AGENDA
THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK
THE GRADUATE COUNCIL
Wednesday, March 18, 2020
Meeting 3:00 p.m. on the Concourse Level – Rooms 202-205

I. Approval of the Minutes: December 11, 2019
   Int. Pres. Muyskens p.12

II. Granting of Degrees and Certificates to February 2020
    Candidates (Ph.D., M.Phil., M.A., M.S., DMA)
    Please note: only faculty vote on this item
    Int. Provost Wrigley App.

III. Opening Comments
    Int. Pres. Muyskens

IV. Report on Committee on Maintaining Instruction
    Int. Provost Wrigley

V. Travel and Health Update
    VP Matthew Schoengood

VI. Middle States Self-Study Update – upcoming visit
    Assoc. Provost Olan and Assoc. Dean Yun Xiang

VII. Committee on Curriculum and Degree Requirements
    Prof. Duncan Faherty

A. Major Items
3. MS Program in Data Analysis and Visualization – bulletin changes p. 19
4. Ph.D. Program in Psychology – Bulletin changes p. 20
5. Ph.D. Program in Criminal Justice – Bulletin changes p. 21
7. MA Program in Biography and Memoir – Changes to bulletin p. 26

B. Minor Items
8. MS Program in Data Analysis and Visualization – 2 revised courses p. 28
   Data 73500 Working with Data to 70500 Working with Data – Fundamentals and
   73000 Visualization and Design: Fundamentals to 73000 Visualization and Design
VIII. Structure Committee

A. Ph.D. History – revised governance and rationale

B. MA International Migration Studies – revised governance

IX. University Faculty Senate – Report

X. Resolution of Appreciation for Prof. Polly Thistlethwaite

XI. New Business
The Graduate School and University Center
The Graduate Council
2019-2020

(Nonvoting Members)

Interim President Dr. James Muyskens
Interim Provost and Senior Vice President Dr. Julia Wrigley
Associate Provost and Dean for Academic Affairs Dr. David Olan
Dean for the Sciences Dr. Josh Brumberg
Vice President for Student Affairs Matthew Schoengood
Interim Vice President for Finance and Administration Brian Peterson
Vice President for IT and Administrative Services Robert Campbell
Vice President for Institutional Advancement Jay Golan
Interim Vice President for Communication and Public Affairs Wendy DeMarco Fuentes
Executive Director of Research and Sponsored Programs Edith Gonzalez
Chief Librarian Professor Polly Thistlethwaite

Executive Committee of Graduate Council

Professor Martin Burke (Chair)
Professor Peter Eckersall (Vice-Chair)
Professor Giancarlo Lombardi (Chair, Structure Committee)
Professor Duncan Faherty (Chair, Curriculum and Degree Committee)
Professor Barbara Weinstein (Rep. Doctoral Faculty Policy Committee) (voting member)
Prof. Robert Nolan (UFS representative, ex officio)
Professor Polly Thistlethwaite (Secretary of the Council) (voting member)
Jane Guskin (USS Delegate)
Elizabeth Che (DSC Co-Chair) (voting member)
Interim Provost – Julia Wrigley (ex officio)
Executive Officers and Directors (Voting Members)

Anthropology                  Professor Jeff Maskovsky
Art History                  Professor Rachel Kousser
Audiology                   Professor Brett Martin
Biochemistry                 Professor Richard Magliozzo
Biography and Memoir         Professor Sarah Covington
Biology                     Professor Cathy Savage-Dunn
Business                    Professor Karl Lang
Chemistry                    Professor Brian Gibney
Classics                     Professor Jennifer Roberts (Acting)
Cognitive Neuroscience       Professor Tony Ro
Comparative Literature       Professor Giancarlo Lombardi
Computer Science            Professor Ping Ji
Criminal Justice            Professor Valli Rajah (Acting)
Data Science                 Professor Ping Ji
Digital Humanities          Professor Matthew K. Gold
Data Analysis and Visualization Professor Matthew K. Gold
Earth and Environmental Sciences Professor Monica Varsanyi
Economics                   Professor Christos Giannikos (Acting)
Educational Opp. Div. Programs Professor Martin Ruck
Educational Psychology       Professor Bruce Homer
English                      Professor Kandice Chuh
French                      Professor Maxime Blanchard
History                     Professor Joel Allen
Interdisciplinary Research   Professor Duncan Faherty
International Migration Studies Professor Richard Ocejo
Latin American, Iberian and Latino Cultures Professor Carlos Roibó (Acting)
Liberal Studies              Professor Elizabeth Macaulay-Lewis
Linguistics                  Professor Gita Martohardjono
Mathematics                  Professor Ara Basmajian
Middle Eastern Studies       Professor Simon Davis
Music                       Professor Norman Carey
Nursing Science             Professor Barbara DiCicco Bloom
Philosophy                  Professor Nickolas Pappas
Physics                     Professor Igor Kuskovsky
Political Science           Professor Alyson Cole
Psychology                  Professor Richard Bodnar
Quantitative Methods in the Social Sciences Professor Jeremy Porter
Social Welfare              Professor Harriet Goodman
Sociology                   Professor Lynn Chancer
Speech-Language-Hearing Sciences Professor Mira Goral
Theatre and Performance      Professor Peter Eckersall
Urban Education             Professor Wendy Luttrell
Women’s and Gender Studies  Professor Dana Ain Davis

