AGENDA

I. Ratification of items of March 29, 2023 meeting
   President Garrel

II. Granting of Degrees and Certificates to June 2023
    Candidates (Ph.D., M.Phil., M.A., M.S., DMA, Au.D.)
    Provost Everett   Appx.A

III. Executive Committee
     Presentation of nominees for Graduate Council Officers
         for 2023-2025
     Presentation of nominees for College Association
         for 2023-2024
     Presentation of nominees for Student Complaint Appeals
         Committee for 2023-2024
     Prof. Giannikos

IV. Committee on Committees
    Presentation of nominees for Standing Committees
    for 2023-2025
    Jonathan Hanon

V. Committee on Curriculum and Degree Requirements
   Prof. Faherty   p.9

A. Major Items

2. Linguistics – Curriculum and bulletin changes
3. Psychology – Two new laboratory-based courses
(Nonvoting Members)

President

Provost and Senior Vice President

Interim Associate Provost

Dean for the Sciences

Vice President for Student Affairs

Senior Vice President for Finance and Administration

Interim Assistant Vice President for Information Technology and Chief Information Officer

Vice President for Communications and Marketing

Executive Chief Librarian

Dr. Robin L. Garrell

Dr. Steve Everett

Dr. Monica Varsanyi

Dr. Joshua Brumberg

Matthew Schoengood

Brian Peterson

Jeff Barnes

Wendy DeMarco Fuentes

Dr. Maura Smale

Executive Committee of Graduate Council

Professor Peter Eckersall (Interim Chair)
Professor Christos Giannikos (Interim Chair, Structure Committee)
Professor Duncan Faherty (Chair, Curriculum and Degree Requirements Committee)
Professor Martin Burke (UFS Representative) (Ex officio)
Professor Barbara Weinstein (Doctoral Faculty Policy Committee Representative)
Alex Jiang (USS Delegate)
Christopher Campbell (DGSC Co-Chair)
Provost Steve Everett (Ex officio)

Executive Officers and Directors (Voting Members)

Anthropology
Art History
Astrophysics
Audiology
Biochemistry
Biography and Memoir
Biology
Business
Chemistry
Classics
Cognitive Neuroscience
Comparative Literature
Computer Science and Data Science
Criminal Justice
Data Analysis and Visualization
Digital Humanities
Earth and Environmental Sciences
Economics

Professor Jeff Maskovsky
Professor Jennifer Ball
Professor Jillian Bellovary (Acting)
Professor Dorothy Neave-DiToro (Acting)
Professor Sebastian Poget
Professor Sarah Covington
Professor Cathy Savage-Dunn
Professor Karl Lang
Professor Yolanda Small
Professor Rachel Kousser
Professor Tony Ro
Professor Giancarlo Lombardi
Professor Ping Ji
Professor Brian Lawton
Professor Matthew Gold
Professor Matthew Gold
Professor Kieren Howard (Acting)
Professor Christos Giannikos
<table>
<thead>
<tr>
<th>Educational Opp. Div. Programs</th>
<th>Professor Martin Ruck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>Professor Joan Lucariello</td>
</tr>
<tr>
<td>English</td>
<td>Professor Tanya Agathocleous (Co-Acting) and Professor Talia Schaffer (Co-Acting)</td>
</tr>
<tr>
<td>French</td>
<td>Professor Maxime Blanchard</td>
</tr>
<tr>
<td>History</td>
<td>Professor Jonathan Sassi (Acting)</td>
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<tr>
<td>International Migration Studies</td>
<td>Professor Richard Ocejo</td>
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<tr>
<td>Latin American, Iberian and Latino Cultures</td>
<td>Professor Jane Marcus Delgado (Acting)</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Professor David Humphries (Acting)</td>
</tr>
<tr>
<td>Linguistics</td>
<td>Professor Cecelia Cutler</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Professor Christian Wolf</td>
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<tr>
<td>Middle Eastern Studies</td>
<td>Professor Christa Salamandra</td>
</tr>
<tr>
<td>Music</td>
<td>Professor Norman Carey</td>
</tr>
<tr>
<td>Nanoscience</td>
<td>Professor Michele Vittadello</td>
</tr>
<tr>
<td>Nursing</td>
<td>Professor Juan Battle</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Professor Iakovos Vasiliou (Acting)</td>
</tr>
<tr>
<td>Physics</td>
<td>Professor Alexios Polychronakos</td>
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<tr>
<td>Political Science</td>
<td>Professor Jack Jacobs</td>
</tr>
<tr>
<td>Psychology</td>
<td>Professor Richard Bodnar</td>
</tr>
<tr>
<td>Quantitative Methods in the Social Sciences</td>
<td>Professor Jeremy Porter</td>
</tr>
<tr>
<td>Social Welfare</td>
<td>Professor Barbra Teater</td>
</tr>
<tr>
<td>Sociology</td>
<td>Professor Lynn Chancer</td>
</tr>
<tr>
<td>Speech-Language-Hearing Sciences</td>
<td>Professor Valerie Shafer</td>
</tr>
<tr>
<td>Theatre and Performance</td>
<td>Professor James Wilson</td>
</tr>
<tr>
<td>Urban Education</td>
<td>Professor Wendy Luttrelle</td>
</tr>
<tr>
<td>Women’s and Gender Studies</td>
<td>Professor Dana Ain Davis</td>
</tr>
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**Certificate Programs** (Voting Members)

