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

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

   Associate Provost Olan App.

III. Opening Comments
   Int. Pres. Muyskens

IV. Committee on Curriculum and Degree Requirements
   Prof. Valerie Shafer

   A. Major Items

1. Ph.D. Program in Comparative Literature – new course 89801 – MA Independent Research
   p. 14

2. Certificate Program in Demography – new course – 70300 – Spatial Demography
   p. 16

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

6. Ph.D. Program in English – new course – 89600 – Studies in Digital Humanities
   p. 24

7. MA Program in Biography and Memoir – Bulletin Changes
   p. 26

8. Urban Education – Bulletin Changes
   p. 28

9. Speech Language Hearing – Bulletin Changes including ending GRE requirement
   p. 35

10. Philosophy – New MA concentration
    p. 37

11. Physics – new course – Photonics
    p. 46

   B. Minor Items

1. MS Program in Data Analysis and Visualization – 2 revised courses
   p. 49
V. Structure Committee

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

   B. MA International Migration Studies – governance

   C. MS Data Analysis and Visualization – governance

   D. MA Digital Humanities – governance

   E. MS Quantitative Methods – governance

VI. University Faculty Senate – Report

VII. Presentation of Annual Reports of Standing Committees

1. Executive Committee of Graduate Council: (Chair) Prof. Martin Burke
2. Committee on Committees: (Chair) Prof. Polly Thistlethwaite
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. Polly Thistlethwaite
6. Committee on Research: (Chair) Dr. Edith Gonzalez
7. Committee on Structure: (Chair) Prof. Giancarlo Lombardi
8. Committee on Student Services: (Chair) Prof. Serena Chen (Acting)
9. Student Academic Appeals Committee

VIII. Resolution of Appreciation for Prof. Polly Thistlethwaite

IX. 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
Assistant Vice President for IT            Elaine Montilla
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 (Acting)                  Professor Emily Drabinski

Executive Committee of Graduate Council

Professor Martin Burke (Chair)
Professor Peter Eckersall (Vice-Chair)
Professor Giancarlo Lombardi (Chair, Structure Committee)
Professor Valerie Shafer (Chair, Curriculum and Degree Committee)
Professor Barbara Weinstein (Rep. Doctoral Faculty Policy Committee) (voting member)
Prof. Robert Nolan (UFS representative, ex officio)
Duncan Faherty (Acting 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
Art History
Audiology
Biochemistry
Biography and Memoir
Biology
Business
Chemistry
Classics
Cognitive Neuroscience
Comparative Literature
Computer Science
Criminal Justice
Data Science
Digital Humanities
Data Analysis and Visualization
Earth and Environmental Sciences
Economics
Educational Opp. Div. Programs
Educational Psychology
English
French
History
Interdisciplinary Research
International Migration Studies
Latin American, Iberian and Latino Cultures
Liberal Studies
Linguistics
Mathematics
Middle Eastern Studies
Music
Nursing Science
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

Professor Jeff Maskovsky
Professor Rachel Kousser
Professor Brett Martin
Professor Richard Magliozzo
Professor Sarah Covington
Professor Cathy Savage-Dunn
Professor Karl Lang
Professor Brian Gibney
Professor Jennifer Roberts (Acting)
Professor Tony Ro
Professor Giancarlo Lombardi
Professor Ping Ji
Professor Valli Rajah (Acting)
Professor Ping Ji
Professor Matthew K. Gold
Professor Matthew K. Gold
Professor Monica Varsanyi
Professor Christos Giannikos (Acting)
Professor Martin Ruck
Professor Bruce Homer
Professor Kandice Chuh
Professor Maxime Blanchard
Professor Joel Allen
Professor Duncan Faherty
Professor Richard Ocejo
Professor Carlos Riobó (Acting)
Professor Elizabeth Macaulay-Lewis
Professor Gita Martohardjono
Professor Ara Basmajian
Professor Simon Davis
Professor Norman Carey
Professor Barbara DiCicco Bloom
Professor Nickolas Pappas
Professor Igor Kuskovsky
Professor Alyson Cole
Professor Richard Bodnar
Professor Jeremy Porter
Professor Harriet Goodman
Professor Lynn Chancer
Professor Mira Goral
Professor Peter Ekersall
Professor Wendy Luttrell
Professor Dana Ain Davis

Professor Juan Battle
Professor Eric Lott
Professor John Brenkman
Professor Neil Bennett
Professor Edward Miller
Global Early Modern Studies
Interactive Technology and Pedagogy
Medieval Studies
Women’s Studies

Professor Feisel Mohamed (Acting)
Professor Michael Mandiberg
Professor Steve Kruger
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 Thistletwaite

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 Thistletwaite

Committee on Structure
Chair – Professor Giancarlo Lombardi

Committee on Student Services
Chair – Shu Yuan Cheng, Acting
## Faculty and Students