Certificate Programs (Voting Members)
Africana Studies            Professor Juan Battle
American Studies: Professor Eric Lott
Critical Theory: Professor John Brenkman
Demography: Professor Shiro Horiuchi
Film Studies: Professor Edward Miller
Global Early Modern Studies: Professor Feisal Mohamed (Acting)
Interactive Technology and Pedagogy: Professor Michael Mandiberg
Medieval Studies: Professor Steve Kruger
Women’s Studies: Professor Dana Ain Davis

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

Doctoral Students Council (Voting Members)
Elizabeth Che
Roderick Hurley
Raj Korpan
Mary Jean McNamara (UFS Liaison)
Jane Guskin (USS Delegate) (non-voting)

Chairs – Standing Committees of Graduate Council (Voting Members)
Executive Committee of Graduate Council
   Chair – Professor Martin Burke
Committee on Committees
   Chair – Professor Polly Thistlethwaite
Committee on Curriculum and Degree Requirements
   Chair – Professor Duncan Faherty
Committee on Research
   Chair – Dr. Edith Gonzalez
Information Technology Committee
   Chair – Professor Matt Gold
Library Committee
   Chair – Professor Polly Thistlethwaite
Committee on Structure
   Chair – Professor Giancarlo Lombardi
Committee on Student Services
   Chair – Shu Yuan Cheng, Acting
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<td>Professor Lesley Davenport</td>
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Spring 2020

Centers and Institutes – Non-voting Members

Prof. Pennee Bender, Acting
American Social History Project/Center for Media and Learning

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

Prof. Mauricio Font
Bildner Center for Western Hemisphere Studies

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

Prof. Roger Hart
Center for Human Environments

Prof. Francesca Bregoli
Center for Jewish Studies

TBA
Institute for Sephardic Studies

TBA
The Rosenthal Institute for Holocaust Studies

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

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

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

Prof. Keith Wilson
Center for the Humanities

Prof. Alberta Gatti
Center for Integrated Language Communities

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

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

Steven Romalewski  
CUNY Mapping Service

Lesley Hirsch  
New York City Market Information Service (NYCLMIS)

Prof. Kathleen McCarthy  
Center on Philanthropy and Civil Society

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

Prof. Juliette Blevins  
Endangered Language Initiative

Prof. Patrizia Nobbe  
European Union Studies Center

Prof. Cathy Davidson  
Futures Initiative

Prof. Matthew Gold  
GC Digital Initiatives

Prof. Peter Aigner  
Gotham Center for New York City History

Prof. Francesca Sautman  
Henri Peyre French Institute

Prof. Sophia Perdikaris  
Human Ecodynamics Research Center (HERC)

Prof. William Bialek  
Initiative for the Theoretical Sciences

Prof. Alberta Gatti  
Institute for Language Education in Transcultural Context

Prof. Martin Ruck (Acting)  
Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC)

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

Katherine Lu Hsu  
Latin/Greek Institute

Prof. Kai Bird  
Leon Levy Center for Biography

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

Prof. Frank Hentschker  
Martin E. Segal Theatre Center

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

Prof. John Torpey  
Ralph Bunche Institute for International Studies

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

Prof. Duncan Faherty  
Revolutionizing American Studies Initiative

Prof. Romina Padro  
The Saul Kripke Center
I. Approval of the Minutes: October 30, 2019 - approved

II. Opening Comments and Discussion
   Interim President Jim Muyskens provided the Graduate Council with several updates:
   a. He highlighted the new business item attached to the ballot for the granting of an honorary degree to George Takei.
   b. The Middle States self-study is progressing well. The draft was made available to the community in November and comments and feedback are welcomed until December 15.
   c. The presidential search finalists have been selected, as per a Board of Trustees decision, it is a semi-closed search. A selected group of faculty and staff will be meeting with the candidates in the next few days.
   d. The budget continues to be a challenge and the Graduate Center administration is working diligently to balance the budget and provide clear information. The President will be sending out a community message. The GC is not unique in this budget challenge, all of CUNY is facing budget shortfalls due to reduced state support.

III. Committee on Curriculum and Degree Requirements
   Professor Duncan Faherty, chair of the committee, presented the following items for the Council’s approval. All items were approved.
   a. Major Items
      i. Ph.D. Program in English – Bulletin and requirement changes
      ii. Ph.D. Program in Criminal Justice – 3 new courses – Data Management, Dissemination of Knowledge, Professional Seminar
iii. **Ph.D. Program in Clinical Psychology** – Bulletin changes
iv. **MALS Program** – 5 revised courses: 72600, 72500, 77100, 77200, 77300
v. **MA Program in Biography and Memoir** – 3 new courses – 72000 – Writing Workshop, 71000 Independent Study, 79000 Thesis or Capstone Project Supervision; Changes to bulletin and requirements

IV. **Structure Committee**

Professor Merih Uctum, chair of the committee, presented the following item for the Council’s approval.

a. **History – revised governance**

   i. A suggestion was made to remove “Only” from “Only faculty members vote.” In Section II.1.

   ii. There was discussion of the proposed changes and the strengthening of the voting power of central line faculty over consortial faculty. Following discussion, a motion was made to table the vote until the next meeting. The EO from History will be present at the next meeting and the council would like the Structure Committee to provide the old version of the governance as a comparison and the vote tally from the History Program’s vote on the change. The motion to table was approved.

