AGENDA

I. Approval of the Minutes: December 14, 2022  President Garrell  p.10

II. Approval of the Minutes: March 29, 2023  President Garrell  p.13

III. Ratification of items of March 29, 2023 meeting  President Garrell

IV. Opening Remarks  President Garrell

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

VI. Executive Committee
   Prof. Giannikos
   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

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

VIII. Committee on Curriculum and Degree Requirements  Prof. Faherty  p.15
   A. Major Items
      2. Linguistics – Curriculum and bulletin changes
      3. Psychology – Two new laboratory-based courses

IX. Presentation of Annual Reports  Prof. Giannikos  Appx.B
   1. Executive Committee of Graduate Council: Prof. Christos Giannikos (on behalf of Interim Chair Prof. Peter Eckersall)
   2. Committee on Committees: (Chair) Jonathan Hanon
   3. Committee on Curriculum and Degree Requirements: (Chair) Prof. Duncan Faherty
   4. Committee on Information Technology: (Chair) Prof. Matt Gold
5. Library Committee: (Chair) Prof. Christos Giannikos
6. Committee on Research: (Chair) Prof. Tony Ro
7. Committee on Structure: (Interim Chair) Prof. Christos Giannikos
8. Committee on Student Services: (Chair) Ariel Leutheusser
9. Budget Committee: (Chair) Prof. Louise Lennihan
10. Student Academic Appeals Committee

X. University Faculty Senate – Report                             Prof. Burke

XI. New Business
(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. Joshua 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 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 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 and Data Science Professor Ping Ji
Criminal Justice Professor Brian Lawton
Data Analysis and Visualization Professor Matthew Gold
Digital Humanities Professor Matthew Gold
Earth and Environmental Sciences Professor Kieren Howard (Acting)
Economics Professor Christos Giannikos
Educational Opp. Div. Programs
Educational Psychology
English
French
History
International Migration Studies
Latin American, Iberian and Latino Cultures
Liberal Studies
Linguistics
Mathematics
Middle Eastern Studies
Music
Nanoscience
Nursing
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
American Studies
Critical Theory
Demography
Film Studies
Global Early Modern Studies
Interactive Technology and Pedagogy
Medieval Studies
Women’s Studies

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
Committee on Structure
Committee on Curriculum and Degree Requirements

Professor Martin Ruck
Professor Joan Lucariello
Professor Tanya Agathocleous (Co-Acting) and Professor Talia Schaffer (Co-Acting)
Professor Maxime Blanchard
Professor Jonathan Sassi (Acting)
Professor Richard Ocejo
Professor Jane Marcus Delgado (Acting)
Professor David Humphries (Acting)
Professor Cecelia Cutler
Professor Christian Wolf
Professor Christa Salamandra
Professor Norman Carey
Professor Michele Vittadello
Professor Juan Battle
Professor Iakovos Vasilou (Acting)
Professor Alexios Polychronakos
Professor Jack Jacobs
Professor Richard Bodnar
Professor Jeremy Porter
Professor Barbra Teater
Professor Lynn Chancer
Professor Valerie Shafer
Professor James Wilson
Professor Wendy Luttrel
Professor Dana Ain Davis

Professor Nathalie Etoke (Acting)
Professor David Waldstreicher (Acting)
Professor Bettina Lerner
Professor Neil Bennett
Professor Edward Miller
Professor Amanda Wunder
Professor Michael Mandiberg
Professor Sara McDougall
Professor Dana-Ain Davis

Professor Peter Eckersall (Interim Chair)
Professor Christos Giannikos (Interim Chair)
Professor Duncan Faherty
Committee on Research
Committee on Committees
Committee on Student Services
Committee on Student Academic Appeals
Library Committee
Committee on Information Technology
Budget Committee