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<thead>
<tr>
<th>Field</th>
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<td>Reethee Antony</td>
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<td>Alex Johnson</td>
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</tbody>
</table>
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
The Graduate Council

Minutes of the Meeting December 11, 2019, 3 p.m.
The Graduate Center
Concourse 202-205


Students: Lauren Abruzzo, Katarina Anolovic, Sara Babad, Nora Izumi Bartosik, Genevieve Bettendorf, Alexis Brewer, Maria Carranza Brito, Tysean Bucknor, Priscilla Bustamante, Elizabeth Che, Anna Chichi, Ruijiao Dong, Stephanie Huber, Roderick Hurley, Bertrand Ihurburn, Alex Johnson, Marianne Madore, Mary Jean McNamara, Lisa Millsaps, Chaya Nove, Daisy Reyes, Robert Utzinger, Milo Ward

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

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
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<td>Department(s)</td>
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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

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
<th>Demography Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department(s)</td>
<td>Demography Certificate</td>
</tr>
<tr>
<td>Career</td>
<td>[ ] Undergraduate [ x ] Graduate</td>
</tr>
<tr>
<td>Academic Level</td>
<td>[ x ] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
</tr>
<tr>
<td>Subject Area</td>
<td>Demography, Sociology, Spatial Reasoning</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>DCP</td>
</tr>
<tr>
<td>Course Number</td>
<td>70300</td>
</tr>
<tr>
<td>Course Title</td>
<td>Spatial Demography</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>See course description below</td>
</tr>
<tr>
<td>Pre/ Co Requisites</td>
<td>DCP 70100 (or concurrent introductory statistics or equivalent, or with permission of the instructor)</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Course Attribute (e.g. Writing Intensive, Honors, etc)</td>
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<table>
<thead>
<tr>
<th>Course Applicability</th>
<th>[ ] Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[ ] Gen Ed Required</td>
</tr>
<tr>
<td></td>
<td>[ ] English Composition</td>
</tr>
<tr>
<td></td>
<td>[ ] Mathematics</td>
</tr>
<tr>
<td></td>
<td>[ ] Science</td>
</tr>
<tr>
<td></td>
<td>College Option</td>
</tr>
<tr>
<td></td>
<td>College Option Detail</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Program:</th>
<th>MS Program in Data Analysis and Visualization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code:</td>
<td></td>
</tr>
<tr>
<td>Effective:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM</td>
<td>SPECIAL REQUIREMENTS FOR THE MASTER OF SCIENCE PROGRAM</td>
</tr>
<tr>
<td>Course of study</td>
<td>Course of study</td>
</tr>
<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>
</tbody>
</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 Psychology Program Code: Effective: Incoming Psychology Admissions Cycle, Fall, 2021

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

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

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course    Description</td>
<td>Crs</td>
</tr>
</tbody>
</table>

**GENERAL COURSE REQUIREMENTS**

*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 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 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 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.
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.

Incomplete grade in any of the eight required core courses must repeat the course.

First Examination core 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 three parts that reflect core competencies: (1) research methodology, including quantitative and qualitative techniques; (2) statistics; and (3) integrated criminology theory. 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

<table>
<thead>
<tr>
<th>CUNYfirst Course ID</th>
<th>Ph.D. Program in English</th>
</tr>
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<tbody>
<tr>
<td>Department(s)</td>
<td>[ ] Undergraduate  [X] Graduate</td>
</tr>
<tr>
<td>Career</td>
<td>[x] Regular  [ ] Compensatory  [ ] Developmental  [ ] Remedial</td>
</tr>
<tr>
<td>Academic Level</td>
<td>Digital Humanities</td>
</tr>
<tr>
<td>Subject Area</td>
<td>ENGL</td>
</tr>
<tr>
<td>Course Prefix</td>
<td>89600</td>
</tr>
<tr>
<td>Course Number</td>
<td>Studies in Digital Humanities</td>
</tr>
<tr>
<td>Course Title</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>
<tr>
<td>Pre/ Co Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>2 or 4 credits</td>
</tr>
<tr>
<td>Contact Hours</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>[ ] Yes  [ ] No</td>
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<td>Course Attribute</td>
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<tr>
<td>(e.g. Writing Intensive, Honors, etc)</td>
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</tr>
<tr>
<td>Course Applicability</td>
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<tr>
<td>Major</td>
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<td>Gen Ed Required</td>
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<td>Gen Ed - College Option</td>
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<td>English Composition</td>
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<td>World Cultures</td>
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<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>US Experience in its Diversity</td>
<td></td>
</tr>
<tr>
<td>College Option Detail</td>
<td></td>
</tr>
</tbody>
</table>
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
The following Bulletin Changes are proposed for the

Program: MA Biography and Memoir
Program Code: 
Effective: 

