may help to establish mentoring relationships between second year PhD students and members of the faculty, something that is lacking for a number of students from each cohort. Finally, by revising exam 2, we join the growing number of criminal justice Ph.D. programs, which require students to produce an original research paper during their doctoral studies.

We have established several mechanisms to help ensure students’ successful completion of the revised exam 2. First, our program introduces students to the publishing process from various angles in several classes. In year one, students are introduced to the publishable paper requirement of exam 2 during the Pro-Seminar class (CRJ 76100). In addition, it is hoped that the term project developed during Dissemination of Knowledge (CRJ 76200), in year two, will serve as the foundation for exam 2. Also, the material covered in frequently-offered courses, including Data Management (CRJ 76300) and Publishing (CRJ 88900) will generally support work towards completing exam 2. For students doing quantitative research, it is advised that they also take an advanced statistics course that is in line with the goals of their exam 2 study. (All students in our program are required to take either an advanced methods or statistics course as part of their studies.)

We conceptualize the roles of involved actors as follows: Student: The primary responsibility for exam 2 lies with the student. It is his/her/their responsibility to identify a research topic and produce a scholarly piece of work, which demonstrates a degree of proficiency as well as mastery in their chosen subject. The faculty mentor the student decides to work with, and the criminal justice program's research advisor will guide students through exam 2, but the faculty members themselves should not drive the final product.

Faculty Mentor: The faculty mentor will aid in the development of the paper and provide feedback to the student throughout the exam 2 process, including by suggesting revisions to initial paper drafts. It is expected that the faculty mentor will be more familiar with the subject matter than the criminal justice program research advisor and thus will be critical in evaluating the student’s contribution in light of the existing literature in the chosen area. One broader goal of this partnership is the hope that a research relationship will form early on in a student’s career and that the faculty advisor selected may go on to chair the student's dissertation in the years following (a connection that has been lacking for some students that do not work directly with faculty members on funded research or individual projects from the start).

Criminal Justice Research Advisor: Each year a designated faculty member serves as the criminal justice program research advisor. In the revised exam 2, the criminal justice program research advisor's primary role is to offer guidance on the exam process, provide methodological/substantive feedback throughout its completion, and take part in evaluating the final product. The majority of this effort will occur during the fall semester of students’ second year when exam 2 projects are beginning to take shape. Along with the faculty member teaching the Dissemination of Knowledge, and any faculty member a student may already be working with, the research advisor will play a role in helping students to 1) conceptualize a project which is feasible within the required timeline, 2) identify a faculty member who can serve as a mentor, 3) develop a timeline toward project completion, and 4) strategize regarding additional needed coursework. The criminal justice program research advisor will also record students' progress throughout their second and third years of the program to ensure that students are on track to complete exam 2 by the deadline set by the program and then move on to the dissertation proposal stage if not working on it concurrently.
It is critical to note that while the proposed changes are taking the place of the oral defense as the second exam, as mentioned above, students will still be required to produce a dissertation proposal as well as defend it as part of the process of completing the third exam, which is the dissertation itself. While it might be anticipated that the revised exam 2 may increase the time to degree, the hope is that the structure laid out above will allow this revised requirement to fill a scholastic gap that we have observed among students in their second and third years of the program. Specifically, exam 2 will require students to engage wholly in self-driven scholarship and give them another milestone/building block on the way to completing the dissertation itself. The timing of this requirement, the second and third year of their matriculation in the program, should allow for them to continue right on into their dissertation proposal without adding lengthy delays to the process. The revised exam 2 is expected to jumpstart intellectual progress needed for dissertation work rather than hinder it.
PART A: ACADEMIC MATTERS

AII.1 The following Bulletin Changes are proposed for The Graduate Center Certificate Programs

Program: 
Program Code: 
Effective: 

<table>
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<th>FROM</th>
<th>TO</th>
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<td>The Graduate Center offers opportunities for interdisciplinary research and training. It recognizes that the development of knowledge crosses traditional departmental boundaries and that interdisciplinary study constitutes a sound and stimulating approach to scholarship. Students interested in interdisciplinary work are enrolled in one of the existing doctoral programs offered at The Graduate Center and are expected to fulfill the requirements of that doctoral program. At the same time, doctoral students can take advantage of several kinds of interdisciplinary studies. In addition to the certificate programs and interdisciplinary concentrations listed below, students can avail themselves of interdisciplinary opportunities through The Graduate Center's many centers, institutes, committees, and initiatives.</td>
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The Graduate Center offers interdisciplinary certificate programs that include Africana Studies, American Studies, Demography, Film Studies, Global Early Modern Studies, Interactive Technology and Pedagogy, Medieval Studies, and Women's Studies. Students who fulfill the requirements of a certificate program have this noted on their transcripts when they graduate.

Africana Studies

**Doctoral candidates** enrolled at The Graduate Center can pursue an Interdisciplinary Studies (IDS) Concentration in Africana Studies. The study of the African Diaspora as it is manifested in social and cultural structures outside of the continent of Africa has emerged over the last de-cade and a half as one of the academic world’s most active interdisciplinary arenas. The primary goal of the concentration in Africana Studies is to produce scholars who are fully conversant with this diverse field, providing them with the analytic and research tools to navigate and articulate the Black experience while furthering the ongoing dialogue on race and identity.

New York City is an extremely important locus for primary sources. Its convergence of music, literature, art, politics, and history—along with its myriad ethnic tapestry—offers...
Theatre and Performance, and Urban Education. Students are required to be matriculated in one of the established doctoral programs and must take the IDS core course, Introduction to Africana Studies, as well as four electives within the concentration’s course lists. No more than two of those four electives may be from the same discipline. Course offerings are from a broad spectrum of disciplines including Anthropology, Art, English, Film Studies, History, Music, Political Science, Psychology, Sociology, Social Welfare, and Women’s Studies.