V. **University Faculty Senate Report**

Professor Robert Nolan gave a brief report on the UFS.

a. The new University Provost spoke at the last UFS meeting and noted his interest in policies that expand opportunities for all students. He will also be looking at enrollment and majors at the different campuses in more detail.

b. The UFS has been instrumental in adding many new faculty lines across CUNY.

c. The new University Provost is still gathering information pertaining to ASRC.

VI. **New Business**

a. Honorary degree for George Takei – bio is included with ballot and listed as a ballot item for council members to vote on.

The meeting was adjourned at 3:35 p.m.
## SECTION AIV: NEW COURSES

### AIV.1

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Course Description: This 2-cr Independent Study is restricted to MA students in Comparative Literature who are writing a thesis. The topic of the thesis must be approved by the thesis director, the Director of the MA Program or Deputy Executive Officer, and the Executive Officer. The thesis itself should be a minimum of 18,000 words in length and need not be written in English. Students should register for this independent study only after accumulating a minimum of 24 credits and only after consulting with the Director of the MA program and/or the Executive Officer. Students may enroll in this independent study for a single semester only; the expectation is that the thesis will be ready for deposit at the end of the enrolled semester.

Rationale: As we continue to grow our MA program, it has become increasingly vital to create a course designation for students who are working toward completing their required thesis. We currently ask students to register for “Maintenance of Matriculation,” but this has led to confusion at the time of registration. The existence of a specific independent study with the name “MA Independent Research” or “MA Thesis Supervision” establishes a clear place for the thesis within the existing MA curriculum and fosters symmetry with the parallel designation (Dissertation Supervision) within the doctoral part of the program.

Learning Goals/Outcomes:
- Design and execute a scholarly research project that shows awareness of, and engages with, current and relevant debates within the discipline of Comparative Literature
- Independently plan, structure and complete the research needed to carry the project to completion
- Articulate, develop and sustain a persuasive critical argument over the course of 40 pages (18,000 words)
- Establish and keep to a set timeline to research and write an essay of determinate length

Assessment:
- Evidence of thorough research
- Awareness of current debates that shape the discipline
- Clear, concise and persuasive argumentation
- Ability to establish a realistic timeline for research and writing
### AIV.1

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Rationale: The key demographic trends of the 21st century require that demographers and allied social and behavioral scientists incorporate spatial concepts and methods into their training. For example, to understand the spatial patterns of population distribution by age with respect to possible exposures to phenomena related to climate change (such as excess heat, flood risk, coastal proximity), a spatial framework (and data) must be used. There are many other examples of spatial patterns of relevance (e.g., elderly population or health profiles by demographic groups) that can only be understood by using spatial methods. Therefore, spatial methods (from thematic map making to spatial statistics) would significantly enhance the training of our doctoral and allied masters-program students.

Course Description: This 3-credit course provides an overview of spatial themes and techniques in demography. Examples will be drawn from many substantive areas of demography (e.g., mortality, fertility, urbanization, migration, poverty). Students will learn about spatial construction of place, basic mapping skills and spatial data creation and geoprocessing as well as statistical methods to explore and model spatially-referenced data to answer demographic questions. In the most advanced topics, students examine the special difficulties that spatial data may create for standard regression approaches, and learn models and approaches for undertaking multivariate regression analysis in the presence of spatial heterogeneity and/or spatial dependence. Emphasis in the course is evenly split between learning how to make maps and a variety of spatial analyses.

Learning Goals/Outcomes: By the end of the course, students will be able to:
1. Think critically about spatial constructs in answering demographic questions.
2. Create thematic maps with mapping software.
   a. Apply basic geographic conventions for map-making in displaying quantitative and qualitative information, understand and modify maps projections, and understand different methods of data representation and classification.
   b. Present and format maps having learned the following (but not only) skills: creating dual layout views and call outs, use of map elements (legends, labels, scale bars, and north arrows), and use of tables and graphics with maps.
3. Construct spatial information rigorously by importing, cleaning, and editing data in mapping software and the construction of new data or variables that result from basic geoprocessing operations (e.g., distance or buffer calculations).
4. Interpret and analyze maps critically, by reviewing uses of maps in demographic applications.
5. Interpret and analyze spatial data and methods critically.
6. Identify the need for and use a variety of common spatial analytic methods in demography.
**Assessment:**

1. Homework assignments in which students create increasingly complex thematic maps, applying basic conventions for map making; manipulate and create new spatial data; interpret and analyze maps; and apply geoprocessing functions to data sets and analyze and interpret results. (9 total through semester, lowest one dropped). (40% grade)

2. Two short in-class exams, given roughly at week 6 and 12, testing respectively on the first (thematic mapping) and second third (geoprocessing, construction of and analysis of spatial data) of the course content. (30% grade)