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director: Professor Sarah Covington (Acting) The Graduate Center 365 Fifth Avenue New York, NY 10016 Email: <a href="mailto:bam@gc.cuny.edu">bam@gc.cuny.edu</a> <a href="https://www.gc.cuny.edu/mabiography">https://www.gc.cuny.edu/mabiography</a> For the most up-to-date faculty listings, program description, and course information, see the program’s website.</td>
<td>Director: Professor Sarah Covington The Graduate Center 365 Fifth Avenue, Room 5402 New York, NY 10016 Email: <a href="mailto:bam@gc.cuny.edu">bam@gc.cuny.edu</a> <a href="https://www.gc.cuny.edu/bam">https://www.gc.cuny.edu/bam</a></td>
</tr>
</tbody>
</table>

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.
PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

All.1 The following Bulletin Changes are proposed for the following program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Urban Education PhD Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Code</td>
<td>23057 (CUNYFirst) OR 0899 (HEGIS)</td>
</tr>
<tr>
<td>Effective</td>
<td>Spring 2020</td>
</tr>
</tbody>
</table>

| From |
| The Ph.D. Program in Urban Education is designed to prepare leaders in educational research and policy analysis who have a broad understanding of the complex issues and who seek to transform present day inequalities across the educational spectrum facing urban education. The unique focus of this program is at the intersection of two principal research agendas including: (1) research on issues of administration, curriculum and instruction, in urban schools, and (2) policy analysis research on the broader social, political, and economic issues that determine the context of urban education. |

| To |
| The Ph.D. Program in Urban Education is designed to prepare leaders in educational research and policy analysis who have a broad understanding of complex issues across the educational spectrum and seek to transform present day inequalities. The unique focus of this program is at the intersection of multiple research agendas including issues of organization, administration, curriculum, and pedagogy in urban schools (from pre-K through higher education); forms of teaching and learning that occur across institutional settings including families, schools, community and civic organizations; and research on the historical, social, cultural, political, and economic issues that determine the context of urban education. |

The intellectual challenges of investigating the processes, policies and practices of urban education as a social and cultural institution require the broad intellectual base and diverse critical perspectives that only an integrated program of studies across a wide range of specialist disciplines can provide. The intellectual resources of the CUNY Graduate Center enable students in this program to draw on elective courses and research faculty in many relevant partner disciplines, including History, Philosophy, Psychology, Sociology, Anthropology, Economics, and Political Science, as well as more broadly on expertise in the humanities, mathematics, and computer science, and the natural sciences, when appropriate to their interests.

Five core courses are required of all students (see below). To ensure that students achieve a high level of disciplinary sophistication within at least one professional specialization, further course work is concentrated within one of three Studies Specializations:

- Language, Context, and Culture Learning Sciences (LCC)
Examples of anticipated areas of research for student dissertations include: systemic renewal of urban education, including teacher education; new information and communication technologies in education; issues of language, representational media, and cultural diversity in urban education; mobilization of urban resources to prepare all students for full participation in global society.

Graduates of this program are prepared to take on a wide variety of important roles in urban education: research and teaching in universities, including teacher education programs; research and leadership positions in urban school districts and in state and federal government agencies; policy analysis positions for private foundations; and staff positions with legislators and legislative committees.

The program provides students with a unique access to and understanding of the New York City public schools, the nation’s largest system of urban public education. The many teacher education and educational outreach programs of the CUNY colleges have long-established relationships with the city’s diverse schools and districts. Through research mentoring, internship, and teaching fellowship arrangements for doctoral students at all the participating CUNY colleges, the Ph.D. program works to connect conceptual perspectives with the realities of urban schools and school systems.

**SPECIAL REQUIREMENTS FOR ADMISSION**

All CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, transcripts from all postsecondary institutions attended, and an application that includes: (1) two professional letters of recommendation, including at least one from a university faculty member familiar with the applicant’s academic work; (2) an Applicant Statement, which should describe the specialized area within the field of Urban Education in which the

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as program seminars in selected topics.

Five core courses are required of all students (see below).

Examples of anticipated areas of research for student dissertations include: systemic renewal of urban education, including teacher education; new information and communication technologies in education; issues of language, representational media, cultural diversity in urban education; mobilization of urban resources to prepare all students for full participation in global society.

Graduates of this program are prepared to take on a wide variety of important roles in urban education: research and teaching in universities, including teacher education programs; research and leadership positions in urban school districts and in state and federal government agencies; policy analysis positions for private foundations; and staff positions with legislators and legislative committees.

The program provides students with a unique access to and understanding of the New York City public schools, the nation’s largest system of urban public education. The many teacher education and educational outreach programs of the CUNY colleges have long-established relationships with the city’s diverse schools and districts. Through research mentoring, internship, and teaching fellowship arrangements for doctoral students at all the participating CUNY colleges, the Ph.D. program works to connect conceptual perspectives with the realities of urban schools and school systems.