American Studies

The Certificate in American Studies is available to all students, matriculated in doctoral programs at The Graduate Center. Students do not necessarily have to be working toward the certificate to take courses offered by the American Studies Certificate Program.

The American Studies Certificate Program at The Graduate Center prepares students to teach and research in American Studies by providing grounding in the genealogies, key questions, and research practices comprising the field. Because American Studies is a thoroughly interdisciplinary field, students in the certificate program gain experience and training in interdisciplinary methods. Students and faculty from The Graduate Center’s Ph.D. programs participate in the certificate program, including those from Anthropology, Art History, Earth and Environmental Science, English, History, Music, Philosophy, Political Science, Sociology, Theatre and Performance, and Urban Education. Students enrolled in any of The Graduate Center’s doctoral programs are eligible for enrollment in the certificate program. Upon graduation from their doctoral programs, students who have fulfilled the requirements receive a certificate in American Studies from the American Studies Certificate Program.

Critical Theory

Critical Theory is the examination and critique of literature, society, ethics, and culture and has become a vital component of interdisciplinary and collaborative conversations across the humanities and social sciences, providing practitioners with a new set of techniques to enhance their approaches to textual analysis and social criticism. The certificate in Critical Theory familiarizes students not only with the history and aspects of Critical Theory but also with its practical applications. By providing rigorous training in this field, the certificate gives doctoral students the expertise to teach Critical Theory and to incorporate it into their own research.

The certificate’s interdisciplinary emphasis gives students the opportunity to engage actively with Critical Theory through the lens of many academic disciplines across the Humanities and Social Sciences. The certificate exposes primary sources. Its convergence of music, literature, art, politics, and history—along with its myriad ethnic tapestry—offers scholars the opportunity to analyze Black culture in a uniquely fertile context. A concentration in Africana Studies reflects and enhances the diversity of both subject matter and community found in CUNY at large.

Students must take the IDS core course, Introduction to Africana Studies, as well as four electives within the concentration’s course lists. No more than two of those four electives may be from the same discipline. Course offerings are from a broad spectrum of disciplines including Anthropology, Art, English, Film Studies, History, Music, Political Science, Psychology, Sociology, Social Welfare, and Women’s Studies.

American Studies

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The American Studies Certificate Program at The Graduate Center prepares students to teach and research in American Studies by providing grounding in the genealogies, key questions, and research practices comprising the field. Because American Studies is a thoroughly interdisciplinary field, students in the certificate program gain experience and training in interdisciplinary methods. Students and faculty from The Graduate Center’s Ph.D. programs participate in the certificate program, including those from Anthropology, Art History, Earth and Environmental Science, English, History, Music, Philosophy, Political Science, Sociology, Theatre and Performance, and Urban Education. Students enrolled in any of The Graduate Center’s doctoral programs are eligible for enrollment in the certificate program.

Critical Theory

Critical Theory is the examination and critique of literature, society, ethics, and culture and has become a vital component of interdisciplinary and collaborative conversations across the humanities and social sciences, providing practitioners with a new set of techniques to enhance their approaches to textual analysis and social criticism. The certificate in Critical Theory familiarizes students not only with the history and aspects of Critical Theory but also with its practical applications. By providing rigorous training in this field, the certificate gives students the expertise to teach Critical Theory and to incorporate it into their own research.

The certificate’s interdisciplinary emphasis gives students the opportunity to engage actively with Critical Theory through the lens of many academic disciplines across the Humanities and Social Sciences. The certificate exposes primary sources. Its convergence of music, literature, art, politics, and history—along with its myriad ethnic tapestry—offers scholars the opportunity to analyze Black culture in a uniquely fertile context. A concentration in Africana Studies reflects and enhances the diversity of both subject matter and community found in CUNY at large.

Students must take the IDS core course, Introduction to Africana Studies, as well as four electives within the concentration’s course lists. No more than two of those four electives may be from the same discipline. Course offerings are from a broad spectrum of disciplines including Anthropology, Art, English, Film Studies, History, Music, Political Science, Psychology, Sociology, Social Welfare, and Women’s Studies.
students to the most prominent and influential theorists and movements by surveying a wide range of theoretical approaches including, but not limited to, deconstruction, phenomenology, post-colonialism, Marxism, hermeneutics, cultural studies, the Frankfurt School, psychoanalysis, race theory, and gender studies. Students enrolled in the certificate learn about the historical emergence, evolution, and interrelation of these various modes of critical thought and the impact they have had in shaping the most current trends in Critical Theory.

The Certificate Program in Critical Theory is open only to students already enrolled in Ph.D. programs at The Graduate Center. Candidates for the Certificate must take a total of five courses (15 credits) in Critical Theory: one required core course and four elective courses.

Demography

The Certificate Program in Demography offers courses and seminars for doctoral students enrolled in a doctoral program at The Graduate Center. Students who complete the interdisciplinary concentration receive, in addition to the doctoral degree, a certificate in Demography.

The program provides doctoral students with the tools to understand deeply, and conduct rigorous analyses of, population structure and processes. Specifically, the courses comprising the certificate will focus, for example, on understanding the causes and consequences of changes in population-related phenomena such as family formation, fertility and reproductive health, disease, aging and mortality, urbanization, racial and ethnic composition, and mobility, and how such changes shape social, economic, and political processes and outcomes at the local, national, and international level.

