AGENDA

I. Approval of the Minutes: October 19, 2022
   President Garrell

II. Opening Comments
    President Garrell

III. Committee on Curriculum and Degree Requirements
     Prof. Faherty

   A. Major Items
      1. English – change in language requirement and bulletin changes
      2. Master’s in Liberal Studies (MALS)
         a. New concentration in Public Scholarship
         b. New course: “Introduction to Public Scholarship: Theories, Methods, and Approaches”
         c. New course: “Special Topics in Public Scholarship”
      3. Sociology – changes to admission requirement and bulletin changes
      4. Social Welfare
         a. Changes to degree requirements and bulletin changes
         b. Change to course title

IV. University Faculty Senate – Report
    Prof. Burke

V. New Business
The Graduate School and University Center
The Graduate Council
2022-2023

(Nonvoting Members)

President                     Dr. Robin L. Garrell
Provost and Senior Vice President  Dr. Steve Everett
Interim Associate Provost     Dr. Monica Varsanyi
Dean for the Sciences         Dr. Josh Brumberg
Vice President for Student Affairs Matthew Schoengood
Senior Vice President for Finance and Administration Brian Peterson
Interim Assistant Vice President for Information Technology and Chief Information Officer Jeff Barnes
Vice President for Communications and Marketing Wendy DeMarco Fuentes
Executive Chief Librarian     Dr. Maura Smale

Executive Committee of Graduate Council
Professor Duncan Faherty (Chair)
Professor Peter Eckersall (Vice-Chair)
Maura Smale (Secretary of the Council) (Voting Member)
Professor Giancarlo Lombardi (Chair, Structure Committee)
Professor Duncan Faherty (Chair, Curriculum and Degree Requirements Committee)
Professor Martin Burke (Rep. Doctoral Faculty Policy Committee) (Voting Member)
Professor Barbara Weinstein (UFS representative, ex officio)
Alex Jiang (USS Delegate)
Christopher Campbell (DGSC Co-Chair) (Voting Member)
Provost Steve Everett (ex officio)

Executive Officers and Directors (Voting Members)
Anthropology                  Professor Jeff Maskovsky
Art History                   Professor Jennifer Ball
Astrophysics                  Professor Jillian Bellovary (Acting)
Audiology                     Professor Dorothy Neave-DiToro (Acting)
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 Rachel Kousser
Cognitive Neuroscience       Professor Tony Ro
Comparative Literature       Professor Giancarlo Lombardi
Computer Science             Professor Ping Ji
Criminal Justice             Professor Brian Lawton
Data Analysis and Visualization Professor Matthew K. Gold
Data Science                  Professor Ping Ji
Digital Humanities: Professor Matthew K. Gold
Earth and Environmental Sciences: Professor Kieren Howard (Acting)
Economics: Professor Christos Giannikos
Educational Opp. Div. Programs: Professor Martin Ruck
Educational Psychology: Professor Joan Lucariello
English: Professor Tanya Agathocleous (Co-Acting) and Professor Talia Schaffer (Co-Acting)
French: Professor Maxime Blanchard
History: Professor Jonathan Sassi (Acting)
Interdisciplinary Research: Professor Duncan Faherty
International Migration Studies: Professor Richard Ocado
Latin American, Iberian and Latino Cultures: Professor Jane Marcus Delgado (Acting)
Liberal Studies: Professor Elizabeth Macaulay
Linguistics: Professor Cecelia Cutler
Mathematics: Professor Christian Wolf
Middle Eastern Studies: Professor Christa Salamandra
Music: Professor Norman Carey
Nanoscience: Professor Michele Vittadello
Nursing: Professor Juan Battle
Philosophy: Professor Nickolas Pappas
Physics: Professor Alexios Polychronakos
Political Science: Professor Jack Jacobs
Psychology: Professor Richard Bodnar
Quantitative Methods in the Social Sciences: Professor Jeremy Porter
Social Welfare: Professor Barbra Teater
Sociology: Professor Lynn Chancer
Speech-Language-Hearing Sciences: Professor Valerie Shafer
Theatre and Performance: Professor James Wilson
Urban Education: Professor Wendy Luttrell
Women’s and Gender Studies: Professor Dana Ain Davis

**Certificate Programs** (Voting Members)
Africana Studies: Professor Nathalie Etoke (Acting)
American Studies: Professor David Waldstreicher (Acting)
Critical Theory: Professor Bettina Lerner
Demography: Professor Neil Bennett
Film Studies: Professor Edward Miller
Global Early Modern Studies: Professor Amanda Wunder
Interactive Technology and Pedagogy: Professor Michael Mandiberg
Medieval Studies: Professor Sara McDougall
Women’s Studies: Professor Dana Ain Davis

**Chair of the Doctoral Faculty Policy Committee** (Voting Member)
Professor Martin Burke

**Doctoral and Graduate Students’ Council** (Voting Members)
Silvia Rivera Alfaro
Christopher Campbell
Jonathan Hanon
Parisa Montazaran Osmanovic (UFS Liaison)
Alex Jiang (USS Delegate) (Nonvoting)
**Chairs of the Standing Committees of Graduate Council** (Voting Members)