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**SPECIAL REQUIREMENTS FOR ADMISSION**

(CUNY doctoral programs require that applicants for admission submit recent scores on the Graduate Record Examination, transcripts from all postsecondary institutions attended, and an application that includes: (1) two professional letters of recommendation, including at least one from a university faculty member familiar with the applicant’s academic work; (2) an Applicant Statement, which should briefly describe the topic in the field of
applicant may wish to do research and his or her academic background, professional experience, and career aspirations beyond the doctorate. (See General Requirements for Admission elsewhere in this bulletin.)

In addition, applicants for the Ph.D. Program in Urban Education should normally have completed a master's or other relevant higher degree beyond the baccalaureate. (Exceptions are made for outstanding applicants or those with equivalent experience.) Applicants must also submit a portfolio of evidence of relevant accomplishments and a sample of written work, and may be requested to appear for an interview.

Applicants should normally have at least two years of teaching or other relevant professional experience in education, preferably in urban settings and at the educational level at which they intend to do research. In some cases an applicant may be admitted without this experience, but must then subsequently complete it as a condition for advancement to candidacy for the Ph.D. degree.

Applicants who lack specific preparation in essential topics either in Education or in a content area relevant to their intended studies specialization may be admitted to the program, but will be required to complete graduate courses providing this preparation, usually in a master's degree program at one of the CUNY colleges, prior to undertaking the course work or research for which preparation is needed.

Applications for both part-time and full-time study will be accepted (see the University requirements regarding fellowships residence in the program in this bulletin).

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

The following are requirements in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

Course of Study. A minimum of 61 credits of approved course work are required for a Ph.D. in Urban Education. All students must complete the four core courses (totaling 12 credits, as listed below) and enroll in the one-semester, one credit

Urban Education in which the applicant may wish to do research and his or her academic background, professional experience, and career aspirations beyond the doctorate. (See General Requirements for Admission elsewhere in this bulletin.)

In addition, applicants for the Ph.D. Program in Urban Education should typically have completed a master's or other relevant higher degree beyond the baccalaureate. (Exceptions are made for outstanding applicants or those with equivalent experience.) Applicants must also submit a portfolio of evidence of relevant accomplishments and a sample of written work, and may be requested to appear for an interview.

Applicants should typically have at least two years of teaching or other relevant professional experience in education, preferably in urban settings and at the educational level at which they intend to do research. In some cases, an exceptional applicant may be admitted without this experience.

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY

The following are requirements in addition to the general University requirements for the Ph.D. stated earlier in this bulletin.

Course of Study. A minimum of 61 credits of approved course work are required for a Ph.D. in Urban Education. All students must complete the four core courses (totaling 12 credits, as listed below) and enroll in the one-
Core Colloquium in their first year. In consultation with the academic advisor, students select additional course work in research methods (minimum 9 credits) from a range of research seminars and/or research methods courses offered in the Urban Education Program. Three courses should include methods for analyzing qualitative and quantitative data in Urban Education research, including (but not limited to) the following areas of study: research design, statistical reasoning and analyses; ethnographic methods and data analysis; visual and arts-based research and data analysis non-verbal, data, and historical, narrative, and philosophical analyses. Students also complete a program of required area seminars and elective courses approved by their advisory faculty Studies Committee, totaling at least 24 credits in the studies specialization area. Under general University regulations no more than 30 qualifying graduate credits may be offered as transfer credits toward a Ph.D. degree, but only credits that are programmatically relevant and have clear CUNY equivalents (as determined by the program) will be accepted towards the Ph.D. in Urban Education. (It is normally expected that no more than 15 credits will be accepted, except in the case of an applicant with prior doctoral study beyond the master’s degree at another institution.) No more than 15 CUNY graduate credits required at the time of admission to prepare the student for doctoral-level work in the program may be applied toward the Ph.D. in Urban Education.

First Examination. After successfully completing the core courses, students are eligible to take the First Examination. They must take all parts of the examination before completing 30 credits in the program (excluding transfer credits) and may not continue in the program beyond 45 credits until they have passed all parts of the examination. The First Examination covers the same general topics as the required core courses, including an announced list of specific readings drawn from the core course bibliographies.

Second Examination. The Second Examination covers: (1) quantitative and qualitative research methodology, (2) the content areas of the student’s studies specialization, as designated appropriate preparation by the and (3) such additional topics as the student’s Studies Committee may designate as appropriate preparation for the student’s research interests. The examination may be given in more
than one part. Students must pass each part to pass the examination as a whole.

**Professional Experience** Students must have completed the equivalent of two years of teaching or other relevant professional experience, which prepares them for the area in which they wish to specialize, either prior or subsequent to admission, but in all cases no later than the semester in which the student is advanced to candidacy.