Resources for Research and Training

New York City is home to many local, regional, national, and international organizations that have demographic orientations. The newly-formed CUNY Institute for Demographic Research has strong ties with a number of these organizations and will form informal, and, in some cases, formal liaisons with others. (The organizations include New York area governmental institutions such as the Population Division of the New York City Department of Planning, New York City's Independent Budget Office, the Mayor's Office, the New York State Assembly and Senate staff, the Executive Office in Albany, and the New York State Education Department, as well as the Population Council, the Guttmacher Institute, and the Population Division of the United Nations. We will seek to establish internships and externships at these organizations and others. Certificate

Theory through the lens of many academic disciplines across the Humanities and Social Sciences. The certificate exposes students to the most prominent and influential theorists and movements by surveying a wide range of theoretical approaches including, but not limited to, deconstruction, phenomenology, post-colonialism, Marxism, hermeneutics, cultural studies, the Frankfurt School, psychoanalysis, race theory, and gender studies. Students enrolled in the certificate learn about the historical emergence, evolution, and interrelation of these various modes of critical thought and the impact they have had in shaping the most current trends in Critical Theory.

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Demography

The Certificate Program in Demography offers courses and seminars for students enrolled in a program at The Graduate Center. Students who complete the interdisciplinary concentration receive a certificate in Demography.

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students may have the opportunity to work with demography scholars from several CUNY campuses who are pursuing research at the Institute. In addition, doctoral fellowships in demography will be available through the Institute.

### SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN DEMOGRAPHY

Candidates for the certificate in Demography must already be enrolled in a doctoral program at The Graduate Center. To earn the certificate, the student must take the following courses: DCP 70100 Introduction to Demography, DCP 70200 Methods of Demographic Analysis, and DCP 80100 Advanced Methods of Demographic Analysis. In addition, a certificate candidate must take six credits of approved elective courses.

### Film Studies

### SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN FILM STUDIES

The Certificate Program in Film Studies is open only to students already enrolled in a Ph.D. program at The Graduate Center. Candidates for the certificate must take a total of 15 credits (five courses) in Film Studies including a required three-course "core" offered through the Ph.D. Program in Theatre and two additional electives offered under the auspices of any participating Ph.D. program or the certificate program itself. Many courses are simultaneously cross-listed in several doctoral and interdisciplinary programs to facilitate student enrollment.

### Global Early Modern Studies

The Certificate Program in Global Early Modern Studies is designed to enable students pursuing doctorates in any Ph.D. program offered at The Graduate Center in any aspect of the Renaissance/Early Modern period (c.1350–c.1700) to expand their studies in an interdisciplinary way. The program's main goals are to provide students with the opportunity (1) to acquire innovative methods of cross-disciplinary research, including the techniques of early modern cultural analysis, that will enhance both their scholarship and teaching; (2) to study with faculty outside their home discipline; and (3) to acquire a Certificate in Global Early Modern Studies as a credential that will augment their doctorate. Participating programs include Art History, Classics, Comparative Literature, English, French, Germanic Languages and Literatures, Latin American, Iberian and Latino Cultures, History, Music, Philosophy, and

State Education Department, as well as the Population Council, the Guttmacher Institute, and the Population Division of the United Nations. We seek to establish internships and externships at these organizations and others. Certificate students may have the opportunity to work with demography scholars from several CUNY campuses who are pursuing research at the Institute. In addition, fellowships in demography are available through the Institute.

### SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN DEMOGRAPHY

Candidates for the certificate in Demography must already be enrolled in a program at The Graduate Center. To earn the certificate, the student must take the following courses (unless a waiver is approved by the DCP Coordinator): DCP 70100 Introduction to Demography, DCP 70200 Methods of Demographic Analysis, and DCP 80100 Advanced Methods of Demographic Analysis. In addition, a certificate candidate must take six credits of approved elective courses.

### Film Studies

### SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN FILM STUDIES

The Certificate Program in Film Studies is open to students already enrolled in a program at The Graduate Center. Candidates for the certificate must take a total of 15 credits (five courses) in Film Studies including a required three-course "core" offered through the Ph.D. Program in Theatre and two additional electives offered under the auspices of any participating Ph.D. program or the certificate program itself. Many courses are simultaneously cross-listed in several doctoral and interdisciplinary programs to facilitate student enrollment.

### Global Early Modern Studies

The Certificate Program in Global Early Modern Studies is designed to enable students pursuing degrees offered at The Graduate Center interested in any aspect of the Renaissance/Early Modern period (c.1350–c.1700) to expand their studies in an interdisciplinary way. The program's main goals are to provide students with the opportunity (1) to acquire innovative methods of cross-disciplinary research, including the techniques of early modern cultural analysis, that will enhance both their scholarship and teaching; (2) to study with faculty outside their home discipline; and (3) to acquire a Certificate in Global Early Modern Studies as a credential.
New York is especially suited to serve students interested in Global Early Modern Studies. In addition to the Mina Rees Library of The Graduate Center and the libraries of the CUNY campuses, CUNY graduate students have access to a broad range of resources including the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art, the Frick Collection and Library, the Hispanic Society of America, the American Numismatic Society, the Academy of Medicine Library, and the libraries of the Union Theological Seminary and the Jewish Theological Seminary. The certificate program in Global Early Modern Studies is an affiliate member of the Renaissance Society of America, which now has its offices at The Graduate Center. As a member of the Folger Shakespeare Institute in Washington, D.C. (and, through it, of the Newberry Library in Chicago), the Graduate Center offers advanced students eligibility for funded participation in Folger Institute seminars and conferences. The Graduate Center hosts a Shakespeare Institute and the Society for the Study of Women in the Renaissance, and the Certificate Program sponsors a Renaissance Colloquium. Visiting scholars give talks regularly at the program’s Renaissance Colloquium, and students regularly present portions of their work in progress at an Early Modern Dissertation Colloquium.

SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN GLOBAL EARLY MODERN STUDIES

Requirements for the Certificate in Global Early Modern Studies include two core courses (Introduction to Renaissance Studies; Research Techniques in Renaissance Studies), two elective courses outside the home discipline (these may include special topics courses in the certificate program), reading proficiency in Latin, which can, upon appeal to the GEMS Faculty Committee, be substituted with another language related to the student’s research, and a dissertation, which need not be in the area of Renaissance Studies.