Professor Tony Ro
Jonathan Hanon
Ariel Leutheusser
Professor Christos Giannikos
Professor Matthew Gold
Professor Louise Lennihan
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<td>Anthropology</td>
<td>Prof. Sarah Muir</td>
<td>Lea Coffineau</td>
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<td>Prof. Miriam Ticktin</td>
<td>Nikhil Sood</td>
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<td>Prof. Rachel Kousser</td>
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<td>Andrew Ayala</td>
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<td>Prof. Don Vogel</td>
<td>Madeleine Campbell</td>
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<td>Prof. Lesley Davenport</td>
<td>Alfredo Vidal Ceballos</td>
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<td>Prof. Sara McDougall</td>
<td>Vanessa Botelho</td>
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<td>Prof. Robert Nolan</td>
<td>Britney Singh</td>
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<td>Anna Geissmann</td>
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<td>Prof. John Van Sickle</td>
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<td>Prof. Paola Ureni</td>
<td>Peter Kurtz</td>
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<td>Prof. Mikael Vejdemo-Johansson</td>
<td>Bilal Abdulrahman</td>
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<td>Jianing Qi</td>
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<td>Justice Evans</td>
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<td>Shoko Tachikawa</td>
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<td>Zico Abhi Dey</td>
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<td>Aurash Khawarzad</td>
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<td>Prof. Melissa Castillo Planas TBA</td>
<td>Sharifa Hampton</td>
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<td>Sam O’Hana Grainger</td>
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<td>French</td>
<td>Prof. Erec Koch</td>
<td>Andreea Preda</td>
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<td>Prof. Anne Kornhauser</td>
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<td>Prof. Van Tran</td>
<td>Ashwin Kumar</td>
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<td>Latin American, Iberian &amp; Latino Cultures</td>
<td>Prof. Vanessa Perez-Rosario</td>
<td>Laura Liendo</td>
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<td>Prof. George Fragopoulos TBA</td>
<td>Jeri Brand TBA</td>
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<td>Tysean Bucknor</td>
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<td>Prof. Samer Al Khatib</td>
<td>Coco (Xiaoyu) Huang</td>
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<td>Prof. Krzysztof Klosin</td>
<td>Abraham Silberstein</td>
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<td>Prof. Beth Baron</td>
<td>Alexandra Smither</td>
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<td>Music</td>
<td>Prof. Jeff Nichols Prof. L. Poundie Burstein</td>
<td>Robert Wrigley</td>
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<td>Justin Engstler</td>
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<td>Nicolas Giovambattista Daniel Kabat</td>
<td>Angel Perez-Martinez TBA</td>
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<td>Prof. Benedetto Fontana Prof. Till Weber</td>
<td>Chelsea Elizabeth Joliet Kevin McGinnis</td>
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<td>Prof. Dana-Ain Davis Prof. Michelle Fine Prof. Kristen Gillespie-Lynch Prof. Brett Stoudt</td>
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<td>Hanna Goldberg TBA</td>
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<td>Prof. Doug Whalen</td>
<td>Rion Iwasaki</td>
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<td>Theatre and Performance</td>
<td>Prof. David Savran</td>
<td>Philip Wiles</td>
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<td>Urban Education</td>
<td>Prof. Sherry Deckman</td>
<td>Jennifer Queenan</td>
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<td>Women’s &amp; Gender Studies</td>
<td>Prof. Red Washburn</td>
<td>Jennifer Bae</td>
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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 (NYCLMIS)  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
CUNY Graduate Center
The Graduate Council
Minutes of the Meeting
December 14, 2022, at 3pm, Proshansky Auditorium


I. Approval of the Agenda of the December 14, 2022 meeting – [Motion to approve by Prof. Duncan Faherty] Approved

II. Approval of the Minutes of the October 19, 2022 meeting – [Motion to approve by Prof. Martin Burke] Approved

III. Opening remarks were given by President Garrell
   a. Vision- Steps are being taken to improve relationships and rebuild trust and confidence at the Graduate Center. The President’s vision includes strengthening the GC as a hub for doctoral research, and:
      i. Working alongside the Central Office towards increasing State investment in doctoral students, enhancing the GC’s research portfolio, and continuing to grow philanthropy.
      ii. Strengthening the consortial model for graduate education across CUNY. CUNY’s Chancellor and leadership have reaffirmed their support of the GC in this effort.
      iii. Growing the GC’s student funding to increase funding packages and increase student services.
      iv. Rebuilding community and reenergizing the GC.
      v. Continuing to advance DEI through everything that the GC does and addressing inequities. The GC’s affirmative action plan for the year includes measurable goals and the strategic plan will as well.
      vi. Elevating the GC’s visibility and impact.
b. Strategic plan- Work is underway on the GC’s next strategic plan with additional information scheduled to be shared at the start of the Spring 2023 semester.

c. Food insecurity and food services- The GC is investigating options to bring food service back to campus. In the meantime, several programs have raised ideas that are being further explored and certain programs have offered to host a coffee time get-together in the Dining Commons to help rebuild a sense of the community. The Office of Student Affairs has added information on the GC website about CUNY food pantries, and a working group is being established to discuss food service availability on campus and identify potential solutions.

d. Sharing information- Additional GC Community Meetings will be scheduled for Spring 2023, the President and Provost are meeting with faculty, and there is a new newsletter being distributed through the Provost’s Office.