**Dissertation** The student is advanced to candidacy for the Ph.D. degree after completing all other program requirements, passing all parts of the Second Examination, and receiving approval of a written dissertation research proposal from a committee of three program faculty members approved by the Executive Officer, one of whom has agreed to supervise the candidate’s research. The degree is awarded after the dissertation has been approved by the committee and has been successfully defended by the student in an oral examination.

### Courses

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

#### Core Courses and Colloquia

- U ED 70001 Urban Education Core Colloquium I (0–1 credit)
- U ED 70200 Historical Contexts of Urban Education
- U ED 70400 Pedagogy and the Urban Classroom
- U ED 70500 Educational Policy
- U ED 70600 Introduction to Research in Urban Education

### AREA SPECIALIZATION SEMINARS

#### Seminars in Language, Context, and Culture
- U ED 71100 Program Area Seminar in Language, Context and Culture (Selected Various Topics)
- U ED 71200 Advanced Research Program Seminar in Selected Topics in Language, Context and Culture

#### Seminars in Learning Sciences
- U ED 72100 Area

### IX. Post-Core Courses

- U ED 71100 Program Seminars in Selected Topics (Fall)
- U ED 71200 Program Seminars in Selected Topics (Spring)  
  *(May be repeated for credit when subject changes)*
- U ED 72100 Theory/Research Seminar in Selected Topics (Fall)
### Rationale:

It has been years since our program carefully edited the Program Bulletin from its original text (with the exception of renaming two of the three program “strands.” (Learning Science replaced the original Science, Math and Technology and Language, Culture and Contexts replaced Arts, Humanities and Social Studies).

The original bulletin text represented a flexible curricular model designed at the outset of the program to avoid segmentation of course requirements that tend to ossify, limit and segment knowledge creation and dissemination. Following completion of a small number of core requirements (presently one colloquium and four seminars) in their first
year in the program, students then tend to work closely with their assigned academic advisors (who may or may not end up chairing their dissertation committee) to develop an individualized course of study that is both broadly and necessarily interdisciplinary and yet tailored to the student’s individual interests and pursuits. Over the past decade students applying for admission to the Urban Education program have been asked to designate in their applications one of three specializations: Language, Context, and Culture (LCC); Learning Sciences (LS); or Policy Studies and Leadership (POL). In previous years, each strand, led by a committee of central line and consortial faculty members and students, reviewed applications for that strand and then admitted roughly a third of the incoming cohort into that strand (four to five students each). Since 2015 two important things have changed. First, Graduate Center program budget cuts reduced our incoming cohort, creating an imbalance among the three strands. Second, Central line faculty retirements have left one of the strands (Learning Sciences) without a leader. In addition, over time, the practice of organizing coursework according to program strands introduced some unintended divisions and silos. For example, while the founding program documents do not specify this, area seminars have been assigned a particular number strand and linked to the three “strand names,” LCC, Policy, or LS, based on the faculty member teaching that course, rather than its actual content.

Furthermore, a recent Urban Education program self-study examined all key aspects of the program organization. One of the conclusions of that self-study was that the GC Urban Ed program stakeholders should reconsider the structure and utility of the program’s three conceptual “strands” or specializations. The three strands also functioned for years almost as intellectual silos within the program, hiving off students into separate areas of academic inquiry following completion of students’ first year in the program. This separation process occurred in spite of the program’s commitment to an integrated cohort model that kept together each entering class of students, no matter which strand they chose in their applications, throughout the students’ first year of required program courses.

In the existing Bulletin text, the “strands” are embedded in the course numbering system. The revised text represents a procedural shift in how we add courses to our program offerings, and how they are coded in CUNYFirst. To address this logistical issue, we make more explicit use of “area” and “program” seminars to help students select courses that provide the appropriate interdisciplinary scope as well as depth in scholarship related to their topic. While recognizing that most courses will address multiple integrated areas, the label of Program Seminar would be applied to courses that foreground a particular focus that extends the foundation established by the core courses. Program seminars will be considered those that are topical and timely, addressing faculty expertise and research interests. This revised area and program course numbering system will support the greatest possible interdisciplinary post-core course offerings from a larger base of faculty (within current unit allotment).

Our post-core courses, formerly program “area” seminars, have been renamed from the current “strand names’ (LCC, Policy, LS) and instead are labeled and given course numbers according to the following areas:

a) U ED 71100 Program Seminars in Selected Topics (Fall)
   U ED 71200 Program Seminars in Selected Topics (Spring)
b) U ED 72100 Theory/Research Seminar in Selected Topics (Fall)
   U ED 72200 Theory/Research Seminar in Selected Topics (Spring)
c) U ED 73100 Research Methodologies in Urban Education (Fall)
   U ED 73200 Research Methodologies in Urban Education (Spring)
d) U ED 74100 Quantitative Research Methods in Urban Education
   U ED 75100 Qualitative Research Methods in Urban Education
e) U ED 75200 Seminar in Scholarly Communication Selected Topics