Upon fulfillment of the requirements of the student’s doctoral program and those of the Certificate Program in Global Early Modern Studies, a Certificate in Global Early Modern Studies is awarded by the state of New York, along with the Ph.D.

ITP – no change

Medieval Studies

The Certificate Program in Medieval Studies offers courses and seminars for doctoral students in Comparative Literature, English, French, Latin American, Iberian and Latino Cultures, History, Music, Philosophy, Political Science, and Theatre. Students who complete the interdisciplinary

ITP- no change
concentration receive, in addition to the doctoral degree, a certificate in Medieval Studies.

The program enables doctoral students specializing in medieval studies to broaden their knowledge of medieval culture and to pursue their interests in a more comprehensive context than that afforded by specialization in a single field. Since it emphasizes interdisciplinary research, the Medieval Studies program also encourages students to follow a pattern of studies that reflects the interdisciplinary conditions in which the works of the Middle Ages were created.

Resources for Research and Training

In addition to The Graduate Center’s Mina Rees Library, the student engaged in medieval studies enjoys the resources of over sixty libraries, museums, and collections in the Greater New York area that have special medieval materials. Among these are the New York Public Library, the Pierpont Morgan Library, the Metropolitan Museum of Art (including the Cloisters), the American Numismatic Society, the Grolier Club of New York, the Jewish Theological Seminary, and the General Theological Seminary. A student association, The Medieval Study, provides opportunities for the presentation of papers and for mutual exchange among students in the various disciplines. The program also sponsors a series of colloquia.

SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN MEDIEVAL STUDIES

Candidates for the certificate in Medieval Studies must already be enrolled in one of the doctoral programs listed above. To earn the certificate, the student must take the following courses: MSCP 70100 Introduction to Medieval Studies, at least one Interdisciplinary Medieval Studies seminar (MSCP 80500), and at least two courses in disciplines other than the student’s own field of doctoral study. The student must also demonstrate a reading knowledge of Latin and must complete a doctoral dissertation in which at least one chapter is on a topic approved by the Advisory Committee of the Medieval Studies Certificate Program.

Women’s Studies

The Certificate in Women’s Studies is available to students matriculated in Ph.D. programs at The Graduate Center. Women’s Studies is an interdisciplinary approach to research and scholarship that draws on various disciplines, while challenging disciplinary boundaries. The general aim of the program is to offer critical reflection on the experiences of both women and men in terms of differences of gender, sexuality, race, class, ethnicity, and nation.

Medieval Studies

The Certificate Program in Medieval Studies offers courses and seminars for students interested in Art History, Comparative Literature, English, French, Latin American, Iberian and Latino Cultures, History, Music, Philosophy, Political Science, and Theatre. Students who complete the interdisciplinary concentration receive a certificate in Medieval Studies.

The program enables students interested in medieval studies to broaden their knowledge of medieval culture and to pursue their interests in a more comprehensive context than that afforded by specialization in a single field. Since it emphasizes interdisciplinary research, the Medieval Studies program also encourages students to follow a pattern of studies that reflects the interdisciplinary conditions in which the works of the Middle Ages were created.

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SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN MEDIEVAL STUDIES

Candidates for the certificate in Medieval Studies must already be enrolled in one of the programs at the Graduate Center. To earn the certificate, the student must take the following courses: MSCP 70100 Introduction to Medieval Studies, at least one Interdisciplinary Medieval Studies seminar (MSCP 80500), and at least two courses in disciplines other than the student’s own field of study. The student must also demonstrate reading proficiency in premodern Arabic, Greek, Hebrew, Latin, or another language in use between 500-1500, selected on consultation with the MSCP coordinator.

Women’s Studies

The Certificate in Women’s Studies is available to students matriculated in programs at The Graduate
Students are prepared to teach courses and to do research in Women’s Studies and related critical approaches to the disciplines, such as those developed in Queer Studies, Postcolonial Studies, and Cultural Studies. Besides focused coursework and guidance in research, Women’s Studies offers participation in a wide range of graduate student and faculty activities, such as lecture series and forums. Students are also invited to participate in the research programs and seminars at the Center for the Study of Women and Society at The Graduate Center.

**SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN WOMEN’S STUDIES**

To qualify for the certificate, students must take one prerequisite course (unless similar coursework has been done at another institution), two required courses, and a minimum of two electives. The certificate is conferred at the same time as the Ph.D. degree.

**Course of Study** The program includes the prerequisite course plus a combination of required courses and electives totaling a minimum of 12 credits distributed as follows:

- **Prerequisite Course** WSCP 81001 Feminist Texts and Theories.

- **Required Courses** WSCP 71700 Global Feminisms; WSCP 81601 Topics in Women’s and Gender Studies. These courses are offered once each year and are team-taught by faculty in the humanities and the social sciences.

- **Electives** Two or more electives (a minimum of 6 credits) from disciplinary courses cross-listed with Women’s Studies.

The Women’s Studies Certificate Program is designed to complement existing doctoral programs and to accept as electives courses that the student uses to fulfill degree requirements elsewhere in The Graduate Center. Women’s Studies courses also may be taken to fulfill requirements for the Women’s Studies concentration in the Master of Arts in Liberal Studies at The Graduate Center.

All students are welcome to register for courses in Women’s Studies, regardless of their intention to pursue the certificate.

Center. Women’s Studies is an interdisciplinary approach to research and scholarship that draws on various disciplines, while challenging disciplinary boundaries. The general aim of the program is to offer critical reflection on the experiences of both women and men in terms of differences of gender, sexuality, race, class, ethnicity, and nation. Students are prepared to do research in Women’s Studies and related critical approaches to the disciplines, such as those developed in Queer Studies, Postcolonial Studies, and Cultural Studies. Besides focused coursework and guidance in research, Women’s Studies offers participation in a wide range of graduate student and faculty activities, such as lecture series and forums. Students are also invited to participate in the research programs and seminars at the Center for the Study of Women and Society at The Graduate Center.