3. One final project with many self-directed components, culminating new skills and concepts. (30% grade)

**Pre-requisite:** DCP 70100; and introductory statistics including multiple linear regression, or permission of instructor. Working knowledge of spreadsheets (or databases) and basic file-management.
PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

AII.1 The following Bulletin Changes are proposed for the

Program: MS Program in Data Analysis and Visualization
Program Code:
Effective:

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<th>TO</th>
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<td>SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM</td>
<td>SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM</td>
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<tr>
<td>Course of study</td>
<td>Course of study</td>
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<tr>
<td>The 30-credit curriculum includes seven required core courses (21 credits total) in Data Analysis, Data Studies, and Data Visualization; elective courses (6 credits total); and the completion of a Thesis or Capstone project (3 credits).</td>
<td>The 30-credit curriculum includes five core courses in the program, inclusive of at least one course from each of the three program areas of Data Analysis, Data Studies, and Data Visualization (15 credits); elective courses (12 credits total); and the completion of a Thesis or Capstone project (3 credits).</td>
</tr>
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</table>

Rationale:

This change gives students more flexibility as they complete the program. At the present moment, students are required to take all courses offered by the program, which can be challenging for full-time students given course availability. The new structure replaces two required courses with two electives of the student’s choosing, though it still requires all students to take at least one course from the three program areas – Data Analysis, Data Visualization, and Data Studies.
AII.1 The following Bulletin Changes are proposed for the

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

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

Rationale: The Psychology Doctoral Program has been evaluating the tools that it uses to determine admission applications to its ten Training Areas. The GRE Subject test was previously required for the Clinical at Queens College Training Area, and previously recommended for all other training areas. After considerable discussion within Training Areas, it was determined that this test was no longer appropriate for admissions decisions. In the December, 2019 meeting of the Psychology Executive Committee, a motion was made and unanimously passed (17-0-0) to eliminate mention of the GRE Subject test in the Admissions requirements effective for the Fall, 2021 incoming class.
AIII.1 The following revisions are proposed for the
Program:  Criminal Justice
Program Code:  81003
Effective:  Fall 2020

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<tr>
<td>Course</td>
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**GENERAL COURSE REQUIREMENTS**

*Core Curriculum* Students who enter the program in Fall 2019 or later must take the core curriculum, which is composed of six three-credit survey courses and two four-credit survey courses totaling 26 credits. Four of the required core courses (CRJ 70000; CRJ 70100; CRJ 70200; CRJ 70300) are survey courses in research and quantitative methods. Four of the required core courses (CRJ 70400; CRJ 70500; CRJ 70600; CRJ 70700) are substantive courses that serve as foundational courses in criminology and criminal justice. All full-time doctoral students are expected to take the required survey courses during the first year of matriculation. Students who are full-time professionals are expected to complete the core courses before the end of the second year of doctoral study. Additionally, all doctoral students must take an Advanced Research Methods course (CRJ 80100 and CRJ 80200) in their second or third year of doctoral course work. Students who do not receive a grade of B or better in any of the core courses may be dropped from the program by action of the Executive Committee. Those receiving a grade of less than B who are permitted to remain in the program may be required to repeat the course or take additional specific work. Students who receive a permanent incomplete grade in any of the eight required core courses must repeat the course.

*Core Curriculum* Students who enter the program in Fall 2020 or later must take the core curriculum, which is composed of six three-credit survey courses and two four-credit survey courses, totaling 26 credits. Four of the required core courses (CRJ 70000; CRJ 70100; CRJ 70200; CRJ 70300) are survey courses in research and quantitative methods. Four of the required core courses (CRJ 70400; CRJ 70500; CRJ 70600; CRJ 70700) are substantive courses that serve as foundational courses in criminology and criminal justice. All core doctoral students are expected to take the required core courses, with the exception of CRJ 70600, during their first year of matriculation. Students are expected to take CRJ 70600 during their second year of study. Students who are full-time working professionals are expected to complete the core courses before the end of the second year of doctoral study. Additionally, all doctoral students must take a professional development course, Dissemination of Knowledge (CRJ 76200) in their second year. In addition, they must take a tools course such as Publishing (CRJ 88200), Grant Writing (CRJ 88200), or other approved elective, and an Advanced Research Methods or an Advanced Quantitative Methods course (CRJ 80100 and CRJ 80200) in their second or third year of doctoral course work. Students who do not receive a grade of B or better in any of the core courses may be dropped from the program by action of the Executive Committee. Those receiving a grade of less than B who are permitted to remain in the program may be
First Examination

Full-time doctoral students are expected to take the First Examination by the beginning of the second year of doctoral study. Students who are working professionals must complete the First Examination before the end of the second year of doctoral study. This written examination contains four parts that reflect the Criminal Justice makeup of the core curriculum: (1) research methodology, including quantitative and qualitative techniques; (2) statistics; (3) integrated criminology theory; and (4) criminal justice process. The First Examination for students in the Forensic Science specialization has three parts: an examination in criminal justice, law, and forensic science and two examinations in the field of forensic science. All examinations are prepared and evaluated by rotating subcommittees of faculty.