<table>
<thead>
<tr>
<th>Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Committee of Graduate Council</td>
<td>Professor Duncan Faherty</td>
</tr>
<tr>
<td>Committee on Committees</td>
<td>Jonathan Hanon</td>
</tr>
<tr>
<td>Committee on Curriculum and Degree Requirements</td>
<td>Professor Duncan Faherty</td>
</tr>
<tr>
<td>Committee on Research</td>
<td>Professor Tony Ro</td>
</tr>
<tr>
<td>Information Technology Committee</td>
<td>Professor Matthew K. Gold</td>
</tr>
<tr>
<td>Library Committee</td>
<td>Professor Christos Giannikos</td>
</tr>
<tr>
<td>Committee on Structure</td>
<td>Professor Giancarlo Lombardi</td>
</tr>
<tr>
<td>Committee on Student Services</td>
<td>Ariel Leutheusser</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>Professor Louise Lennihan</td>
</tr>
<tr>
<td>Student Academic Appeals Committee</td>
<td>TBA</td>
</tr>
<tr>
<td>Faculty</td>
<td>Students</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Nikhil Sood</td>
</tr>
<tr>
<td></td>
<td>Lea Coffineau</td>
</tr>
<tr>
<td>Art History</td>
<td>Emily Mangione/</td>
</tr>
<tr>
<td></td>
<td>Bianca Moran</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>Andrew Ayala</td>
</tr>
<tr>
<td>Audiology</td>
<td>Madeleine Campbell/</td>
</tr>
<tr>
<td></td>
<td>Leah Joshowitz</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>Alfredo Vidal Ceballos</td>
</tr>
<tr>
<td>Biography &amp; Memoir</td>
<td>Vanessa Botehlo</td>
</tr>
<tr>
<td>Biology</td>
<td>Katherine Anderson</td>
</tr>
<tr>
<td></td>
<td>Sara Fresard</td>
</tr>
<tr>
<td>Business</td>
<td>Andrea Pelaez Martinez</td>
</tr>
<tr>
<td>Chemistry</td>
<td>TBA</td>
</tr>
<tr>
<td>Classics</td>
<td>Jamie Banks</td>
</tr>
<tr>
<td>Cognitive Neuroscience</td>
<td>Rebecca McCune/</td>
</tr>
<tr>
<td></td>
<td>Krystian Grondecki</td>
</tr>
<tr>
<td>Comparative Literature</td>
<td>Peter Kurtz</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Jonathan Hanon</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Justice Evans/</td>
</tr>
<tr>
<td></td>
<td>Sumita Das</td>
</tr>
<tr>
<td>Data Analysis &amp; Visualization</td>
<td>Shoko Tachikawa</td>
</tr>
<tr>
<td>Digital Humanities</td>
<td>Bianca Calabressi</td>
</tr>
<tr>
<td>Earth &amp; Environmental Sciences</td>
<td>Aurash Khawarzad</td>
</tr>
<tr>
<td>Economics</td>
<td>Christos Angelopoulos</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Carolina Lopera-Oquendo</td>
</tr>
<tr>
<td>English</td>
<td>Sam O'Hana Grainger</td>
</tr>
<tr>
<td></td>
<td>Sharifa Hampton</td>
</tr>
<tr>
<td>Field</td>
<td>Professor 1</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>French</td>
<td>Professor Erec Koch</td>
</tr>
<tr>
<td>History</td>
<td>Professor Anne Kornhauser</td>
</tr>
<tr>
<td>International Migration Studies</td>
<td>Professor Van Tran</td>
</tr>
<tr>
<td>Latin American, Iberian &amp; Latino Cultures</td>
<td>Professor Vanessa Perez-Rosario</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Professor George Fragopoulos</td>
</tr>
<tr>
<td>Library</td>
<td>Professor Elvis Bakaitis</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Professor Samer Al Khatib</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Professor Krzysztof Klosin/Professor Martin Bendersky</td>
</tr>
<tr>
<td>Middle Eastern Studies</td>
<td>Professor Beth Baron</td>
</tr>
<tr>
<td>Music</td>
<td>Professor Jeff Nichols</td>
</tr>
<tr>
<td></td>
<td>Professor L. Poundie Burstein</td>
</tr>
<tr>
<td>Nanoscience</td>
<td>TBA</td>
</tr>
<tr>
<td>Nursing</td>
<td>Professor Juan Battle</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Professor Jonathan Gilmore</td>
</tr>
<tr>
<td>Physics</td>
<td>TBA</td>
</tr>
<tr>
<td>Political Science</td>
<td>Professor Till Weber</td>
</tr>
<tr>
<td></td>
<td>Professor Benedetto Fontana</td>
</tr>
<tr>
<td>Psychology</td>
<td>Professor Brett Stoudt</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>Professor Jeremy Porter</td>
</tr>
<tr>
<td>In the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>Social Welfare</td>
<td>Professor Rufina Lee</td>
</tr>
<tr>
<td>Sociology</td>
<td>Professor Jeremy Porter</td>
</tr>
<tr>
<td></td>
<td>Professor Van Tran</td>
</tr>
<tr>
<td>Speech &amp; Hearing Sciences</td>
<td>Professor Doug Whalen</td>
</tr>
<tr>
<td>Theatre and Performance</td>
<td>Professor David Savran</td>
</tr>
<tr>
<td>Urban Education</td>
<td>TBA</td>
</tr>
<tr>
<td>Women’s &amp; Gender Studies</td>
<td>Professor Michelle Fine</td>
</tr>
</tbody>
</table>
Fall 2022

Centers and Institutes (Nonvoting Members)

Advanced Research Collaborative
Prof. Philip Kasinitz

Advanced Science Research Center (ASRC)
Prof. Joshua Brumberg (Interim)