**SPECIAL REQUIREMENTS FOR THE CERTIFICATE IN WOMEN’S STUDIES**

To qualify for the certificate, students must take one prerequisite course (unless similar coursework has been done at another institution), two required courses, and a minimum of two electives. The certificate is conferred upon completion of the required courses.

**Course of Study** The program includes the prerequisite course plus a combination of required courses and electives totaling a minimum of 12 credits distributed as follows:

- **Prerequisite Course** WSCP 81001 Feminist Texts and Theories.

- **Required Courses** WSCP 71700 Global Feminisms; WSCP 81601 Topics in Women’s and Gender Studies. These courses are offered once each year and are team-taught by faculty in the humanities and the social sciences.

- **Electives** Two or more electives (a minimum of 6 credits) from disciplinary courses cross-listed with Women’s Studies.

The Women’s Studies Certificate Program is designed to complement existing programs at The Graduate Center. Women’s Studies courses also may be taken to fulfill requirements for the Women’s Studies concentration in the Master of Arts in Liberal Studies at The Graduate Center.

All students are welcome to register for courses in Women’s Studies, regardless of their intention to pursue the certificate.
Rationale:
Opening enrollment in Advanced certificates to all graduate students brings the Graduate Center in line with other institutions in NYS, and allows students who are matriculated as Masters students at the GC to obtain a certificate.
Section AVI: Courses Withdrawn from the Linguistics Program

LING 70300 Introduction to Applied Linguistics
LING 71100 Introduction to Linguistic Phonetics
LING 72600 The Teaching of Grammatical Structures
LING 75300 Pidgins and Creoles
LING 75500 Spanish Dialectology
LING 76300 Assessing Knowledge of a Nonnative Language
LING 79300 The Classroom as a Context for Second Language Research
LING 80300 Research Methods in Psycholinguistics and Cognitive Linguistics
LING 81400 Advanced Syntax
LING 83700 Research in Computational Linguistics
LING 84100-84500 Seminars in Syntactic Theory
LING 84600-84900 Seminars in Semantics
LING 85100-85500 Seminars in Phonology, Morphology, and the Lexicon
IDS 80000 Approaches to the Study of Human Language and Communication

Rationale: These courses have not been offered in the last 10 years. Occasional courses offering similar content can be assigned under the existing “Special Topics in Linguistics” (LING 79100-79800) which will remain on the books.
AV: 1  Changes to be offered in the PhD Program in English

<table>
<thead>
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<th>CUNYFirst Course ID</th>
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<tbody>
<tr>
<td>FROM</td>
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<tr>
<td>Department(s)</td>
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</tr>
<tr>
<td>Course</td>
<td>ENGL 70100-89600</td>
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<td>Pre or co requisite</td>
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<td>Hours</td>
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<td>Credits</td>
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<td>Description</td>
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<tr>
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<tr>
<td>Course Attribute (e.g. Writing Intensive, Honors, etc)</td>
<td>Course Attribute (e.g. Writing Intensive, Honors, etc)</td>
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<tr>
<td>Effective Term</td>
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Rationale: Students have been able to register for English program seminars at 2 and 4 credits. English has decided to allow students to register for 3 credits, to allow for greatest flexibility for students in both doctoral and MA programs at the Graduate Center. Each course offering will identify the differing workloads for the differing credit values.
### AV: 1 Changes to be Offered in the Biology Department

<table>
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<tr>
<td>Department(s)</td>
<td>Biology</td>
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<tr>
<td>Course</td>
<td>89800 Advanced Study</td>
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<tr>
<td>Pre or co requisite</td>
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<tr>
<td>Hours</td>
<td></td>
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<tr>
<td>Credits</td>
<td>1-10 per semester, up to a maximum of 40 credits.</td>
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<tr>
<td>Description</td>
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<td>Requirement</td>
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<tr>
<td>Liberal Arts</td>
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<td>[ ] Gen Ed - Flexible</td>
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<td>[ ] World Cultures</td>
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<tr>
<td>Effective Term</td>
<td>Fall 2021</td>
</tr>
</tbody>
</table>

Rationale: 89800 is currently limited to students in their second and third years for a potential total of four semesters (maximum of 40 credits). Students do not need 40 credits of independent study to advance to candidacy. Reducing the maximum to 30 credits may encourage scheduling the second level exam earlier and improve time to degree. This change will also allow us to prioritize other courses within our unit allocation.
Sec. 1  ADMINISTRATIVE OFFICERS

1.1  President

The President of The Graduate School and University Center, hereafter referred to as The Graduate School, is the chief academic and administrative officer.

The President has general responsibility to develop, implement, and administer the doctoral programs of the University, other graduate programs, and centers and institutes of The Graduate School in accordance with the decisions of the Board of Trustees of The City University of New York.

The President has responsibility and authority for The Graduate School comparable to those set forth for Presidents in Article 11.4 of the Bylaws of the CUNY Board of Trustees.

1.2  Provost

The Provost of The Graduate School is appointed by and responsible to the President and is the principal academic officer of The Graduate School, with responsibilities as the President may assign.

1.3  Vice Presidents

Vice Presidents of The Graduate School are appointed by the President of The Graduate School in accordance with the established policies of the CUNY Board of Trustees for such appointments.

Vice Presidents have such duties and responsibilities as may be assigned to them by the President or referred to them by appropriate faculty bodies.

1.4  Deans

Deans of The Graduate School are appointed by the President of The Graduate School in accordance with the established policies of the CUNY Board of Trustees for such appointments.
Deans have such duties and responsibilities as may be assigned to them by the President or referred to them by appropriate faculty bodies.