Rationale:
The change to the core sequence of coursework reflects the standard coursework in our discipline, which includes a focus on criminological theory, research methods, and statistics in addition to professional development activities including grant-writing and publishing. The addition of a Pro-Seminar in Criminal Justice reflects an institutionalization of basic professional development activities and will serve as an orientation to Criminal Justice scholarship and key issues. Allowing students to take an elective in our program in their first year of study will allow students to become immersed in their substantive area more quickly than currently allowed, while largely maintaining the cohort structure that has served our program well. This change is partly in response to student feedback regarding the curriculum.
The proposed changes to the first exam are intended to more fully reflect the purpose of the first exam, which we believe is to measure core competencies in the area of criminological theory, research methods, and statistics. Currently, the exam has been referred to as a comprehensive exam though students are not expected to have a comprehensive knowledge of core areas at this early stage in their academic career. The proposed change is reflective of feedback received during our external review and is in line with current practices at peer and aspirational institutions. This change is the first step in revising our exam structure. The program is revising Exam 2, which does not currently allow for a comprehensive test of knowledge. Changes to Exam 2 will be consistent with feedback on the external review and will be implemented in line with the changes to the first exam.
### Section AIV: New Courses

#### AIV.1

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<tr>
<td>Career</td>
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<td>Academic Level</td>
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<tr>
<td>Subject Area</td>
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<tr>
<td>Course Prefix</td>
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<tr>
<td>Course Number</td>
<td>89600</td>
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<tr>
<td>Course Title</td>
<td>Studies in Digital Humanities</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course offers advanced exploration of special topics in the area of digital humanities. Topics will vary but may include scholarly communication and the future of the book; textual analysis; geospatial humanities; text encoding; media studies; wearable technology and physical computing; digital archives; and data visualization.</td>
</tr>
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<td>____ English Composition</td>
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<td>_ ____ World Cultures</td>
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Rationale

The English Program has been offering an increasing number of digital humanities courses in recent years, and it has an area of faculty specialization titled “Digital Humanities, Textual, and Media Scholarship.” This new course number will allow the program to offer such courses under a specifically digital humanities course number. In alignment with the other courses English offers, this course will be offered at both 2 and 4 credits. Students taking the class for 2 credits would be expected to complete fewer assignments, or to submit shorter work, than those registering for 4 credits.

Learning Goals/Outcomes

Upon successful completion of the course, students will:

- have explored a special topic related to the areas of digital humanities;
- have introductory knowledge of tools and platforms related to the topic of the course;
- be conversant in the scholarly debates and issues surrounding the special topic.

Assessment

Students will be assessed in the following ways:

- Low-stakes writing on a public course blog;
- In-class presentations and discussions
- Short coding and other practical assignments
- A final project or project grant proposal
All.1 The following Bulletin Changes are proposed for the

Program:       MA Biography and Memoir
Program Code:  
Effective:

<table>
<thead>
<tr>
<th>FROM</th>
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Director: Professor Sarah Covington (Acting)
The Graduate Center
365 Fifth Avenue
New York, NY 10016
Email: bam@gc.cuny.edu
https://www.gc.cuny.edu/mabiography
For the most up-to-date faculty listings, program description,
and course information, see the
program's website.

THE PROGRAM

The M.A. Program in Biography and Memoir is one of
the only programs in the world to offer a uniquely rich
series of courses to students who wish to study
biography and memoir, or to become biographers and
memoir writers themselves. In addition to resting
between empirical history and "creative non-fiction," or
revolutionizing our understanding of individuals in the
past, biography and memoir can also straddle the divide
between the scholarly and the popular. Students with a
broad range of academic backgrounds are encouraged
to apply. This interdisciplinary degree would provide the
tools in which to pursue a career in journalism and
media, professional writing and publishing, oral history
studies, documentary filmmaking, digital
communications (such as podcasting), archival work,
and other rewarding professions.

REQUIREMENTS FOR ADMISSION

In addition to meeting the general University
requirements for admission stated earlier in this bulletin,
the applicant must submit two letters of recommendation
and a 2000 word writing sample. Graduate Record
Examination (GRE) scores are optional.

SPECIAL REQUIREMENTS FOR THE MASTER OF
ARTS IN BIOGRAPHY AND MEMOIR PROGRAM

Course of study The 30-credit curriculum includes 15
course credits (Forms of Life Writing, Writing and Style...
in Biography and Memoir, Ethical Problems in Biography and Memoir, Research and Methodology in Biography and Memoir and a Thesis or Capstone Project); 6 optional credits of in-degree electives; and 9 to 15 credits of free electives (selected from among Graduate Center course offerings, in consultation with the student’s advisor).

COURSES
Unless otherwise stated, all courses are 30 hours plus conferences for 3 credits.

Required Core Courses
BAM 70100  Forms of Life Writing
BAM 70200  Research and Methodology in Biography and Memoir
BAM 70300  Writing and Style in Biography and Memoir
BAM 70400  Ethical Problems in Biography and Memoir
BAM 79000  Thesis or Capstone Project Supervision

Additional Courses
BAM 70500 Special Topics in Biography and Memoir
BAM 72000 Writing Workshop for Thesis or Capstone Project

Students may also choose electives from among all Graduate Center course offerings for which they are eligible to register after consulting with an advisor.