The proposed bulletin text therefore represents a move toward the integration of various areas of research that can support our strengths in advisement, the flexibility and scope of our interdisciplinary curriculum, and provide students a sense of sequencing. The new bulletin text serves to codify and operationalize the many ways in which our program has enacted this vision. The new course sequence delineates an interdisciplinary program that is grounded in critical perspectives, engaged inquiry and praxis. The commitment to interdisciplinary, as well as the commitment to offering doctoral students the opportunity to craft a course of study that broadens as well as deepens their own research interests as they design their dissertations, requires an equally pliable and disciplined structure to support this process.
PART A: ACADEMIC MATTERS

Section All: 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: Speech-Language-Hearing Sciences
Program Code: 
Effective: Fall 2021

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellowships and Research Assistantships</td>
<td>Fellowships and Research Assistantships are available through the Ph.D. program. These awards enable students to pursue full-time doctoral study, are service connected, and require students to participate in research and/or teaching for a stipulated number of hours each week.</td>
</tr>
</tbody>
</table>

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
In addition to the general University requirements stated earlier in this bulletin, the student must complete the following special requirements.

Course of Study A minimum of 60 credits of approved graduate work is required. Beginning students take courses designed to increase their knowledge of communication sciences and disorders and to prepare them for the First Examination. Formal course work culminates in a series of advanced studies and seminar courses and independent tutorials that relate to the student’s area of specialization. Students must complete a required set of 70000-level courses: statistics (6 credits), doctoral research (3 credits), instrumentation (3 credits), the three basic science courses (speech science, language science, hearing science; 9 credits), professional issues (2 credits), and the responsible conduct of research (research ethics; 1 credit). Students must complete at least five 80000-level courses in the discipline exclusive of Independent Study.

Deadline for Fall Enrollment January 1
Deadline for Spring Enrollment N/A
GRE General Requirement Yes
tutorials that relate to the student’s area of specialization. Students must complete a required set of 70000-level courses: statistics (6 credits), doctoral research (3 credits), instrumentation (3 credits), the three basic science courses (speech science, language science, hearing science; 9 credits), professional issues (2 credits), and the responsible conduct of research (research ethics; 1 credit). Students must complete at least five 80000-level courses in the discipline exclusive of Independent Study.

<table>
<thead>
<tr>
<th>Deadline for Fall Enrollment</th>
<th>January 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline for Spring Enrollment</td>
<td>N/A</td>
</tr>
<tr>
<td>GRE General Requirement</td>
<td>No</td>
</tr>
</tbody>
</table>

**Rationale:**
The GRE test has not been shown to be a good predictor of success in doctoral studies and we found it to not be a good predictor of success in our program. Moreover, the test may be a barrier (financially, emotionally) for CUNY applicants and for foreign applicants.
## Request to Change or Adapt a Registered Program

<table>
<thead>
<tr>
<th>Item</th>
<th>Response (type in the requested information)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution name and address</strong></td>
<td>City University of New York</td>
</tr>
<tr>
<td></td>
<td>Graduate Center</td>
</tr>
<tr>
<td></td>
<td>365 Fifth Avenue</td>
</tr>
<tr>
<td></td>
<td>New York, NY 10016</td>
</tr>
</tbody>
</table>

**Additional information:**
- Specify campus where program is offered, if other than the main campus:

<table>
<thead>
<tr>
<th>Identify the program you wish to change</th>
<th>Program title: PHILOSOPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Award (e.g., B.A., M.S.): MA</td>
</tr>
<tr>
<td></td>
<td>Credits: 36</td>
</tr>
</tbody>
</table>
Check all changes that apply and provide the requested information.

Changes in Program Content *(Describe and explain all proposed changes; provide a side-by-side comparison of the existing and newly modified programs.)*

<table>
<thead>
<tr>
<th>Contact person for this proposal</th>
<th>HEGIS code: 1509.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program code: 02325</td>
<td></td>
</tr>
<tr>
<td>Name and title: Nickolas Pappas, Executive Officer</td>
<td></td>
</tr>
<tr>
<td>Telephone: 212-817-8616</td>
<td>E-mail: <a href="mailto:npappas@gc.cuny.edu">npappas@gc.cuny.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CEO (or designee) approval</th>
<th>Name and title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature and date:</td>
<td></td>
</tr>
</tbody>
</table>

*Signature affirms the institution’s commitment to support the program as revised.*

If the program will be registered jointly\(^1\) with another institution, provide the following information:

- Partner institution’s name: N/A
- Name and title of partner institution’s CEO: N/A
- Signature of partner institution’s CEO: N/A

For **programs that are registered jointly** with another institution, all participating institutions must confirm their support of the changes.

---

\(^1\) If the partner institution is non-degree-granting, see CEO Memo 94-04 at http://www.highered.nysed.gov/ocue/documents/ceo94-04.pdf
If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.