Sec. 2         ADMINISTRATIVE BODIES

2.1 Graduate Council

The governing body of The Graduate School is the Graduate Council, which operates in accordance with its Bylaws. The membership of the Graduate Council shall be specified in the Graduate Council Bylaws. A majority of the voting members of the Graduate Council shall constitute a quorum.

2.1A Functions

The functions of Graduate Council shall be:

1. To formulate educational policy for all graduate work in doctoral programs at the Graduate School and in other graduate programs of The Graduate School, to set standards of admission and academic performance, and curriculum and degree requirements.

2. To approve programs and curricula leading to the doctoral degree and to approve other graduate programs of The Graduate School and the curricula of these programs.

3. To recommend to the CUNY Board of Trustees the granting of honorary and graduate degrees to qualified candidates. This function shall be exercised exclusively by the faculty members of the Council.

4. To consider any other academic matters of The Graduate School and to make recommendations to the CUNY Board of Trustees.

5. To receive, consider, approve, and forward, as appropriate, reports and recommendations of the Council's standing committees.

6. To review, and act on revisions to the Governance document of The Graduate School of the Graduate School and University Center, and to the Bylaws of Graduate Council of the Graduate School of the Graduate School and University Center.

2.1B Chair

1. The President of The Graduate Center shall be Chair of Graduate Council and shall preside over its meetings. In the absence of the President, the Chair of the Executive Committee of the Council shall preside.
2. The Chair of the Executive Committee of Graduate Council shall preside over the meetings of the Executive Committee. The Chair shall serve for a two-year term and shall be elected by the voting members of the Council from among the faculty representatives of the Council at its final spring meeting during years when elections are scheduled.

2.1 C Committees

The Graduate Council shall establish Standing Committees as enumerated and such other committees as it deems necessary to the discharge of its responsibilities. Each committee shall consist of faculty members and student members as specified in the Graduate Council Bylaws.

1. Executive Committee
2. Committee on Structure
3. Committee on Curriculum and Degree Requirements
4. Committee on Research
5. Committee on Committees
6. Committee on Student Services
7. Committee on Student Academic Appeals
8. Library Committee
9. Committee on Information Technology
10. Budget Committee
Sec. 1 The governing body of The Graduate School of The Graduate School and University Center shall be the Graduate Council.

Sec. 2 GRADUATE COUNCIL

2.1 Membership

2.1A The faculty and students in each doctoral program and free standing master’s program shall elect one faculty and one student representative to Graduate Council for each 100 or fewer matriculated students.

2.1B Each graduate degree program of The Graduate School in a discipline in which no doctoral work is offered shall elect representatives to Graduate Council, using the same formula as the doctoral programs, except that the number of representatives from all such programs shall not exceed 10 percent of the total membership of the Council.

2.1C All members of the doctoral faculty, the Master of Arts in Liberal Studies faculty, the Master of Arts in Middle Eastern Studies faculty, certificate program faculty, and all matriculated students in good standing are eligible to be elected to the Council. Faculty members and students on leave of absence shall not be eligible to serve.

2.1D Faculty and student representatives shall be elected according to the following procedures.

1. In each program the Executive Committee shall establish an Elections Committee composed of the Executive Officer, three faculty members, and three student members. This committee shall have responsibility for nominations and election procedures.

2. The election shall take place no later than April 1 for service in the subsequent academic year or years. Faculty members shall be eligible to vote for faculty representatives only; students shall be eligible to vote for student members only. Students or faculty members on leave of absence shall not be eligible to vote. The Executive Officer shall report the election results to the Secretary of Graduate Council no later than April 15.

2.1E Terms of Office and Vacancies

1. Members of Graduate Council shall be elected for a two-year term. Faculty or student vacancies in the elected membership of Graduate Council shall be filled, for the unexpired term, by the faculty Executive Committee members or student Executive Committee members, respectively, of the relevant program. Replacements for members absent for one semester or more shall be named in the same way.
2. In the event that any student delegate to Graduate Council will be absent for a meeting of Graduate Council a DSC representative from that program will automatically be the alternate for that program.

3. In the event that any faculty representative to Graduate Council will be absent for a meeting of Graduate Council, the representative may delegate another faculty member from the same program to be his or her proxy.

2.1F Members Ex Officio and Appointed Members of Graduate Council

Graduate School Voting Members
Executive Officers
Elected representatives to Graduate Council including faculty and students
One elected representative of the Library Faculty
Directors of Master’s Programs
Coordinators of the Certificate Programs
Four members of the DSC Executive Committee
Secretary of Graduate Council
Chair of the Doctoral Faculty Policy Committee
Chairs of the Standing Committees of Graduate Council

Graduate School Non-Voting Members
President
Provost
Vice-Presidents Associate Provosts
Chief Librarian Deans
Directors of formally established research centers and institutes of The Graduate Center
UFS Representative – elected to serve ex-officio on Executive Committee of Graduate Council

2.2 Functions

The functions of Graduate Council shall be:

2.2A To formulate educational policy for all graduate work in doctoral programs at the Graduate School and University Center and in other graduate programs of The Graduate School, to set standards of admission and academic performance, and curriculum and degree requirements.

2.2B To approve programs and curricula leading to the doctoral degree and to approve other graduate programs of The Graduate School and the curricula of these programs.

2.2.C To recommend to the CUNY Board of Trustees the granting of honorary and graduate degrees to qualified candidates. This function shall be exercised exclusively by the faculty members of the Council.
2.2D To consider any other academic matters of The Graduate School and to make recommendations to the CUNY Board of Trustees.

2.2E To receive, consider, approve, and forward, as appropriate, reports and recommendations of the Council's standing committees.

2.2F To review, recommend and approve revisions to the Governance document of The Graduate School of the Graduate School and University Center, and to the Bylaws of Graduate Council of the Graduate School of the Graduate School and University Center.

2.3 Officers

2.3A The President of The Graduate Center shall be Chair of Graduate Council and shall preside over its meetings. In the absence of the President, the Chair of the Executive Committee of the Council shall preside.