Rationale: Bulletin entry for new program.
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<tr>
<th>CUNYFirst Course ID</th>
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<tbody>
<tr>
<td>Departments</td>
<td>MS in Data Analysis and Visualization</td>
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<tr>
<td>Course</td>
<td>DATA 73500 Working with Data</td>
<td>Course Working with Data: Fundamentals DATA 70500.</td>
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</table>
We propose changing the course number of DATA 73500: Working with Data: Fundamentals to DATA 70500.

This course is the first of a three-course data analysis sequence, but the course numbers are not in proper sequence. Right now, the course sequence, ordered by course number, is:

1. DATA 73500: Working with Data: Fundamentals
2. DATA 71000: Data Analysis Methods
3. DATA 71200: Advanced Data Analysis

With this new course number, the courses will be in proper order:

1. DATA 70500: Working with Data: Fundamentals
2. DATA 71000: Data Analysis Methods
3. DATA 71200: Advanced Data Analysis
<table>
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<th>CUNYFirst Course ID</th>
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| Gen Ed – College Option | College Option Detail |

**Rationale:**

This minor change removes the word “Fundamentals” from the course title. In so doing, the focus of the course becomes less of an introduction to data visualization and more of an exploration of the interplay between visualization and design. This will allow faculty teaching the course to better focus on design issues as they relate to visualization and will lessen the degree to which students approach the course as a basic introduction to data visualization.
Governance of the Ph.D. Program in History

I. Executive Committee

1. The Executive Committee consists of 14 faculty members and 4 student members. Half of the members of the Committee plus one, including students, constitute a quorum. Proxies are not permitted. The Executive Officer shall serve as Chair of the Committee and as an ex-officio member with vote.

2. The faculty members are elected for three-year terms by the doctoral faculty in history. The vote shall be by electronic ballot unless otherwise requested by individual voters, who may vote by mail ballot. Only faculty who have received two written nominations and have indicated by signature their willingness to serve on the Executive Committee will be included on the ballot. Faculty members who receive the highest number of votes shall be elected, with seats being reserved in the following manner: five seats for faculty members with a central-line appointment and nine seats for faculty members from the other CUNY campuses. Of the nine seats for non-central-line faculty, there shall be one seat for faculty members from each senior college with six or more doctoral faculty members on the history faculty, with the remaining seats being considered ‘at large’ and going to those non-central-line faculty receiving the highest number of votes. The ballot shall be marked so that voters are directed to choose one faculty member from each of the ‘reserved’ categories. Should a permanent or temporary vacancy occur, the Executive Officer shall propose a substitute for approval by the Executive Committee by secret paper ballot.

3. The student members are elected for one-year terms by and from the matriculated graduate students in the doctoral program.

4. Meetings are scheduled at least twice a semester. Additional meetings are held when necessary.

5. Students have voice and vote in the Committee’s discussions and only voice on questions that concern either individual students or individual faculty members.

6. Minutes of the meetings are kept and are available in the History Office.

7. The recommendations of the Curriculum and Examinations Committee, the Faculty Membership Committee, and any ad hoc committee shall be submitted to the Executive Committee for final action. Upon the request of a member of any other standing committee in the Program, the actions of that committee may be reviewed by the Executive Committee. The decision of the Executive Committee on any matter it chooses to review shall be final.

II. Committee on Admissions and Awards

1. The committee consists of 8 faculty members and 4 students. Students have voice and vote in setting general policy and voice in discussions of applicants, but do not have a voice or vote on individual admissions or awards decisions. Only faculty members have votes. A quorum requires at least four faculty and two student members. Proxies are not permitted. The Executive Officer shall serve as an ex-officio member with vote.

2. The student members are elected for one-year terms by and from the matriculated graduate students in the doctoral program.
3. The faculty committee members are named by the Executive Officer for one-year terms, subject to approval or change by the Executive Committee.

4. Meetings are called by the Executive Officer.

III. Curriculum and Examinations Committee

1. The Committee consists of 5 faculty members and 3 student members. All Committee members have a vote. A quorum requires at least half of the members plus one. Proxies are not permitted. The Executive Officer shall serve as an ex-officio member with vote.

2. The student members are elected for one-year terms by and from the matriculated graduate students in the doctoral program.

3. The faculty members are named for one-year terms by the Executive Officer, subject to approval or change by the Executive Committee.

4. Meetings are called by the Executive Officer.

IV. Committee on Faculty Membership

1. The Committee consists of 5 faculty members and 3 student members. All Committee members have a vote, including on recommendations for new faculty members, which will be forwarded to the Executive Committee for a formal vote. A quorum requires at least-one half of the committee plus one. Proxies are not permitted. The Executive Officer shall serve as Chair of the Committee and as an ex-officio member with vote.

2. The student members are elected for one-year terms by and from the matriculated graduate students in the doctoral program.

3. The faculty members are named for one-year terms by the Executive Officer, subject to approval or change by the Executive Committee.

4. The Committee meets in February or when called by the Executive Officer.

5. Criteria for membership in the program require a determination that the faculty member will make a significant contribution relevant to the needs of the program: A) evidence of significant research relevant to the program, or, B) evidence of qualification to teach a course or provide other graduate-level training, or, C) evidence of qualification to supervise dissertations, theses, or other graduate-level research.