<table>
<thead>
<tr>
<th>Africana Studies</th>
<th>Professor Nathalie Etoke (Acting)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Studies</td>
<td>Professor David Waldstreicher (Acting)</td>
</tr>
<tr>
<td>Critical Theory</td>
<td>Professor Bettina Lerner</td>
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<tr>
<td>Demography</td>
<td>Professor Neil Bennett</td>
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<tr>
<td>Film Studies</td>
<td>Professor Edward Miller</td>
</tr>
<tr>
<td>Global Early Modern Studies</td>
<td>Professor Amanda Wunder</td>
</tr>
<tr>
<td>Interactive Technology and Pedagogy</td>
<td>Professor Michael Mandiberg</td>
</tr>
<tr>
<td>Medieval Studies</td>
<td>Professor Sara McDougall</td>
</tr>
<tr>
<td>Women’s Studies</td>
<td>Professor Dana-Ain Davis</td>
</tr>
</tbody>
</table>

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

**Doctoral and Graduate Students' Council** (Voting Members)
Christopher Campbell
Jonathan Hanon (Nonvoting)
Alex Jiang (USS Delegate)
Parisa Montazaran Osmanovic (UFS Liaison)
Silvia Rivera Alfaro

**Chairs of the Executive and Standing Committees of Graduate Council** (Voting Members)
Executive Committee of Graduate Council | Professor Peter Eckersall (Interim Chair)
Committee on Structure                  | Professor Christos Giannikos (Interim Chair)
Committee on Curriculum and Degree Requirements | Professor Duncan Faherty
<table>
<thead>
<tr>
<th>Committee</th>
<th>Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee on Research</td>
<td>Professor Tony Ro</td>
</tr>
<tr>
<td>Committee on Committees</td>
<td>Jonathan Hanon</td>
</tr>
<tr>
<td>Committee on Student Services</td>
<td>Ariel Leutheusser</td>
</tr>
<tr>
<td>Committee on Student Academic Appeals</td>
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<tr>
<td>Library Committee</td>
<td>Professor Christos Giannikos</td>
</tr>
<tr>
<td>Committee on Information Technology</td>
<td>Professor Matthew Gold</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>Professor Louise Lennihan</td>
</tr>
</tbody>
</table>
The Graduate Council
2022-2023

Faculty                      Students

Anthropology                Prof. Sarah Muir  Lea Coffineau
                             Prof. Miriam Ticktin  Nikhil Sood

Art History                 Prof. Rachel Kousser  Emily Mangione

Astrophysics                Prof. Ari Maller  Andrew Ayala

Audiology                   Prof. Don Vogel  Madeleine Campbell

Biochemistry                Prof. Lesley Davenport  Alfredo Vidal Ceballos

Biography & Memoir          Prof. Sara McDougall  Vanessa Botelho

Biology                     Prof. Mande Holford  Katherine Anderson
                             Prof. Itzhak Mano  Sara Fresard

Business                    Prof. Joseph Onochie  Andrea Pelaez Martinez

Chemistry                   Prof. Robert Nolan  Britney Singh
                             TBA  Anna Geissmann

Classics                    Prof. John Van Sickle  Jamie Banks

Cognitive Neuroscience      Prof. Peter Serrano  Rebecca McCune

Comparative Literature      Prof. Paola Ureni  Peter Kurtz

Computer Science &          Prof. Mikael Vejdemo-Johansson  Bilal Abdulrahman
                             Data Science  Prof. Huy Vo  Jianing Qi