[ ] Cumulative change from the Department’s last approval of the registered program that impacts one-third or more of the minimum credits required for the award (e.g., 20 credits in an associate degree program)

[ ] Changes in a program’s focus or design

[X] Adding or eliminating an option or concentration

[ ] Eliminating a requirement for program completion

[ ] Altering the liberal arts and science content in a way that changes the degree classification, as defined in Section 3.47(c)(1–4) of Regents Rules

If new courses are being added as part of the noted change(s), provide a syllabus for each new course and list the name, qualifications, and relevant experience of faculty teaching the course(s). Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources, and the basis for determining grades.

Other Changes (describe and explain all proposed changes)

[ ] Program title

[ ] Program award

[ ] Mode of Delivery (Note: if the change includes adding a distance education format to a registered program, please complete the Application to Add the Distance Education Format To a New or Registered Program.)

[ ] Discontinuing a program: indicate the date by which the program will be discontinued.²

² If any students do not complete the program by the proposed termination date, the institution must request an extension of the registration period for the program or make other arrangements for those students.
Format change (e.g., from full-time to part-time, or to an abbreviated or accelerated semester)

a) Indicate proposed format:
b) Describe availability of courses and any change in faculty, resources, or support services:
c) Use the Sample Program Schedule in the Application for Registration of a New Program to show the sequencing and scheduling of courses in the program.
d) If the revised program will be offered through a nontraditional schedule, provide a brief explanation of the schedule, including its impact on financial aid eligibility.
e) Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.
Establishing New Programs Based on Existing Registered Programs

[ ] Creating a dual-degree program from existing registered programs

a) Complete the following table to identify the existing programs:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Award</th>
<th>Program Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Proposed dual-degree program (title and award):

c) Courses that will be counted toward both awards:

d) Length of time for candidates to complete the proposed program:

e) Use Task 3: Sample Program Schedule from Application for Registration of a New Program to show the sequencing and scheduling of courses in the dual-degree program.

---

3 Only candidates with the capacity to complete the requirements of both degrees shall be admitted to a dual-degree program.
Creating a new program from a concentration/track in an existing program.

If the new program is based entirely on existing courses in a registered program, provide the current program name, program code, and the following information:

**Note:** this abbreviated option applies only if a master plan amendment is NOT required and there are no new courses or changes to program admissions and evaluation elements. If these conditions are not met, submit a new registration application for the proposed program.

a) Information from the Application for Registration of a New Program:

- Task 1 and Task 2a
- Task 3 - Sample Program Schedule
- Task 4 - Faculty information charts (full-time faculty, part-time faculty, and faculty to be hired)

b) Brief description of the proposed program and rationale for converting the existing coursework to a separately registered program:

c) Expected impact on existing program:

d) Adjustments the institution will make to its current resource allocations to support the program:

e) Statement confirming that the admission standards and process and evaluation methods are the same as those in the existing registered program.

**Note:** if the change involves establishing an existing registered program at a new location, complete a new registration application for the proposed program.
NEW MA CONCENTRATION: The Philosophy of Art

The purpose of this new MA concentration in the Graduate School’s Philosophy Program is not to add material, personnel, or courses to those already found in the Program. For this reason no new syllabuses are attached to this form. The purpose is rather to organize and publicly present courses that already run in Philosophy, and faculty members already part of the Program, to highlight an existing strength and draw students interested in studying in that field.

Justification: strength in the philosophy of art; student demand

Two members of the centrally-appointed faculty, Noël Carroll and Jesse Prinz, are widely recognized for their work in the philosophy of art (also known as aesthetics). The consortial faculty at the Graduate School also contains a number of people who work actively in this subdiscipline: Jonathan Gilmore, Nickolas Pappas, Sandra Shapshay, Thomas Teufel. There is no parallel to such a concentration of scholars in aesthetics in the English-speaking world – which explains why the dominant ranking for philosophy departments in the English-speaking world puts the CUNY Graduate Center first in the philosophy of art: https://www.philosophicalgourmet.com/theory-of-value/

Student demand would differ from the demand reflected in the present MA’s enrollment. While students in the present MA have a general and academic interest in philosophy, there are many potential students who want to understand art, art criticism, and art theory, not mainly for academic pursuits but in order to work in areas of arts criticism, arts management, arts journalism, and the like. Such potential students want an MA not as transitional or gateway degree but as terminal degree with intellectual and occupational effects.

Changes defining the concentration

While making the same courses (the Program’s existing courses) available to students in MA, the new concentration in philosophy of art would significantly change the requirements for the degree, and thus alter the kind and purpose of MA education in Philosophy that students receive.
The Philosophy Program runs its existing MA as a general degree in philosophy; it mainly serves students who enroll in it as a first step to applying to PhD programs. As propaedeutic to doctoral study the existing MA thus tries to expose its students to the range of topics and sub-disciplines within philosophy, and its curriculum crucially includes distribution requirements in the areas within philosophy. Of the thirty-six credits required for the degree, twenty have to be earned in the five areas of philosophy; the other sixteen may be taken as free electives.