e. Reproductive rights- There is interest in supporting research on reproductive rights. Two mechanisms include requests for research funding through the PSC and early research funding options for students at the GC.

f. Facilitating processes for international students- Discussions are in progress about how to improve the onboarding processes for international students. Academic Affairs has been asked to create an onboarding experience work group to assist with streamlining the processes.

g. Business Office- The Business Office will hold in-person hours so that individuals can drop in for assistance. Mid-year fund balances will be sent to each fund manager.

h. Sponsored Research- A review of the workflows and resources in Sponsored Research is underway and work is being done to address any inefficiencies.

i. Undocumented students- Discussions are taking place around increasing equity for undocumented students. A working group has been established and is identifying opportunities for funding and other support for undocumented students. Draft roadmaps are being created and will be shared.

j. The President and Provost were invited by the Central Office to participate in crafting a request narrative that will be submitted to the Governor’s Office. Included are requests for an increase in funding for current doctoral students, support to increase the overall number of students, support to increase the number of research faculty, and support to increase research on urban climate.

k. Updates from Central Office-
   i. Employees’ remote work agreements expire at the end of the calendar year. CUNY’s 70/30 in-person/remote work schedule policies continue for Spring 2023 and HR will share additional guidance.
   ii. The building access policy will be updated in January 2023 and the Central Office will provide additional specifics about the changes.
   iii. A significant portion of the GC’s growing budget deficit resulted from changes in 2019 in how funds were allocated to the GC and cost increases that the GC then had to cover through its base budget. The President and Provost have been working with the University Budget Office to document and remedy the problem and the Central Office is putting a solution in place for FY23 to fund the gap that was created.

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

A. Major items:
   1. **English** – change in language requirement and bulletin changes – [Motion to approve by Prof. Michael Mandiberg] Approved.
   2. **Master’s in Liberal Studies (MALS)**
      i. New concentration in Public Scholarship – [Motion to approve by Prof. Martin Burke] Approved with a friendly amendment requested for a sentence in the concentration’s justification.
      ii. New course: “Introduction to Public Scholarship: Theories, Methods, and Approaches” – [Motion to approve by Prof. Michael Mandiberg] Approved.
iii. New course: “Special Topics in Public Scholarship” – [Motion to approve by Prof. Michael Mandiberg] Approved.

3. Sociology – changes to admission requirement and bulletin changes – [Motion to approve by Prof. Michael Mandiberg] Approved.

4. Social Welfare
   i. Changes to degree requirements and bulletin changes – [Motion to approve by Prof. Michael Mandiberg] Approved.
   ii. Change to course title – [Motion to approve by Prof. Michael Mandiberg] Approved.

V. College Association – Election of Faculty Representatives (Prof. Faherty)
   a. There are three faculty representative vacancies on the College Association. Two faculty members are nominated: Professors Jeremy Porter and Polly Thistlethwaite. Nominations from the floor: Professors Christos Giannikos and Mikael Vejdemo-Johansson. Votes were recorded on the ballots.

VI. University Faculty Senate (UFS) report (Prof. Burke)
   a. CUNY budget- The Board of Trustees approved the Chancellory’s formal budget request (one step in the process that leads to the New York State budget). Included is a request for $10 million for graduate students and stipends, $5 million for support for the doctoral programs, and a request to hire 50 research-focused diverse faculty for graduate education. The UFS’s budget advisory committee will meet with CUNY’s Interim VC for Budget and Finance and CFO to request additional details. The UFS is working to support the Chancellory’s budget request through lobbying efforts and will be doing so with SUNY UFS in the coming months as well.
   b. CUNY online- A new Associate has been hired to oversee the CUNY online program, which will be managed through the Central Office, Office of Academic Affairs. The EVC and University Provost expects that within 5 years the University will double its fully online degree programs. The initiative is primarily targeting undergraduate degree programs and the programs would be fully asynchronous and fully online. There is a need for faculty representation for the CUNY online task force.

VII. New business
   a. Members of the Council put forward a motion of “no confidence” in the President, Provost, and Senior Vice President for Finance and Administration. The three aforementioned GC leaders recused themselves from the remainder of the meeting so that further discussion could take place on the topic. The Chair of the Graduate Council Executive Committee stepped in to oversee the remainder of the meeting. A discussion ensued on the topic of the “no confidence” motion. Voting members of the Council present at the close of the discussion were asked to vote on the resolution of no confidence submitted for the Council’s review. Votes were recorded on the ballots.