Criminal Justice           Prof. Gohar Petrossian  Justice Evans

Data Analysis & Visualization Prof. Kevin Ferguson  Shoko Tachikawa

Digital Humanities         Prof. Andie Silva  Zico Abhi Dey

Earth & Environmental       Prof. Cindi Katz  Aurash Khawarzad
    Sciences

Economics                   Prof. Wim Vijverberg  Christos Angelopoulos

Educational Psychology      Prof. Bruce Homer  Carolina Lopera-Oquendo

English                     Prof. Melissa Castillo Planas  Sharifa Hampton
                             TBA  Sam O'Hana Grainger

French                      Prof. Erec Koch  Andreea Preda

History                     Prof. Anne Kornhauser  Amanda Westbrook Brennan
International Migration Studies
Prof. Van Tran

Latin American, Iberian & Latino Cultures
Prof. Vanessa Perez-Rosario
TBA

Liberal Studies
Prof. George Fragopoulos
TBA

Library
Prof. Elvis Bakaitis

Linguistics
Prof. Samer Al Khatib
Tysean Bucknor

Mathematics
Prof. Krzysztof Klosin
Coco (Xiaoyu) Huang

Middle Eastern Studies
Prof. Beth Baron
Abraham Silberstein

Music
Prof. Jeff Nichols
Charlotte Mundy
Prof. L. Poundie Burstein
Robert Wrigley

Nanoscience
TBA
Justin Engstler

Nursing
Prof. Juan Battle

Philosophy
Prof. Jonathan Gilmore
Ben Claessens

Physics
Nicolas Giovambattista
Daniel Kabat
Angel Perez-Martinez
TBA

Political Science
Prof. Benedetto Fontana
Chelsea Elizabeth Joliet
TBA

Psychology
Prof. Dana-Ain Davis
Nicolette Dakin
Prof. Kristen Gillespie-Lynch
Hasibe Melda Kahraman-Colosky
Prof. Regina Miranda
Alysha Rafeeq
Prof. Brett Stoudt
Jonas Sutphin

Quantitative Methods in the Social Sciences
TBA
TBA

Social Welfare
Prof. Rufina Lee
Emily Lopez

Sociology
Prof. Jeremy Porter
Hanna Goldberg
Prof. Van Tran
TBA

Speech & Hearing Sciences
Prof. Doug Whalen
Rion Iwasaki

Theatre and Performance
Prof. Bertie Ferdman
Philip Wiles

Urban Education
Prof. Sherry Deckman
Jennifer Queenan

Women’s & Gender Studies
Prof. Red Washburn
Jennifer Bae
Spring 2023

Centers and Institutes (Nonvoting Members)

Advanced Research Collaborative
Prof. Philip Kasinitz

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

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

Barry S. Brook Center for Music Research and
Documentation
Prof. Tina Frühauf

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
Gotham Center for New York City History
Henri Peyre French Institute
Human Ecodynamics Research Center (HERC)
Initiative for the Theoretical Sciences
Institute for Language Education in Transcultural Context
Institute for Research on the African Diaspora in the Americas and the Caribbean (IRADAC)
Intellectual Publics
James Gallery
Latin/Greek Institute
Leon Levy Center for Biography
James M. and Cathleen D. Stone Center on Socio-Economic Inequality
Martin E. Segal Theatre Center
Middle East and Middle Eastern American Center (MEMEAC)
Ralph Bunche Institute for International Studies
Research Institute for the Study of Language in Urban Society (RISLUS)
Revolutionizing American Studies Initiative
The Saul Kripke Center
Teaching and Learning Center
The Writers’ Institute

Prof. Matthew Gold
Dr. Peter Aigner
Prof. Francesca Sautman
Prof. Thomas McGovern
Prof. Vadim Oganesyan
Dr. Alberta Gatti
Prof. Herman Bennett
Prof. Ken Wissoker
Dr. Katherine Carl
Prof. Lucas Rubin
Prof. Kai Bird
Prof. Janet Gornick
Prof. Frank Hentschker
Prof. Beth Baron
Prof. John Torpey
Prof. Gita Martohardjono
Prof. Duncan Faherty
Prof. Romina Padro
Prof. Luke Waltzer
Prof. André Aciman
## AIV.1