V. Committee on Elections

1. The Election Committee consists of the Executive Officer, three faculty members, and three student members. This committee shall have responsibility for nominations and election procedures for the seats of the Graduate Council and for conducting elections for the Program’s Executive Committee.

2. All members of this committee are nominated by the Executive Officer and approved by the Executive Committee.
3. The Committee shall meet when there is business to transact.

VI. General Provisions

1. Program committees shall be governed by the latest version of Robert’s Rules of Order, Newly Revised. A motion shall be considered valid only if it receives a total of affirmative votes equal to or greater than one more than one half of the number of seats on the committee.

2. All program committees will maintain a commitment to inclusion and diversity in their makeup, objectives, and mode of functioning.

VII. Faculty Responsibilities

1. The Executive Committee of each program shall call at least one meeting a year of the faculty and present a report to the faculty. At any meeting of the program faculty a quorum shall consist of 25 persons or 50 percent of the faculty, whichever is smaller.

2. The faculty, through its members on the Standing Committees of the program, shall have responsibility to establish policies for the program. At any meeting of the faculty, a quorum being present, the faculty may vote to make direct recommendations without Executive Committee approval to the appropriate committee of Graduate Council or to the administration on any matter that affects them.

VIII. Student Responsibilities

1. The Executive Committee shall call a meeting with the students at least once each semester.

2. The students shall have responsibility through student representatives to the Executive Committee and the Standing Committees of each program to make known their views on the policies of the program. All students on these committees shall be chosen by means of an election by mail, email, or other electronic means by the students in the program. Any matriculated student shall be eligible to serve. Students may make direct recommendations to the appropriate committee of Graduate Council or to the administration for immediate consideration on any matter that affects them if at least 10% of the students in that program support those recommendations.

IX. Amendments to this Document

1. Amendments to this document may be proposed to the Committee on Structure for review and recommendation to Graduate Council after an affirmative majority vote and after timely notification of the proposed amendments to the program’s faculty and students.

2. If at least 30 percent of the doctoral faculty or 30 percent of the matriculated students in the program sign a proposal to amend the program structure, after timely notification of the proposed amendments to the program’s faculty and students, the proposal shall be forwarded directly to the Committee on Structure for its consideration.

Approved by the Structure Committee on November 13, 2019
Approved by Graduate Council on
Proposal to amend bylaws for Governance Structure

Program in History

The History Program is proposing to revise its bylaws in order to create a more dynamic and representative Executive Committee. The basic principle is to raise the number of faculty seats for both central-line and consortial faculty in such a way that retains a strong consortial presence but also acknowledges the importance of the GC as the sole academic home for central-line colleagues. Student seats would also be increased so that their voice is maintained proportionally.

We aim to achieve these goals with the following changes:

1. Reserve all at-large seats to the consortial faculty (for a total of 9, in number). (Note: Currently at-large seats are open to central-line and consortial alike, depending on vote count; our revision would make them exclusive to consortials.)

2. Increase the number of central-line seats on the Executive Committee from 1 to 5.

3. Increase the number of student seats on the Executive Committee from 3 to 4.

Proportions of total EC vote

As an illustration of how the revisions would alter the representation of faculty on the Executive Committee, we offer the following comparison of the current makeup of the EC with the scenario of the proposal:

<table>
<thead>
<tr>
<th></th>
<th>CURRENT</th>
<th>PROPOSAL With 4 extra C-L seats, 1 extra stdt, &amp; all at-large made to be consortial</th>
<th>For personnel votes (in which students do not participate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consortial</td>
<td>62% (8/13)</td>
<td>50% (9/18)</td>
<td>64% (9/14)</td>
</tr>
<tr>
<td>Central-line</td>
<td>15% (2/13)</td>
<td>28% (5/18)</td>
<td>36% (5/14)</td>
</tr>
<tr>
<td>Students</td>
<td>23% (3/13)</td>
<td>22% (4/18)</td>
<td>-----</td>
</tr>
</tbody>
</table>

By way of comparison we note that the Philosophy Program has five central-line seats on its Executive Committee, so this number has worked in practice and has been approved by previous Structure Committees and Graduate Councils. We also note that Philosophy and Anthropology currently have five students on their Executive Committee; our revision would bring History students to similar levels.
Vote of the History faculty and students

The Executive Committee voted overwhelmingly to advance this proposal to Structure (8 yes; 1 no; 1 abstention) on May 15, 2019. The resolution heeded votes by the full faculty (64% yes; 36% no) and the students (91% yes; 9% no). The matter was the subject of discussions in a variety of settings throughout the 2018-19 academic year, and we feel the above is a good compromise between two opposing positions.
Master of Arts Program in International Migration Studies (IMS)

Governance Structure

I. Organization of the IMS MA Program

A. Director: The Master of Arts Program in International Migration Studies has a Director responsible for overall administration and oversight of the affairs of the program in accordance with the policies established by the program faculty, the Graduate Council, and the Board of Trustees. The President will appoint the Director for a term of three years, which is renewable. The duties of the Director will include, but will not be limited to:

1. Presiding at meetings of the program’s faculty and Executive Committee.
2. Convening meetings with the program’s faculty, the Executive Committee, and the students.
3. Appointing faculty to the following standing committees – Admissions, Curriculum, Elections, and Faculty Membership.
4. Appointing, after consultation with the Provost or President, a Deputy Director, when needed.