2.3B The Chair of the Executive Committee of Graduate Council shall preside over the meetings of the Executive Committee. The Chair shall serve for a two-year term and shall be elected by the voting members of the Council from among the faculty representatives of the Council at its final spring meeting during years when elections are scheduled.

The Vice Chair of the Executive Committee of Graduate Council shall be elected for a two-year term, in the same way as the Chair is elected.

2.3C The Secretary of Graduate Council shall be elected for a two-year term in the same way as the Chair and the Vice-Chair of the Executive Committee. The Secretary is elected by the faculty and student representatives of the Graduate Council.

The Secretary shall:

1. Draft an agenda for each regularly scheduled meeting of Graduate Council.
2. Send out proper notice including the agenda as approved by the Executive Committee for each meeting of the Council.
3. Prepare and distribute copies of the minutes of all Council meetings.
4. Have custody of all records of the Council.
5. Supervise the elections of representatives and the filling of vacancies on Standing Committees of the Council.

2.3D

1. The Executive Committee of the Council shall be composed of the Chair, Vice Chair, Secretary of the Council, Chair of the Committee on Curriculum and Degree Requirements, Chair of the Committee on Structure, Chair of the Doctoral Faculty Policy Committee, one Co-Chair of the Doctoral Students' Council, a Faculty Senator elected by and from among the Graduate School Senators elected to the University Faculty Senate, a Student Senator elected by and from among The Graduate School Students to the University Student Senate, and the Provost (nonvoting) or the Provost's designee. The University Faculty Senator serves in an ex-officio capacity and is a non-voting member of the Executive Committee.
2. The Executive Committee of Graduate Council shall be responsible for reviewing, amending,
and approving the draft agenda and bringing resolutions, issues, and actions to Council for its consideration.

2.4 Meetings

There shall be at least four meetings of Graduate Council each year on dates to be determined by the Executive Committee. The President or the Executive Committee may call special meetings of the Council. The Secretary shall call a special meeting upon written request from at least ten members of the Council. Every member shall be notified of the call, which shall specify the items to be acted upon at that meeting.

A majority of the voting seats of Graduate Council shall constitute a quorum.

Sec. 3 COMMITTEES

3.1A General Policy on Standing Committees

The Graduate Council shall establish standing committees as enumerated in Section 3.2 below and such other committees as it deems necessary to the discharge of its responsibilities.

1. It shall be the function of each committee to maintain a continuing study of the subjects committed to its charge as described in Section 3.2 of these Bylaws (below) and to make reports and recommendations on such subjects as it deems necessary and proper. An annual written report to the Chair of the Council shall be presented at the final spring meeting. This annual report of standing committees shall include any recommendations made by the committee. The reports shall be incorporated into a document to be called, (Committee Report for the Year...) Committee reports shall reach the members of the Council at least ten days before they are to be acted upon.

2. All recommendations and proposals for Graduate Council action shall make explicit what action the committee seeks the Council to approve.

3.1B Membership

1. Each committee shall consist of four faculty members and three student members except as follows: the Committee on Committees shall consist of four faculty members and four student members; the Committee on Curriculum and Degree Requirements shall consist of five faculty members and three student members; the Student Academic Appeals Committee shall consist of nine members of the doctoral faculty, as specified in Section 3.2F. No two members of the Committee on Committees shall be from one discipline.

2. Members of standing committees of the Council shall be chosen from among the members of the faculties of the doctoral programs or graduate educational programs of The Graduate School, and from matriculated students in graduate degree programs at The Graduate School, provided that on each committee at least two of the faculty members and one student member shall be members of Graduate Council. At least two student members of the Committee on Committees shall be members of Graduate Council.
3. One administrative officer with major responsibility in the area shall serve without vote as staff resource to each of the standing committees with the exception of the Committee on Committees.

4. Student membership on subcommittees and ad hoc committees shall be at least in the same proportion as on the standing committees, except where prescribed otherwise in these Bylaws.

5. Each committee shall elect a Chair for a two-year term or the remainder of an unfinished term. Each committee may request the services, as consultants, of University personnel who are not members of the committee, and may invite them to participate, without vote, in any or all of the meetings of the committee.

6. The outgoing Committee on Committees shall prepare slates of nominees for the other committees. The Secretary shall solicit and submit to the Committee on Committees nominations for membership on the Standing Committees. If an insufficient number of nominees have been submitted to present a complete slate, the Committee on Committees may provide additional nominees.

7. A new Committee on Committees shall be elected at the meeting of Graduate Council at the end of its two-year term in even-numbered years from nominations from the floor. Nominations shall not close until at least eight graduate programs are represented by at least one nominee each.

3.1C Elections

1. Members of The Graduate Council standing committees shall be elected for staggered two-year terms.

2. Elections shall take place at the last stated meeting of the academic year.

3. The report of the Committee on Committees shall be presented in the form of a faculty and student slate of candidates to be elected for membership on the committee.

4. Additional nominations may be made from the floor.

5. If a slate presented by the Committee on Committees is supplemented by one or more nominations from the floor, the election shall be carried out by written secret ballot, according to a system of voting approved by the Committee on Committees; this committee shall supervise the counting of the ballots and announce the results of the election as soon as possible.

3.1D Vacancies

In the event of a vacancy on a committee, the Committee on Committees shall make an interim appointment to take effect at once.

3.2 Standing Committees of The Graduate Council

3.2A Committee on Structure
1. To review on a regular basis the structure and operation of the Graduate Council Bylaws. To review, and approve on a regular basis the governance of each graduate program of The Graduate School.

2. To consider the organization of the University for work leading to the doctoral degree and degrees granted in other graduate programs of The Graduate School.

3. To consider any appeals submitted by faculty or students regarding any program's policy, practice, and procedures where such appeals pertain to the program's governance or its operation.