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
<th>Astrophysics</th>
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<tbody>
<tr>
<td>Department(s)</td>
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<tr>
<td>Career</td>
<td>[ ] Undergraduate [X] Graduate</td>
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<tr>
<td>Academic Level</td>
<td>[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
<td>Astrophysics</td>
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<td>Course Prefix</td>
<td>ASTR</td>
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<tr>
<td>Course Number</td>
<td>78000</td>
</tr>
<tr>
<td>Course Title</td>
<td>Independent Research</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>The course provides the student with a mentored research experience focused on solving a particular research problem. The student will collect and analyze data to test scientific hypotheses and synthesize knowledge.</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>1-3</td>
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<tr>
<td>Contact Hours</td>
<td>15-45 per semester</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [X] No</td>
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<td>Course Attribute</td>
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<tr>
<td>(e.g. Writing Intensive, Honors, etc)</td>
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<tr>
<td>Course Applicability</td>
<td>[ ] Major</td>
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<td></td>
<td>[ ] Gen Ed Required</td>
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<td>[ ] Gen Ed - Flexible</td>
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<td>[ ] English Composition</td>
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<td></td>
<td>[ ] World Cultures</td>
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<td></td>
<td>[ ] Mathematics</td>
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<td></td>
<td>[ ] US Experience in its Diversity</td>
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<td></td>
<td>[X] Science</td>
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<td></td>
<td>[ ] Creative Expression</td>
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<td></td>
<td>[ ] Individual and Society</td>
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<tr>
<td></td>
<td>[ ] Scientific World</td>
</tr>
<tr>
<td>Effective Term</td>
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</table>
**Course Description:** This course provides students with the opportunity to produce original scientific research in the field of astrophysics that will be used to develop their master’s research project. Students carry out a cutting-edge research project of their interest in astrophysics under the guidance of a faculty member. The research performed will help the students grasp key concepts.

**Rationale:** The process of scientific research underlying this course is a logical thought process that recognizes significant knowledge gaps and attempts to fill them by designing, performing and analyzing data from critical experiments. Since research is not a linear process, it is best learned with an experienced mentor who can guide the student through the relevant literature to identify the gap in knowledge, and then help them logically develop the experiments necessary to synthesize the knowledge that will fill the gap. This mentorship may include instruction in experimental techniques, computational methods, and data analysis depending on the research project and approach taken. Thus, the student will develop as an independent scientist and problem solver over this research experience as they collect and analyze the data. In the context of Astrophysics, completion of this course will give students a taste of PhD-level research, and prepare them for delving deeply into a complex, narrow topic as they pursue further studies. The skills they develop will be transferrable to other astrophysical topics or to the workforce.

**Learning Goals/Outcomes:** This course will take on the format of a mentored research experience. The student will read the literature and develop a research project under the mentorship of their faculty research advisor. The student will plan and execute experiments to test scientific hypotheses and will analyze the data collected to draw conclusions and drive the research project to completion. The topics covered and experimental methods used will vary by project and mentor.

The goals of this course are, as follows:

1. Provide focused study in astrophysics
2. Learn effective experimental design
3. Acquire practical experience in experimental methods in astrophysics
4. Learn to analyze data, draw sound conclusions, and synthesize knowledge
5. Develop logical thinking and effective communication strategies

**Assessment:** The outcomes will be assessed by the research advisor based on the progress made on the research project. These include productivity, intellectual development, and ability to work independently as the student progresses toward the completion of their master’s research project. More specifically, the advisor will assess the students’ breadth of knowledge in the subject area, ability to independently suggest directions for further study, creatively solve problems, and clearly analyze and present data.
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, M.A., Ph.D.
Program Code: 
Effective: Fall 2023

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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</thead>
<tbody>
<tr>
<td>Language requirement. M.A. 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.</td>
<td>There is no language requirement in the Linguistics MA Program.</td>
</tr>
</tbody>
</table>

Language requirement. Ph.D. 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 Handbook and the website. | There is no language requirement in the Linguistics PhD Program. |

Rationale:

In making this change, we are bringing the CUNY Graduate Program in Linguistics in line with many other linguistics programs around the country (MIT, UMD, UDelaware, UPenn, UMass Amherst, UKansas, and Rutgers to name a few). We fully recognize that trained linguists require a working knowledge of at least one additional language or symbolic system in addition to English. However, there are three reasons why we argue that the language requirement is redundant for our program:

1. First, it is extremely common for students entering the Linguistics Program to have working proficiency in at least two languages or language varieties in addition to English. While not a requirement for admission to our program, candidates are evaluated on their interest and knowledge of particular languages and/or prior experience conducting research on various languages.
2. The Linguistics Program trains students how to analyze language as a system and in its social context, neither of which requires mastery. For example, a linguist can analyze the sound system of KiSwahili or the acquisition of KiSwahili in its social context without being able to speak it.