B. Standing Committees:
   1. Executive Committee
   2. Admissions
   3. Curriculum
   4. Elections
   5. Faculty Membership

II. Committees

A. Executive Committee:
   1. The Executive Committee is responsible for the operation and administration of the program subject to the policies established by the program faculty. The Executive Committee shall consider, approve, disapprove, and modify actions of the program standing committees.
   2. The Executive Committee shall consist of the Director, who shall serve as chair and have voting rights, four elected faculty members, and two students of the program (and one alternate). The four faculty members shall be elected by the program faculty, should come from a range of disciplines and campuses, and can be re-elected. The term of the faculty members shall be identical to that of the Director.
3. Students from the program shall elect two student members for a one-year term, and can be re-elected. Student members shall participate in all discussions. Student members must be matriculated in the program and must be making satisfactory progress to serve.

4. Each member of the Executive Committee shall have one vote, except that the student members shall have voice but not vote on matters concerning academic issues regarding individuals or faculty appointments.

5. The Executive Committee shall meet at least once a semester and meet with faculty in the program at least once a year.

B. Admissions Committee:
   1. The Admissions Committee is responsible for making standard procedures for admission to the program, and for making admission decisions.
   2. The Executive Committee shall establish an Admissions Committee, which shall consist of the Director, two or more faculty members elected to the Executive Committee, and one or more student members elected by the student body.
   3. Each member of the Admissions committee shall have one vote, except that students shall have voice but not vote on admissions decisions.

C. Curriculum Committee:
   1. The Curriculum Committee is responsible for reviewing and proposing curricular recommendations to the Executive Committee.
   2. The Executive Committee shall establish a Curriculum Committee, which shall consist of the Director, two faculty members from the Executive Committee, and one student member (and one alternate).
   3. Each member of the committee shall have one vote. Students shall have both voice and vote.

D. Elections Committee:
   1. The Elections Committee shall have responsibility for nominations and election procedures, which shall take place in April. It will identify candidates, solicit nominations and brief bios from candidates, and send out electronic ballots to the faculty and/or students.
   2. The Executive Committee shall establish an Elections Committee, which shall consist of the Director, three faculty members from the Executive Committee, and two student members (and one alternate).
   3. For all committees, the student election committee members will solicit nominations and/or will self-nominate.
   4. Each member of the Elections committee shall have one vote. Students shall have both voice and vote.

E. Faculty Membership Committee:
   1. The Faculty Membership Committee shall have the responsibility for nominating members to the
program’s faculty, maintaining a roster of potential appointments, recording annually the status of those faculty members currently designated, and reviewing all other actions taken in regard to membership on the program faculty.

2. The Executive Committee shall establish a Faculty Membership Committee, which shall consist of the Director, two faculty members from the Executive Committee, and one student member (and one alternate).

3. Each member of the Faculty Membership Committee shall have one vote, except that students shall have voice but not vote on the appointment or removal of individual faculty members.

4. An applicant for membership to the program shall file an application form and complete curriculum vita with the committee. All faculty members of the program, with or without tenure, shall provide an updated curriculum vita once every three years, or upon the request of the committee. Membership criteria is limited to members of the Graduate Center’s Doctoral Faculty or any member of the CUNY campus-based faculty who is tenure-track or tenured and contributing actively to the functions of the program, such as teaching, advising students, supervising student research, and sitting on committees.

III. Minutes

The Director or director’s designee shall take Minutes of all standing committee meetings, and distribute them electronically in good time to all faculty and student members. The Director will maintain them in the main office.

IV. Rules of Order

The procedures within Program committees shall be governed by the most current edition of Robert’s Rules of Order, Newly Revised in cases in which they are applicable and not inconsistent with the Graduate School Governance and this governance document.

V. Faculty Responsibilities

A. At any meeting of the program faculty a quorum shall consist of 25 persons or 50 percent of the faculty, whichever is smaller.

B. The faculty, through its members on the Standing Committees of the program, shall have responsibility to establish policies for the program. At any meeting of the faculty, a quorum being present, the faculty may vote to make direct recommendations without Executive Committee approval to the appropriate committee of Graduate Council or to the administration on any matter that affects them.

VI. Student Responsibilities
The students shall have responsibility through student representatives to the Executive Committee and the Standing Committees to make known their views on the policies of the program. All students shall be chosen by means of an election by mail, email, or other electronic means by the students in the program. Any matriculated student shall be eligible to serve. Students of the program may make direct recommendations to the appropriate committee of Graduate Council or to the administration for immediate consideration on any matter that affects the program if at least 10% of the students in that program support those recommendations.

VII. Amendments to this Document

A. The Executive Committee may amend this governance document by affirmative majority vote and after timely notification of the proposed changes to the program’s faculty and students.

B. If at least 30 percent of the program faculty or 30 percent of the matriculated students in the program sign a proposal to change the program’s structure, the proposal shall be forwarded directly to the Committee on Structure of the Graduate Council for its consideration.