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

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

Bildner Center for Western Hemisphere Studies
Prof. Mauricio Font

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

Center for Human Environments
Prof. Roger Hart

Center for Jewish Studies
Prof. Francesca Bregoli

Institute for Sephardic Studies
Prof. Jane Gerber

The Rosenthal Institute for Holocaust Studies
TBA

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

Center for LGBTQ Studies (CLAGS)
Prof. Justin Brown

Center for Place, Culture, and Politics
Prof. Ruth Wilson Gilmore

Center for the Humanities
Prof. Keith Wilson

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

Center for Urban Research
Prof. John Mollenkopf

CUNY Data Service
Dr. Joseph Pereira

CUNY Mapping Service
Steven Romalewski

New York City Market Information Service
(JNYCLMIS)
Jaclyn Kelly

Center on Philanthropy and Civil Society
Prof. Kathleen McCarthy

CUNY Academy for the Humanities and Sciences
Prof. Sarah Danielsson

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

Endangered Language Initiative
Prof. Juliette Blevins

European Union Studies Center
Prof. Patrizia Nobbe

Futures Initiative
Prof. Cathy Davidson
GC Digital Initiatives                  Prof. Matthew Gold
Gotham Center for New York City History Dr. Peter Aigner
Henri Peyre French Institute            Prof. Francesca Sautman
Human Ecodynamics Research Center (HERC) Prof. Thomas McGovern
Initiative for the Theoretical Sciences  Prof. Vadim Oganesyan
Institute for Language Education in Transcultural Context Dr. Alberta Gatti
Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC) Prof. Herman Bennett
Intellectual Publics                    Prof. Ken Wissoker
James Gallery                           Dr. Katherine Carl
Latin/Greek Institute                   Prof. Lucas Rubin
Leon Levy Center for Biography          Prof. Kai Bird
James M. and Cathleen D. Stone Center on Socio-Economic Inequality Prof. Janet Gornick
Martin E. Segal Theatre Center          Prof. Frank Hentschker
Middle East and Middle Eastern American Center (MEMEAC) Prof. Beth Baron
Ralph Bunche Institute for International Studies Prof. John Torpey
Research Institute for the Study of Language in Urban Society (RISLUS) Prof. Gita Martohardjono
Revolutionizing American Studies Initiative Prof. Duncan Faherty
The Saul Kripke Center                   Prof. Romina Padro
Teaching and Learning Center            Prof. Luke Waltzer
The Writers’ Institute                  Prof. André Aciman
I. Approval of the Minutes of the May 4, 2022 meeting – [Motion to approve by Prof. Hillary Miller] Approved

II. Opening remarks were given by President Garrell
   a. On campus: On peak days there are now as many as 1500 people in the Graduate Center building. Events and exhibits are coming back to the building as well.
   b. Requests to Chancellor for funding: The Chancellor invites the GC to assist him with advocating to the State for additional funding. The GC will be kept apprised on this.

III. Degrees and certificates were granted to September 2022 candidates – [Motion to approve by Prof. Norman Carey] Approved

IV. Committee on Curriculum and Degree Requirements (Prof. Faherty)

   A. Major items:
      1. **Criminal Justice** – bulletin revisions – [Motion to approve by Prof. Michael Mandiberg] Approved
      2. **History** – change to the language requirement – [Motion to approve by Prof. Michael Mandiberg] Approved
      3. **Earth and Environmental Sciences (EES)**
         i. Changes to admissions requirements – [Motion to approve by Prof. Michael Mandiberg] Approved
         ii. Bulletin revisions – [Motion to approve by Prof. Michael Mandiberg] Approved
      4. **Film Studies** – name change – [Motion to approve by Prof. Michael Mandiberg] Approved
V. University Faculty Senate (UFS) report (Prof. Burke)
   a. Remote participation in meetings: The Board of Trustees will take a vote on remote participation in its meetings. The majority of its members would still need to be physically present even if some participate remotely.
   b. CUNY financial status: The UFS met with the CUNY Executive Vice Chancellor and University Provost and the budget advisory committee met with the Chief Financial Officer. There are projections of budget-related issues.
   c. Online presence: The University’s plans for moving to a larger online presence are underway and part of the strategic plan. A draft of CUNY’s strategic plan is being circulated after having been through several iterations of review. Professor Burke will request for a future draft to be circulated to members of the Graduate Center’s Graduate Council.

VI. Graduate Center Strategic Plan (Provost Everett)
   a. CUNY is finalizing its strategic plan, and the Graduate Center’s existing strategic plan is wrapping up. Work is commencing on the next GC strategic plan.
   b. The Provost’s office is taking steps to ensure that everyone in the GC community has an opportunity to provide their thoughts on the GC’s strategic plan. Through the strategic plan, the GC will work to increase its level of excellence for its students, increase the GC’s visibility and make the successes of its members better known.
   c. During the last planning process, several Task Forces were formed to address different categories. Before formulating the new Task Forces, the Provost’s Office will coordinate listening sessions to hear about the broad issues and see if this impacts the types of Task Forces that should be set up to help develop the strategic plan.
   d. The targeted timeline for completing the strategic planning process is approximately 18 months.

VII. New business
   a. Outlook 365 migration: There were some concerns about no longer having a GC email address after the migration. With some setup required, a GC email address can still be used as an alias for emails.
   b. Sponsored research support: There is a need for additional staff in this area, including staff who will work with the CUNY Research Foundation and grants. There is also a plan to purchase a third-party software to support management of grant applications.
   c. Purchasing and reimbursements: After changes were made with regards to the bank used for purchasing and travel cards, new cards are ready to be issued and there is a new administrative portal for them that will be pilot tested. Travel cards are for state-funded travel. There is a purchasing card that is overseen by the Provost’s office and it will continue to be monitored by that office. Requests for its use should be submitted with reasonable lead time. With regards to reimbursements, delays in processing should be reported to the Office of Finance and Administration.
   d. Services on campus: There is currently not a high enough volume of people on campus for food vendors to consider providing services at the GC. Because of the low volume, vendors who have been consulted have indicated that they would not be profitable at the GC. Until this can be resolved, other options are being explored and additional vending machines will be brought in. Additional catering options are also being explored.

Meeting adjourned at 5:02pm
PART A: ACADEMIC MATTERS

Section AII: Changes in Generic Degree Requirements

Changes in College-wide Degree Requirements include

- Bulletin and Requirement changes

All.1 The following Bulletin Changes are proposed for the

Program: English  
Program Code: 1501  
Effective: Fall 2023

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language Examinations in two foreign languages (ancient Greek, Latin, German, French, Italian, and Spanish) will be required of each candidate in the Ph.D. Program in English before advancement to candidacy. Any exceptions or petitions to be tested in another language—on the basis of its significance to a student’s course of study—must receive explicit approval by the Executive Officer.</td>
<td>Foreign Language Language other than English Examinations in two foreign languages other than English (ancient Greek, Latin, German, French, Italian, and Spanish) will be required of each candidate in the Ph.D. Program in English before advancement to candidacy. Any exceptions or petitions to be tested in another language—on the basis of its significance to a student’s course of study—must receive explicit approval by the Executive Officer.</td>
</tr>
</tbody>
</table>

**Rationale:**

The English Department asks that the number of additional required languages beyond English for the degree be reduced from two to one.