3. Furthermore, our course content is replete with opportunities for students to analyze languages other than English. Students also very commonly analyze languages other than English in their research papers and exams as recent dissertations on Yiddish, Navajo, Hebrew, Tunisian Arabic, Taiwan Mandarin, Italian, Guyanese Creole, Mandarin, and Spanish attest.

For these reasons, we have concluded that the language requirement is essentially redundant for the Linguistics Program and an unnecessary bureaucratic hurdle for our students and staff.

Program: Linguistics, Ph.D.
Program Code: 
Effective: Fall 2023

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>The First Examination consists of a written Qualifying Paper (QP1) and is designed to evaluate students' proficiency in a core area (e.g., 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 advisers, one of whom shall be the main adviser. Both will be selected by the student and approved by the Executive Officer. Evaluation will be done by one of the original two QP1 advisers and one external faculty member chosen by the original two advisers.</td>
<td>The First Examination consists of a written Qualifying Paper (QP1) and is designed to evaluate students' proficiency in a core area (e.g., 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 advisers, one of whom shall be the main adviser. Both will be selected by the student and approved by the Executive Officer. Evaluation will be done by one of the original two QP1 advisers and one external faculty member chosen by the original two advisers.</td>
</tr>
</tbody>
</table>
| Each student will form an advisory committee prior to researching/writing their QP1 (first exam). The committee should be constituted of a minimum of two faculty members from the Linguistics Program faculty, at least one of whom should be a central line faculty. Committee members need not be specialists in the focus area. QP1 evaluation will take the form of a private defense with committee members. Students will prepare a short (30 minute) presentation of the QP1 and critically discuss the research with committee members after the presentation. Committee members will confer and offer a verbal evaluation of the work, discussing next steps and revisions if needed. Revisions, when required, must be approved.
before advancement to Level 2. Any required revisions will be discussed at the defense so that students are clear on what needs to be done, why the revisions are necessary, and have the opportunity to ask questions about the revisions and the revision process.

Rationale:
Selecting an advisory committee is very important at the QP1 (first exam) stage, because newer (first and second) year students require more guidance and typically need encouragement to seek help from faculty. Additionally, allowing for committees of more than two members increases the potential for dissenting or alternative perspectives, which fosters analytical growth and development. Having students defend their first exam underscores the value of student interaction with faculty and assimilating feedback from others. The defense is an important opportunity for students to practice a) presenting their research in shorter format and b) answering questions about it. This does double-duty in dispelling the “mystery” of the defense – many students think that defenses are arduous ordeals. The sooner we correct this mistaken impression, the better. There is a likely added benefit to this, which is that students will no longer feel that QP2 (second exam) is very different from the QP1 (first exam) and so they will transition to it more quickly and with less trepidation. Explicitly structuring revision into the post-evaluation procedure communicates that we think that revisions are an important facet of research and that they must be taken seriously.
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: Psychology

Program Code:

Effective: September, 2023

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>Statistical Methods in Psychology I / PSYC 70500 (3 hours, 3 credits): An initial comprehensive review of Quantitative Reasoning will be covered. This course will start with an introduction to the systematic scientific process by which the knowledge in psychology is created and tested, and then elaborate on statistical basics (e.g., the philosophy of statistical testing, types of errors, effect size and power, etc.) and basic statistical methods, ranging from descriptive statistics, chi-square test, correlation, and t-test. Besides the statistical knowledge, this course will also focus on the development of students’ analytic skills with R programming language, with which students will learn basic data management and visualization skills, and implement the learned statistical methods and models in R.</td>
<td>Statistical Methods in Psychology I / PSYC 70500 (3 hours, 3 credits): An initial comprehensive review of Quantitative Reasoning will be covered. This course will start with an introduction to the systematic scientific process by which the knowledge in psychology is created and tested, and then elaborate on statistical basics (e.g., the philosophy of statistical testing, types of errors, effect size and power, etc.) and basic statistical methods, ranging from descriptive statistics, chi-square test, correlation, and t-test. Besides the statistical knowledge, this course will also focus on the development of students’ analytic skills with R programming language, with which students will learn basic data management and visualization skills, and implement the learned statistical methods and models in R.</td>
</tr>
<tr>
<td>Statistical Methods in Psychology Laboratory I / PSYC 70510 (2 hours, 1.5 credit): A computer lab using R programming language will help students master the “skills” side of the statistical methods. Specifically, the lab session is designed to develop analytic skills in R programming language for data import, data cleaning and management, analysis, and visualization. The data analysis methods with R programming include checking statistical assumptions, computing descriptive statistics, and conducting Chi-square tests, correlation, and t-tests.</td>
<td></td>
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</tbody>
</table>