Meeting adjourned at 4:52pm
The meeting was called to order and attendees were informed that a quorum was not reached. Members of the Graduate Council were advised that the meeting would proceed with urgent academic business, and any recommendations made on the business items would be provisional.

I. Granting of Degrees and Certificates to February 2023 Candidates (Ph.D., M.Phil., M.A., M.S., DMA) (Provost Everett) – [Motion to approve: Prof. Burke] Recommended for approval; subject to ratification.

II. Committee on Curriculum and Degree Requirements (Prof. Cole)
   a. Business – New course: “Game Theory and Behavioral Operations” – [Motion to approve: Prof. Burke] Recommended for approval; subject to ratification.
   b. Demography – New course: Independent Study – [Motion to approve: Prof. Burke] Recommended for approval; subject to ratification.

III. Committee on Structure – Update (Prof. Giannikos)
   a. The Committee has met twice since the beginning of the term and will engage in the review of the Graduate School governance and the Graduate Council bylaws. A third meeting is scheduled for March 30 and the Committee is discussing a proposed timeline for the revisions of the documents. Additional updates will be provided at the May 10 Graduate Council meeting.

IV. Committee on Committees – Update (Jonathan Hanon)
   a. Elections will be held at the May 10 meeting of the Graduate Council. A form requesting nominations will be shared in advance of that meeting.
   b. An overview was provided of upcoming vacancies on the Graduate Council standing committees.
   c. On some of the standing committees, members’ terms are not currently staggered. The Committee on Committees will discuss appropriate means for staggering terms where needed to propose to the Council. A discussion point was raised about this also
being brought to the attention of the Committee on Structure for inclusion in its considerations about necessary updates to the Graduate Council bylaws.

V. University Faculty Senate – Report (Prof. Burke)

a. The University Faculty Senate (UFS) held a plenary meeting on the day prior to the Graduate Council meeting, and the speaker was Interim Vice Chancellor for Budget and Finance and Chief Financial Officer Chiappa, who provided an update on the status of the budget. It is anticipated that an active budget will be provided by the State shortly. The New York State assembly’s budget requests funds for student stipends and funds to eliminate fees for graduate students (with the exception of student activity fees). The State budget contributed to the need for the University to develop a budget savings plan. Included in the overall plan was the reintroduction of the Vacancy Review Board (VRB), which raised concerns that were then brought to the attention of the Chancellor. Some modifications were made to the VRB. It remains the position of the UFS that the VRB and campus-based vacancy review committees include elected faculty members and requests to consider this have been made to the campuses.

b. CUNY’s Office of Academic Affairs continues to promote CUNY online and has brought in consultants to review online programming across the University and make recommendations. Any doctoral or master’s programs that are considering online degree program formats are asked to be mindful of potential issues surrounding matters of intellectual property.

VI. Remarks from President Garrell

a. President Garrell explained the need to reschedule the March 15, 2023 Graduate Council meeting.

b. A document was circulated to members of the Graduate Council with information about the voting that took place at the December 14, 2022 Council meeting. The document will be appended to the December 14 meeting minutes.

c. CUNY campuses were asked to develop a savings plan, which could include a combination of areas where costs could be reduced and areas of revenue generation. The savings target given to the Graduate Center was 5.5%. The Graduate Council Budget Committee was consulted on the plan and apprised of what was submitted. The President provided an overview of the items proposed in the plan.

d. President Garrell discussed the VRB and the inclusion of faculty in its decision making. The GC’s local Personnel Actions Review Committee (PARC) remains in place.

e. An update was provided on the search for a permanent Chief Information Officer.

f. Campuses continue to face challenges associated with the honorarium payment process. The GC will continue to engage in conversations with the Central Office about this.

g. Progress is being made on the establishment of a food pantry at the GC, and the GC is collaborating with John Jay College to identify a potential food service vendor.

h. The strategic planning initiative is underway. Co-chairs of the task forces have been identified.

i. The President outlined several upcoming events being held at the GC.

Meeting adjourned at 2p.m.
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<td>Liberal Arts</td>
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<td>[ ] Gen Ed - Flexible</td>
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<td>[ ] English Composition</td>
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<td>[ ] Mathematics</td>
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<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>
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<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

All.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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<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>
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</table>

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

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.

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**Program:** Linguistics, Ph.D.

**Program Code:**

**Effective:** Fall 2023

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<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>
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</tr>
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<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
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<tr>
<td>Revisions, when required, must be approved.</td>
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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>
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<tr>
<th>FROM</th>
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<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></td>
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<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>
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| 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. |

**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.

The two initial Quantitative Reasoning courses (PSYC 70500 and 70600) have been offered by the Psychology Doctoral Program since its inception over 50 years ago. Recently (~2019), we have been including the introduction to a robust and very flexible computer programming language (”R”) into the curriculum to introduce the student to this approach. This allows students at the very beginning of their doctoral career to initiate and integrate programming expertise into their courses and especially into their research.