In making this change, we are bringing the CUNY Graduate Program in line with similar programs. We recognize, like other programs, that good English Doctoral work requires a working knowledge of at least one additional language or symbolic system. Only one additional language is required by the doctoral programs in English at all regional flagship public universities: the Universities of Massachusetts, Connecticut, and Maryland, as well as those at Rutgers University and Pennsylvania State University. The English doctoral program at UCLA – offered here as another well-regarded public university – also requires only one language other than English. The English doctoral program at the University of Michigan at Ann Arbor, by contrast, offers students the option of either demonstrating advanced proficiency in one additional language, or basic proficiency in two.

The graduate students have strongly indicated that they find required two languages beyond English an undue burden. They argue that the institution currently provides insufficient support to help students learn a third language well enough to pass an exam. Taking courses is expensive and time-consuming, especially given the teaching expectations in our program. The students argue,
furthermore, that passing the exam does not necessarily indicate that students possess adequate facility in the third language to use it for scholarly purposes. Students have felt that the existing requirement is therefore only an impediment to their degree, and of little value in helping them produce new knowledge.
Concentration in Public Scholarship

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Crs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALS 70000: Intro. to Graduate Liberal Studies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MALS 79000: MALS Thesis</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total credits required for the MALS degree</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
Track Rationale:
Concentration in Public Scholarship, MA Program in Liberal Studies

Over the last four decades, members of the academy have been increasingly interested in public or engaged scholarship, which seeks to bridge the apparent division between scholars in the academy and the general public. Scholars have sought to do this through community engagement, oral history projects, collaborations with local historical societies and museums, the creation of digital archives and projects, collaborative research with social movements/campaigns for justice, and other methods and projects. The naming of the concentration public scholarship—rather than public humanities—is purposeful; it embraces the fact that the social sciences, sciences, and technology have much to contribute to public knowledge. Public scholarship has benefits outside the academy; it broadens academic knowledge to speak to wider audiences, improves the ability of students to communicate complex ideas in accessible language, and helps build ties between academic institutions and external communities.

Since its inception, the Graduate Center, as part of its commitment to “knowledge is a public good,” has hired and cultivated an increasing range of scholars whose work is rooted in academic scholarship and writing for the general public. The MALS Program seeks to create a concentration in Public Scholarship that brings together the best of faculty expertise and publicly-engaged scholarship specifically for graduate students at the master’s level. The Graduate Center is already a leading center for engaged, activist, and public scholarship. The PublicLabs, the Futures Initiative, the American Social History Project, the Center for the Humanities, the Public Science Project and the Gotham Center, GC Digital Initiatives, and the Graduate Center Science Communication Academy, among other centers at the Graduate Center, all engage with and promote public-facing academic work or academic work that is produced through active collaboration with institutions, individuals, and groups outside the Graduate Center. Likewise, the Graduate Center’s MA in Digital Humanities promotes work that speaks to public audiences outside the academy. Over the last few years, there has been a concerted effort by faculty and the administration at the GC to develop scholarships, internships, and work experiences with New York City based institutions, for GC students. At the Graduate Center, the majority of these opportunities have been directed towards doctoral students. Thus, there is an opportunity to develop a concentration in Public Scholarship at the Graduate Center, drawing on the pre-existing strengths of MALS and the Graduate Center, which is aimed specifically at master’s students.

Since the founding of the John Nicholas Brown Center for Public Humanities and Cultural Heritage at Brown University, which was a pioneer in its field and offers an MA in Public Humanities, many other North American universities have set up centers for the Public Humanities, including the aforementioned CUNY Center for the Humanities and the Publics Lab. In New York City, several universities offer related programs, including Columbia’s MA program in Oral History, and NYU’s MA in Archives and Public History; yet there is no Public Humanities or Scholarship master’s program within the city. Within CUNY, Staten Island has an MA in Public History, but this is focused primarily on the local history of Staten Island, while the scope of this proposed MALS concentration is more capacious. SPS offers an online MA in Museum Studies but it only focuses on museums. Furthermore, the proposed concentration is not a public history concentration, but is interdisciplinary, allowing instructors and students to do a wide range of public-facing work within New York City and further afield. MALS is ideally positioned to host this concentration as it is interdisciplinary in scope and complements many of the existing MALS concentrations (including Individualized Studies; Archaeology of the Classical, Late Antique, and Islamic Worlds; Social and Environmental Justice Studies; American Studies; New York Studies, and Urban Education).

Not only is MALS well positioned to host this concentration, but several of recent MALS courses with a public-facing component have been very popular (see the list of electives below). We are currently collaborating with the Gotham Center to provide internship opportunities for students to learn how the center runs and engages with the public, allowing MALS students to intern over the summer. Additionally, MALS students are able to apply for departmental funding (up to $3000) for non-paid
internships, which is critical to their professional development as a new generation of public scholars.

MALS already has a strong group of faculty, who engage in public scholarship and who collaborate with museums, historical societies, digital platforms, and other institutions.

Anna Ayse Akasoy, Professor, MALS, is a scholar of Islamic intellectual history who serves as the academic consultant of the Middle East Falconry Archive, a cultural heritage and conservation project based in the UAE with digital and museum-based components. She is also a member of the advisory board of the Bavarian Research Center for Interreligious Discourses which promotes religious dialogues and understanding in Germany. In Spring 2022, she taught MALS 78500 - Patronage, Collecting, and Exhibiting, a course that introduced students to the history and present practices of cultural and art museums in the United States, using as an example the Smithsonian’s National Museum of Asian Art and included a visit to the museum to meet with curators, educational staff, researchers and the director to gain a better understanding of museum and the challenges that they face in the 21st century.