Rationale: Psychology at the Graduate Center, CUNY offers doctoral students a range of opportunities to strengthen their methodological “toolkits” and “analytical skills” with both qualitative and quantitative methods concentrations. We are the ONLY Psychology program in the nation to offer explicit concentration in both Qualitative Methods and Quantitative Methods. The Psychology Doctoral Program is complex with ten distinct Training Areas. Only three courses (two in Quantitative Reasoning: e.g., Statistical Methods I and II, and one in Ethical and Professional Issues in Psychology) are Program-wide requirements. The remaining curricular requirements (e.g., the number of credits for the degree, course requirements and electives, and course order) are specified for each Training Area elsewhere in the Graduate Bulletin. Although the Training Areas have specific curricular and training approaches with different areas of expertise, they share two common areas of
strengths that students across the different Psychology Training Areas can achieve by active participation: a) the *Qualitative Research Methods Concentration* and b) the *Quantitative Research Methods Concentration*. Successful completion of either/or both of these Concentrations will be formally recognized by a letter from the Psychology Executive Officer thereby allowing the student to place this accomplishment on their curriculum vitae (CV) and other professional documents.

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### SECTION AIV: NEW COURSES

#### AIV.1

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
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<tbody>
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<td>Department(s)</td>
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<td>Career</td>
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<td>Academic Level</td>
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<td>Course Prefix</td>
<td>70510</td>
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<tr>
<td>Course Number</td>
<td>Statistical Methods in Psychology Laboratory I</td>
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<tr>
<td>Catalogue Description</td>
<td>A computer lab using R programming language will help students master the “skills” side of the statistical methods. Specifically, the lab session is designed to develop analytic skills in R programming language for data import, data cleaning and management, analysis, and visualization. The data analysis methods with R programming include checking statistical assumptions, computing descriptive statistics, and conducting Chi-square tests, correlation, and t-tests.</td>
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<td>Pre/ Co Requisites</td>
<td>Pre-requisite: An undergraduate course in statistical methods or equivalent. Co-requisite: PSYC 70500 (Statistical Methods in Psychology I)</td>
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<td>Contact Hours</td>
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<td>[ ] Mathematics [ ] US Experience in its</td>
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Assessment: Students will be assessed by submitting weekly lab assignments as well as a midterm and final examination.

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: Psychology
### Statistical Methods in Psychology II/ PSYC 70600

(3 hours, 3 credits) This course constitutes the second half of the year-long sequence of statistical methods for first-year doctoral students in Psychology. The primary objective of this course is to introduce key concepts and principles of statistics for psychological research. The first half-semester will focus on a series of analysis of variance (ANOVA) methods: ANOVA theory, one-way ANOVA, factorial ANOVA, ANCOVA, repeated measures ANOVA, and mixed ANOVA. The second half-semester will primarily focus on regression models. We will start with simple and multiple regression, then move on to introduce moderation and mediation methods, and will end up with logistic regression models. Besides the statistical knowledge, this course will also provide ample hands-on opportunities for students to develop analytic skills.

### Statistical Methods in Psychology Laboratory II / PSYC 70610

(2 hours, 1.5 credit): A computer lab using R programming language will help students master the “skills” side of the statistical methods. Specifically, the lab session is designed to develop analytic skills in R programming language for various statistical methods, including one-way ANOVA, factorial ANOVA, ANCOVA, repeated measures ANOVA, and mixed ANOVA. The second half-semester will primarily focus on regression models. We will start with simple and multiple regression, then move on to introduce moderation and mediation methods, and will end up with logistic regression models. Besides the statistical knowledge, this course will also provide ample hands-on opportunities for students to develop analytic skills.

### Rationale:

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