4. To review on a continuing basis student participation in governance.

5. To make recommendations to the Executive Officer, Coordinators, and Directors of each graduate program to revisit their program governance when revisions to the Bylaws of the Graduate Council have been approved.

3.2B Committee on Curriculum and Degree Requirements

1. To review general educational policy concerning curricula of graduate programs of The Graduate School.

2. To make recommendations to Graduate Council concerning Graduate School courses, programs, and curricula leading to a graduate degree or certificate. This responsibility includes and is not limited to recommendations concerning the addition and withdrawal of programs and courses and changes in titles, descriptions, and prerequisites for courses.

3. To review standards and requirements for doctoral degrees to be granted by the University and for degrees granted by the University in nondoctoral graduate programs of The Graduate School.

4. To recommend standards of admission to the graduate programs of The Graduate School.

5. To recommend standards of retention and matriculation for the graduate degree programs of The Graduate School.

6. To recommend standards for defining full-time students and residence, and for the granting of leaves of absence to students, as well as for setting maximum periods for the earning of the doctoral degree and for degrees granted in other graduate programs of The Graduate School.

7. To designate curricular items on the Graduate Council agenda as major or minor items.

8. To consider appeals submitted by faculty and/or students regarding any program’s policy, practice, and procedures where such appeals pertain to the program's curriculum and academic policy.

3.2C Committee on Research
To recommend policy affecting research undertaken under the auspices of The Graduate School or involving the commitment of its resources for such research.

3.2D Committee on Committees

1. To solicit nominations from the faculty and students of The Graduate School for faculty and student candidates for the committees of Graduate Council, to prepare a slate of faculty and student candidates from these nominations, and to prepare a list of alternates to fill such vacancies as may arise on these committees.

2. To supervise the counting of ballots in committee elections.

3.2E Committee on Student Services

1. To consider and make recommendations for such matters as student employment, housing, food services, health services, travel support, recreational facilities, child care, and other services.

2. To review and recommend policy and standards concerning financial aid to students.

3. To review and recommend policy for registration and payment of tuition and fees.

3.2F Committee on Student Academic Appeals

1. To consider and make recommendations to the Office of the Provost concerning student academic appeals that proceed beyond the level of the degree program, including appeals of grades and termination as outlined in the Graduate School Student Handbook.

2. Membership consists of nine members of the doctoral faculty: three each from the sciences and engineering, social sciences, and humanities. Terms of service on the committee are three years staggered.

3.2G Library Committee

1. To recommend policies for developing library resources for instruction and research.

2. To recommend policy for operating the Mina Rees Library.

3.2H Committee on Information Technology

1. To consider recommendations related to information technology.

2. To review the policies and practices of the Office of Information Technology.

3. To communicate these recommendations to the administrative officer responsible for information technology.
4. To recommend policies related to information technology.

3.2I Budget Committee

1. The Graduate Center Budget Committee is a consultative body that both makes prospective recommendations regarding the GC’s spending plans, and reviews GC spending after the fact. The Budget Committee aims to relay the priorities of different constituencies, including faculty, staff, and students, offer collaborative advisement on the budget process and the management of resources in keeping with the Graduate Center’s mission to support advanced education for a diverse student body, innovative research, and the public good. It is a consultative committee that will raise and discuss the concerns of the community and will develop expertise in budget matters to be shared with others. The goal is to enhance knowledge and transparency of the GC and CUNY’s tax-levy budget allocations.

The Budget Committee is advisory to the Graduate Center president, who by CUNY by-laws bears the responsibility of recommending an annual budget to the Chancellor.

2. Membership in the Budget Committee shall consist of seven members ex officio and fourteen elected members.

3. Ex Officio Members

There shall be seven ex officio members consisting of the President, Provost, Vice President for Finance and Administration, Senior Advisor to the President for Diversity and Inclusion, Chief Librarian, a co-chair of the DGSC (selected by the DGSC), and the Chair of the HEO Screening Committee.

4. Elected Members

There shall be fourteen elected members, as follows:

Faculty: eight, elected for a two-year term. At least one of these must represent each of the following groups: consortial faculty, central line faculty, executive officers, and each of the three disciplinary divisions.

Staff: two HEOs, elected for a two-year term.

Students: four at least one of whom must be a master’s student and one a doctoral student. Doctoral students are elected for a two-year term, master’s students for a one-year term.

In its first meeting the committee will elect the chair and plan the frequency and dates of future meetings to coordinate with key budgetary decisions. The chair may serve no more than two terms consecutively but will be eligible for reelection after one term out of office.

3.3 Ad hoc Committees

Ad hoc committees may be created as needed, either by the President or by the Graduate Council.

Sec. 4 RULES OF ORDER

4.1 The procedures of Graduate Council and its committees shall be governed by the latest edition of ROBERT’S RULES OF ORDER, NEWLY REVISED, in all cases in which they are applicable and not inconsistent with these Bylaws.

Sec. 5 AMENDMENTS AND REVIEW
5.1 These Graduate Council Bylaws may be amended by a two-thirds affirmative vote of the members present, there being a quorum at any stated or special meeting of Graduate Council, provided that the text of the proposed amendment shall have been sent in writing to every member of Graduate Council at least two weeks before the meeting at which the proposed amendment is to be considered.

5.2 At the final spring meeting of every even-numbered year, the Committee on Structure shall present a report on these Bylaws and procedures together with such recommendations for amendment as it shall deem appropriate. The procedures described in the previous paragraph shall be followed except that such amendments shall require a majority affirmative vote of the members present, there being a quorum.

Revisions approved by Graduate Council December 1, 2005; March 2, 2006; March 1, 2007; May 14, 2009; May 13, 2010; March 10, 2011; October 26, 2011; March 6, 2013; May 8, 2013, May 7, 2014, May 5, 2016