Prithi Kanakamedala, Associate Professor, History, Bronx Community College and MALS, is a public historian. Prior to joining CUNY as a full-time faculty member, she served as historian and curator for Brooklyn Abolitionists, a major long-term exhibit which ran from 2010 to 2015 at the Brooklyn Historical Society (now the Center for Brooklyn History at the Brooklyn Public Library). She continues to work with a range of cultural organizations across the city. Her MALS courses in the New York Studies concentration have focused on using traditional and community archives, working collaboratively with cultural organizations, designing oral history projects, writing grant proposals and other ways of writing for the general public, and exploring New York City’s history and cultural life.

Elizabeth R. Macaulay, Associate Professor & EO of MALS. She is the Board chair and the Acquiring Editor, Roman, Islamic Art, Cultural Heritage and Archaeology, for Smarthistory.org, the Center for Public Art History, and the most visited art history website online, where she contributes essays and videos. If it were a museum, Smarthistory.org would have the third most YouTube subscribers after the Metropolitan Museum of Art and the Museum of Modern Art. Her ten Smarthistory.org videos have been viewed over 500,000 times on YouTube, while her essays have had a similar number of readers.

Naomi J. Stubbs, Professor, LaGuardia Community College and MALS. Her work explores the history of New York, museum history, and American theatre and performance traditions. She is the editor of the open-access, digital edition of the diary of an actor, playwright, and stage manager named Harry Watkins (1825–94), who collaborated with many celebrities including P. T. Barnum, Junius Brutus Booth, Edwin Forrest, Anna Cora Mowatt, and Lucy Stone. His diary is the only pre-Civil war diary of substantial length and scope written by a U.S. actor.

Other faculty who engaged with public scholarship or are public scholarship practitioners at the Graduate Center include Stacy Hartmann, Michelle Fine, and Anne Valk, Celina Su, Kendra Sullivan, Brett Stoudt, Maria Elena Torre and Matthew Gold, among others. The Center for Humanities and the Gotham Center are both hubs for public scholarship and outreach. The organizers of the concentration have been in conversation with these colleagues and others as they develop this concentration and as other colleagues at the GC and ASRC pursue related certificates and programs that focus on engaged, activist, or public scholarship.

The concentration is composed of two core courses: (1) Introduction to Public Scholarship: Theories, Methods, and Approaches and (2) Special Topics in Public Scholarship. Due to the evolving nature of the field, the special topics course is designed to maximize flexibility for instructors, whose backgrounds and areas of expertise may differ. Students are strongly encouraged to pursue internships and may enroll in the MALS internship course (73800) or apply for funding to support an unpaid internship in order to gain hands-on experience.
Select examples of courses offered in past two academic years and open to all graduate students at the Graduate Center that might be chosen by students in the new MALS concentration in Public Scholarship to fulfill their 18 elective credits:

Enter Relevant Courses recently offered at the GC, Organized by Department. PLEASE INCLUDE SEMESTER/YEAR WHEN THE COURSE WAS LAST OFFERED. Recent courses may be found though the dynamic course schedule: https://banner.gc.cuny.edu/prod/plsql/bwckschd.p_disp_dyn_sched In general, it is advisable to select courses offered over the previous 2-3 years. Make sure not to include courses that have pre-requisites or courses from departments that do not allow students outside of their program to register.

The following are organized by term, to show that in any given 18-month period, a student will have a number of GC courses related to public scholarship from which to choose. We also envisage that students will take specific courses related to their area of interest in the other programs at the GC and from the MALS core courses.

**Fall 2023**
HIST 75500 - Public History and Memory

**Spring 2022**
MALS 78500 – Patronage, Collecting, and Exhibiting
MALS 70100 – Narratives of New York: Literature and the Visual Arts
MALS 73800 – Internship Course (offered each semester)
DHUM 70002 – Digital Humanities: Methods and Practices (offered each spring)
DHUM 78000 – Special Topics: “Digital Storytelling”
DHUM 78000 - Special Topics: Digital Memories: Theory and Practice
ANTH 84100 – Climate & Sustainability
PSYC 70503 - Critical Inquiries into Quantification and Statistics
PSYC 72204 - Critical Participatory Action Research
PSYC 70312 -Critical Methods and Ethics in Contentious Times

**Fall 2021**
MALS 70200 - Metropolis: A Political, Historical, and Sociological Profile of New York
HIST 72200 - LGBTQ+ Public History and Memory
IDS 81620 - Scholarly Praxis at Work in the World
DHUM 70000 - Introduction to Digital Humanities (offered each fall)
DHUM 74000 - Digital Pedagogy 1: History, Theory, and Practice
PSYC 80103 - Using Archives in Social Justice Research (Hybrid) #57279
ANTH 83700: Archaeological Ethics and Practice

**Spring 2021**
DHUM 74500 - Digital Pedagogy 2: Theory, Design, and Practice
DHUM 78000 - Special Topics: Digital Memories: Theory and Practice
ANTH 84400 – Cultural Property/Heritage/Rights

**Fall 2020**
HIST 75500 - Public History Scholarship and Practice

MALS Students may also e-permit into two courses at other CUNY campuses if they are directly related to their course of study (for example, a podcasting course at the Newmark Journalism School or a museum studies course at School of Professional Studies)

**Core Course 1: Introduction to Public Scholarship: Theories, Methods, and Approaches.**
This course introduces students to public scholarship. Students will learn about the history and development of engaged and collaborative public-facing scholarship in the humanities and social sciences as an interdisciplinary field and a public good. Students will also consider the theoretical nature of and methodological approaches to public scholarship, major debates in the field, and their own lived experiences. The course will expose students to diverse types of publicly engaged work, including museums (educational programming, exhibitions, digital curation); digital public humanities and archives; oral history, story-telling and ethnography; cultural heritage and preservation; participatory action research; community engaged research; social justice work; conservation; and others. In the course, students will learn how to design, theorize, and formulate public scholarship projects while emphasizing collaboration. Guest lecturers may be invited to discuss their own public-facing work.