This new laboratory-based course will formally provide the student “real-world” expertise and hands-on experiences of analytical skills in parallel with the topics covered in the pedagogical course. The instructor will be ably assisted by a graduate student Teaching Assistant (GFB) conversant not only in the course materials, but also in the programming skills. This will aid students immeasurably in their dissertation research as well as strengthening their pedagogical skills for future career opportunities. It is anticipated that a larger pedagogical section (PSYC 70500) could be taught accompanied by two laboratory sections (PSYC 70510) to allow the students a more intimate class size for the “hands-on” portion.

**SECTION AIV: NEW COURSES**

**AIV.1**

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
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<td>Career</td>
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<td>Academic Level</td>
<td>[ ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Course Prefix</td>
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<tr>
<td>Course Number</td>
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<tr>
<td>Course Title</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 &quot;skills&quot; 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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<tr>
<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>Credits</td>
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<td>Contact Hours</td>
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<td>Liberal Arts</td>
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<td>Course Attribute (e.g., Writing Intensive, Honors, etc.)</td>
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<td>[ ] Gen Ed Required [ ] Gen Ed - Flexible [ ] Gen Ed - College Option</td>
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<td>Detail</td>
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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.

The two initial Quantitative Reasoning courses (PSYC 70500 and 70600) have been offered by the Psychology Doctoral Program since its inception over 50 years ago. Recently (~2019), we have been including the introduction to a robust and very powerful computer programming language ("R") into the curriculum to introduce the student to this approach. This allows students at the very beginning of their doctoral career to initiate and integrate programming expertise into their courses and especially into their research.

This new laboratory-based course will formally provide the student “real-world” expertise and hands-on experiences of analytical skills in parallel with the topics covered in the pedagogical course. The instructor will be ably assisted by a graduate student Teaching Assistant (GFB) conversant not only in the course materials, but also in the programming skills. This will aid students immeasurably in their dissertation research as well as strengthening their pedagogical skills for future career opportunities. It is anticipated that a larger pedagogical section (PSYC 70500) could be taught accompanied by two laboratory sections (PSYC 70510) to allow the students a more intimate class size for the “hands-on” portion.

Learning Goals/Outcomes: 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.

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
Program Code:
Effective: September, 2023

<table>
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<tr>
<th>FROM</th>
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<tr>
<td>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.</td>
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The two initial Quantitative Reasoning courses (PSYC 70500 and 70600) have been offered by the Psychology Doctoral Program since its inception over 50 years ago. Recently (~2019), we have been including the
introduction to a robust and very flexible computer programming language (“R” and SPSS) into the curriculum to introduce the student to this approach. This allows students at the very beginning of their doctoral career to initiate and integrate programming expertise into their courses and especially into their research.

This new laboratory-based course will formally provide the student “real-world” expertise and hands-on experiences of analytical skills in parallel with the topics covered in the pedagogical course. The instructor will be ably assisted by a graduate student Teaching Assistant (GFB) conversant not only in the course materials, but also in the programming skills. This will aid students immeasurably in their dissertation research as well as strengthening their pedagogical skills for future career opportunities. It is anticipated that a larger pedagogical section (PSYC 70600) could be taught accompanied by two laboratory sections (PSYC 70610) to allow the students a more intimate class size for the “hands-on” portion.

SECTION AIV: NEW COURSES

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<td>Course Prefix</td>
<td>PSYC</td>
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<tr>
<td>Course Number</td>
<td>70610</td>
</tr>
<tr>
<td>Course Title</td>
<td>Statistical Methods in Psychology Laboratory II</td>
</tr>
<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 various statistical methods, including one-way ANOVA, factorial ANOVA, ANCOVA, repeated measures ANOVA, mixed ANOVA, simple and multiple regression, moderation and mediation, and logistic regression.</td>
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<td>Pre/ Co Requisites</td>
<td>Pre-requisite: Statistical Methods in Psychology I or equivalent. Co-requisite: PSYC 70600 (Statistical Methods in Psychology II)</td>
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<td>Credits</td>
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<td>Contact Hours</td>
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**Learning Goals/Outcomes:** 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, mixed ANOVA, simple and multiple regression, moderation and mediation, and logistic regression.

**Assessment:** Students will be assessed by submitting weekly lab assignments as well as a midterm and final examination.