Core Course 1

**Learning goals/outcomes:**
The learning goals/outcomes may include but are not limited to (and may vary according to the instructor):
- Gain an understanding of the major debates, theories and approaches in public scholarship through an interdisciplinary approach.
- Analyze and critically engage with weekly readings through discussion and written work
- Develop graduate-level skills in research, reading, and writing for the public
- Explore different examples of public scholarship which represent a variety of relationships with diverse public audiences, fields of knowledge, and modes of engagement
- Gain experience in developing public scholarship projects, including preparing proposals to apply for grants

**Assessments:**
1. Students will participate in class discussions (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:** We are proposing a new MALS concentration in Public Scholarship. The concentration will have two core courses: MALS 74800: Introduction to Public Scholarship: Theories, Methods, and Approaches and MALS 74900: Special Topics in Public Scholarship. Students who concentrate in Public Scholarship are required to complete both core courses. After taking these two courses, students can tailor their concentration to suit their interests. Introduction to Public Scholarship: Theories, Methods, and Approaches provides a necessary overview of public scholarship, allowing students to engage with the major theories, methods, and approaches of public scholarship and to familiarize them with the development of the field, as well as the questions, methodologies, sources, and arguments pertaining to engaging in Public Scholarship.

Core Course 2: Special Topics in Public Scholarship

This course allows students to explore a specific topic in public scholarship. This course may focus on a semester-long project that engages with a specific aspect of public scholars. For example, the course might focus on a specific museum in order to examine museums and their engagement with the public; work with a local historical society, doing oral history projects; engage with a community-based organization on digital archives or outreach programs; and so on. The aim of this course is to be hands-on, so that students gain actual experience in the practice of doing public scholarship.

**Learning Goals/Outcomes:**
The learning goals/outcomes may include but are not limited to:
- Analyze and critically engage with weekly readings
- Develop graduate-level skills in research, reading, and writing for the public
- Explore different examples of public scholarship which represent a variety of relationships with diverse public audiences, fields of knowledge, and modes of engagement
- Gain hands-on experience doing public scholarship.
- To work collaboratively with other students and with organizations

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:
We are proposing a new MALS concentration in Public Scholarship. The concentration will have two core courses: MALS 74800: Introduction to Public Scholarship: Theories, Methods, and Approaches and MALS 75900: Special Topics in Public Scholarship. Students who concentrate in Public Scholarship are required to complete both core courses. After taking these two courses, students can tailor their concentration to suit their interests. Introduction to Public Scholarship: Theories, Methods, and Approaches provides a necessary overview of public scholarship, allowing students to engage with the major theories, methods, and approaches of public scholarship and to familiarize them with the development of the field, as well as the questions, methodologies, sources, and arguments pertaining to engaging in Public Scholarship.
PART A: ACADEMIC MATTERS

Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>M.A. Program in Liberal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[  ] Undergraduate  [x ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>MALS</td>
</tr>
<tr>
<td>Course Number</td>
<td>MALS 74800</td>
</tr>
<tr>
<td>Course Title</td>
<td>Introduction to Public Scholarship: Theories, Methods, and Approaches</td>
</tr>
</tbody>
</table>

**Catalogue Description**

Course description:
This course introduces students to public scholarship. Students will learn about the history and development of engaged and collaborative public-facing scholarship in the humanities and social sciences as an interdisciplinary field and a public good. Students will also consider the theoretical nature of and methodological approaches to public scholarship, major debates in the field, and their own lived experiences. The course will expose students to diverse types of publicly engaged work, including museums (educational programming, exhibitions, digital curation); digital public humanities and archives; oral history, story-telling and ethnography; cultural heritage and preservation; participatory action research; community engaged research; social justice work; conservation; and others. In the course, students will learn how to design, theorize, and formulate public scholarship projects while emphasizing collaboration.-Guest lecturers may be invited to discuss their own public-facing work.

<table>
<thead>
<tr>
<th>Pre/ Co Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Contact Hours</td>
</tr>
<tr>
<td>Liberal Arts</td>
</tr>
</tbody>
</table>

**General Education Component**

<table>
<thead>
<tr>
<th>[ ]x[ ] Not Applicable</th>
<th>___ Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ English Composition</td>
<td>___ Flexible</td>
</tr>
<tr>
<td>___ Mathematics</td>
<td>___ World Cultures</td>
</tr>
<tr>
<td>___ Science</td>
<td>___ US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>___ Creative Expression</td>
</tr>
<tr>
<td></td>
<td>_____ Individual and Society</td>
</tr>
<tr>
<td></td>
<td>_____ Scientific World</td>
</tr>
</tbody>
</table>

**Learning goals/outcomes:**

The learning goals/outcomes may include but are not limited to (and may vary according to the instructor):

- Gain an understanding of the major debates, theories and approaches in public scholarship through an interdisciplinary approach.
- Analyze and critically engage with weekly readings through discussion and written work.
- Develop graduate-level skills in research, reading, and writing for the public.
- Explore different examples of public scholarship which represent a variety of relationships with diverse public audiences, fields of knowledge, and modes of engagement.
• Gain experience in developing public scholarship projects, including preparing proposals to apply for grants

Assessments:
1. Students will participate in class discussions (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: We are proposing a new MALS concentration in Public Scholarship. The concentration will have two core courses: MALS 74800: Introduction to Public Scholarship: Theories, Methods, and Approaches and MALS 74900: Special Topics in Public Scholarship. Students who concentrate in Public Scholarship are required to complete both core courses. After taking these two courses, students can tailor their concentration to suit their interests. Introduction to Public Scholarship: Theories, Methods, and Approaches provides a necessary overview of public scholarship, allowing students to engage with the major theories, methods, and approaches of public scholarship and to familiarize them with the development of the field, as well as the questions, methodologies, sources, and arguments pertaining to engaging in Public Scholarship.

Possible Readings:

Core Course 1:


Rogers, Katina L. Putting the Humanities PhD to Work: Thriving in and Beyond the Classroom. Duke University Press 2020.


PART A: ACADEMIC MATTERS

Section AIV: New Courses

AIV.1

<table>
<thead>
<tr>
<th>Department(s)</th>
<th>M.A. Program in Liberal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [x ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>MALS</td>
</tr>
<tr>
<td>Course Number</td>
<td>MALS 74900</td>
</tr>
<tr>
<td>Course Title</td>
<td>Special Topics in Public Scholarship</td>
</tr>
</tbody>
</table>

**Catalogue Description:**
This course allows students to explore a specific topic in public scholarship. This course may focus on a semester-long project that engages with a specific aspect of public scholars. For example, the course might focus on a specific museum in order to examine museums and their engagement with the public; work with a local historical society, doing oral history projects; engage with a community-based organization on digital archives or outreach programs; and so on. The aim of this course is to be hands-on, so that students gain actual experience in the practice of doing public scholarship.

**Pre/ Co Requisites**

**Credits** 3

**Contact Hours** 3

**Liberal Arts** [x ] Yes [ ] No

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

**General Education Component**

<table>
<thead>
<tr>
<th>Not Applicable</th>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>[x ] Not Applicable</td>
<td>[ ] English Composition</td>
<td>[x ] World Cultures</td>
</tr>
<tr>
<td>[ ] Mathematics</td>
<td>[x ] US Experience in its Diversity</td>
<td>[ ] Creative Expression</td>
</tr>
<tr>
<td>[ ] Science</td>
<td>[x ] Individual and Society</td>
<td>[x ] Scientific World</td>
</tr>
</tbody>
</table>

**Learning Goals/Outcomes:**
The learning goals/outcomes may include but are not limited to:
- Analyze and critically engage with weekly readings
- Develop graduate-level skills in research, reading, and writing for the public
- Explore different examples of public scholarship which represent a variety of relationships with diverse public audiences, fields of knowledge, and modes of engagement
- Gain hands-on experience doing public scholarship.
- To work collaboratively with other students and with organizations

**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:
We are proposing a new MALS concentration in Public Scholarship. The concentration will have two core courses: MALS 74800: Introduction to Public Scholarship: Theories, Methods, and Approaches and MALS 74900: Special Topics in Public Scholarship. Students who concentrate in Public Scholarship are required to complete both core courses. After taking these two courses, students can tailor their concentration to suit their interests. Introduction to Public Scholarship: Theories, Methods, and Approaches provides a necessary overview of public scholarship, allowing students to engage with the major theories, methods, and approaches of public scholarship and to familiarize them with the development of the field, as well as the questions, methodologies, sources, and arguments pertaining to engaging in Public Scholarship.

Possible Readings:


*Exhibiting the Middle East. Collections and Perceptions of Islamic Art* = special issue of *Ars Orientalis*, number 30 (2000).


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: Sociology
Program Code: SOC
Effective: Immediately

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL REQUIREMENTS FOR ADMISSION</td>
<td>SPECIAL REQUIREMENTS FOR ADMISSION</td>
</tr>
<tr>
<td>The Ph.D. Program in Sociology selects applicants based on their undergraduate records, their records in graduate school (if any), their letters of recommendation, their personal statements, their demonstrated interest in sociological analysis, and their performance on the Graduate Record Examination (GRE). In addition, the program requires applicants to submit a writing sample; this can be a term paper, a published work, or some other document that illustrates the applicant's writing skills and analytical ability. The Admissions Committee does not operate on the basis of cutoff scores or absolute requirements, but instead forms an overall impression of the candidate's strengths and weaknesses in relation to other applicants.</td>
<td>The Ph.D. Program in Sociology selects applicants based on their undergraduate records, their records in graduate school (if any), their letters of recommendation, their personal statements, and their demonstrated interest in sociological analysis. In addition, the program requires applicants to submit a writing sample; this can be a term paper, a published work, or some other document that illustrates the applicant's writing skills and analytical ability. The Admissions Committee does not operate on the basis of cutoff scores or absolute requirements, but instead forms an overall impression of the candidate's strengths and weaknesses in relation to other applicants. The Graduate Record Examination (GRE) is not required.</td>
</tr>
</tbody>
</table>

Rationale:

(1) There is significant evidence that the GRE requirement disadvantages students of color, underrepresented groups, and lower socioeconomic status. Being aware of this bias, the SOC Admissions Committee has placed relatively low weight on GRE scores for many years, so the Executive Committee voted to formally remove the requirement.
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: PhD in Social Welfare
Program Code: Effective: Fall 2023

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE PROGRAM</td>
<td>The Graduate Center of The City University of New York offers the Ph.D. Program in Social Welfare at the Silberman School of Social Work at Hunter College.</td>
</tr>
<tr>
<td>Courses</td>
<td>Courses</td>
</tr>
<tr>
<td>The required coursework for the students for the Ph.D. in Social Welfare includes SSW 70000, Theory Development &amp; Application; SSW 71000, Social Welfare Policy and Planning I; SSW 71100, Social Welfare Policy and Planning II; SSW 75000, Development of Practice Knowledge in Social Welfare; SSW 75100, Methods of Quantitative Research; SSW 76000 Methods of Data Analysis, SSW 76100 Advanced Statistical Analysis, and SSW 77000 Methods of Qualitative Research. However, in cases where students enter the program with extensive prior research experience, the research faculty may recommend that more advanced courses in research methods are appropriate. In these instances, the Executive Officer approves a course of study appropriate to the student’s level of competence for an equivalent number of credits. Unless otherwise stated, courses are 30 hours, 3 credits each course.</td>
<td></td>
</tr>
<tr>
<td>The typical course of study is as follows: Year One</td>
<td></td>
</tr>
<tr>
<td>SSW 70000 Theory Development &amp; Application or recommendation by the Executive Officer for a more advanced course in research methods and analysis offered in any social science or public health doctoral program.</td>
<td></td>
</tr>
<tr>
<td>SSW 71000 Social Welfare Policy and Planning I</td>
<td></td>
</tr>
<tr>
<td>SSW 75000 Development of Practice Knowledge in Social Work</td>
<td></td>
</tr>
<tr>
<td>SSW 76100 Advanced Statistical Analysis</td>
<td></td>
</tr>
</tbody>
</table>

The typical course of study is as follows: Year One

SSW 70000 Theory Development & Application
SSW 71000 Social Welfare Policy and Planning I
SSW 71100 Social Welfare Policy and Planning II
SSW 75000 Development of Practice Knowledge in Social Work
SSW 75100 Methods of Quantitative Research
SSW 77000 Methods of Qualitative Research I or recommendation by the Executive Officer for
or recommendation by the Executive Officer for a more advanced course in research methods or analysis offered in any social science or public health doctoral program

SSW 70100 Program Design and Administration I
SSW 75100 Methods of Quantitative Research

Year Two
SSW 77000 Methods of Qualitative Research I
or recommendation by the Executive Officer for a more advanced course in qualitative methods offered in any social science or public health doctoral program
SSW 71100 Social Welfare Policy and Policy II
Four elective courses; one elective course must be a theory course offered in another social science discipline.

or recommendation by the Executive Officer for a more advanced course in qualitative methods offered in any social science or public health doctoral program

Year Two
SSW 76000 Methods of Data Analysis
or recommendation by the Executive Officer for a more advanced course in research methods and analysis offered in any social science or public health doctoral program.
SSW 76100 Advanced Statistical Analysis
or recommendation by the Executive Officer for a more advanced course in research methods or analysis offered in any social science or public health doctoral program
Four elective courses; one elective course must be a theory course offered in another social science discipline.

Rationale:
The PhD in Social Welfare is housed at the Graduate Center and no longer housed at Hunter’s Silberman School of Social Work. Therefore, this portion of the sentence should be deleted.

The PhD in Social Welfare has completed a self-study during the 2021/22 academic year, which included looking at the sequences of courses. We are proposing to re-sequence our courses so that students are exposed to quantitative methods and qualitative methods in the first year as the current course requirements in the first year are more aligned with quantitative methods and statistics and students are not exposed to qualitative methods until year 2. With these proposed changes, the students will have an introductory quantitative methods course AND an introductory qualitative methods course in the first year and then move into statistics in the second year. In addition to moving both stats courses to the second year and moving the qualitative method to the first year, we are also proposing moving the second policy course to the first year. Again, we find this will give the students the foundational knowledge of our discipline in year 1 and then the students can move to their electives in year two alongside statistics. This change has been approved by the program curriculum committee and the Executive Committee in the Spring of 2022.
### FORMAT FOR CHANGES

**AV: 1  CHANGES TO BE OFFERED IN THE PhD IN SOCIAL WELFARE DEPARTMENT**

<table>
<thead>
<tr>
<th>CUNYFirst Course ID</th>
<th>SSW 70000</th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM</td>
<td>TO</td>
</tr>
<tr>
<td>Department(s)</td>
<td>PhD in Social Welfare</td>
</tr>
<tr>
<td>Course</td>
<td>Program Design and Administration I</td>
</tr>
<tr>
<td>Pre or co requisite</td>
<td>Prerequisite</td>
</tr>
<tr>
<td>Hours</td>
<td>2</td>
</tr>
<tr>
<td>Description</td>
<td>Program Design and Admin I</td>
</tr>
<tr>
<td>Requirement Designation</td>
<td>SSW Majors Only</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ X ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, Honors, etc)</td>
<td>N/A</td>
</tr>
<tr>
<td>Course Applicability</td>
<td>[ X ] Major</td>
</tr>
<tr>
<td></td>
<td>[ ] Gen Ed Required</td>
</tr>
<tr>
<td></td>
<td>[ ] English Composition</td>
</tr>
<tr>
<td></td>
<td>[ ] Mathematics</td>
</tr>
<tr>
<td></td>
<td>[ ] Science</td>
</tr>
<tr>
<td></td>
<td>[ ] Gen Ed - Flexible</td>
</tr>
<tr>
<td></td>
<td>[ ] World Cultures</td>
</tr>
<tr>
<td></td>
<td>[ ] US Experience in its Diversity</td>
</tr>
<tr>
<td></td>
<td>[ ] Creative Expression</td>
</tr>
<tr>
<td></td>
<td>[ ] Individual and Society</td>
</tr>
<tr>
<td></td>
<td>[ ] Scientific World</td>
</tr>
<tr>
<td></td>
<td>[ ] Gen Ed - College Option</td>
</tr>
<tr>
<td></td>
<td>College Option</td>
</tr>
<tr>
<td></td>
<td>Detail____________________</td>
</tr>
<tr>
<td>Effective Term</td>
<td>Spring 2022</td>
</tr>
</tbody>
</table>
Rationale:
We are requesting a change in title for this course from “Program Design and Administration” to “Theory Development & Application.” The PhD in Social Welfare curriculum was lacking a formal “theory-based” course, which will allow the students an opportunity to be exposed to theories that influence social welfare. This exposure and knowledge can assist the students in linking theories to their research and dissertation. Theory application is a requirement for the students’ second examination and is to be explicitly discussed in their dissertation.

An example course description is as follows (we say “example” as this description may change slightly depending on the Instructor):

This required course for first year Social Welfare students is designed to help students gain facility with the kinds of social science theories most students utilize in their dissertation research. In this course, theory is used inclusively to mean students’ own conceptualizations about their topics of research through abductive reasoning; indigenous theories, critical theories, and post-colonial theories resulting from the experiences of stigmatized, excluded, discriminated, and dominated populations; and theories from the Western canon. The course will also include some exposure to organizational theory in the third section of the course since most social welfare services occur in formal or informal organizational settings.