The MA concentration in philosophy of art would eliminate the existing requirements and add others. Negatively speaking, it would eliminate the distribution requirements internal to the discipline because this new concentration does not come forward as a general introduction to graduate study in philosophy. Thus the MA student need not get a sense of the discipline at large.

Positively speaking, the new concentration would replace the eliminated requirements with an emphasis on courses relevant to the philosophy of art, as those courses are offered both inside and outside the Philosophy program.

Thus, of the thirty-six credits defining the new MA, sixteen (four courses) would have to be Philosophy courses in the philosophy of art; nine (three courses) would have to be courses in other programs at the Graduate Center that are relevant to the arts, with permission by those other programs and with the approval of the MA Director. [NB: Courses in Philosophy are normally four-credit courses; those in other programs tend to be three-credit courses.] Students would take the introductory four-credit Proseminar common to all MA students, and would also write a final MA thesis (two credits); this course proposal pending. Remaining credits may be taken by students in any Philosophy courses they choose.

The same course requirements may be written in this form:

<table>
<thead>
<tr>
<th>Course type</th>
<th>Number of courses</th>
<th>Total credits (All courses in Philosophy are worth 4 credits apiece)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Proseminar</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy of art</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Non-philosophy arts courses: Art History, Theater, Comparative Literature, Music</td>
<td>3</td>
<td>9-12</td>
</tr>
</tbody>
</table>
(normally: 2 courses in one program, 1 in another; or all 3 in one)

<table>
<thead>
<tr>
<th>MA Thesis</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Philosophy elective(s)</td>
<td>1-2</td>
<td>4-8</td>
</tr>
</tbody>
</table>

**Note on non-philosophy courses:** Philosophy has consulted with the programs listed in the table above. They have agreed to let our MA philosophy-of-art students enroll in their courses — either all their courses (Music, Comparative Literature), the vast majority of available courses (Art History), or all courses for which the instructor gives permission. The result is a broad range of Graduate Center courses for our students to choose from.

Because of this use of existing Philosophy courses and courses in other programs, and given the depth of our faculty in the philosophy of art, the new concentration would require no new courses and only the supervision that is already in place for our existing MA. As a result the new concentration would incur no additional costs; would ensure an additional enrollment stream; and would raise the profile of the Graduate School’s Philosophy Program.

Nickolas Pappas  
Executive Officer

Jonathan Gilmore  
MA Director
### SECTION AIV: NEW COURSES

**AIV.1**

<table>
<thead>
<tr>
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<td>Department(s)</td>
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<tr>
<td>Career</td>
<td>[ ] Undergraduate [X] Graduate</td>
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<tr>
<td>Academic Level</td>
<td>[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<td>Subject Area</td>
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<td>Course Number</td>
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<td>Course Title</td>
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<td>Contact Hours</td>
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<td>Course Attribute (e.g. Writing Intensive, Honors, etc)</td>
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<td>Course Applicability</td>
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<td>[ ] Major</td>
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<tr>
<td>[ ] Gen Ed Required</td>
<td>[ ] Gen Ed - Flexible</td>
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<tr>
<td>[ ] English Composition</td>
<td>[ ] World Cultures</td>
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<td>College Option</td>
<td></td>
</tr>
<tr>
<td>[ ] Mathematics</td>
<td>[ ] US Experience in its Diversity</td>
</tr>
</tbody>
</table>
Course Description:

This course will cover the physics of light-matter interactions and their applications ranging from fundamental experiments to technology. This course is intended for graduate students pursuing research in photonics and condensed matter physics and will cover theoretical as well as experimental aspects. It will serve as the basis for a Qualifying Exam for graduate students enrolled in the Photonics Track degree program. Topics to be covered include:

- Introduction to quantum mechanical and electromagnetic waves.
- Linear and nonlinear optical response of materials
- Modern optics: including topics in gaussian, Fourier, and fiber optics
- Localization of electromagnetic radiation: photonic structures such as photonic crystals, microcavities, etc.
- Guiding of light: planar waveguides, photonic bandgap fibers, photonic integrated circuits, etc.
- Resonant structures and surfaces, including plasmonic and dielectric metamaterials
- Generation and detection of light in semiconductors
- Lasers and quantum electronics
- Ultrafast processes and phenomena
- Coherence: including phase matching, coherent control of matter, multidimensional spectroscopy, superradiance and condensates
- Application areas (quantum information, sensing, nonlinear optical devices, telecommunication, etc.)

In each topic, the basic physics, simulation schemes for design of photonic structures, and characterization tools will be discussed.

Prerequisite – Basic Quantum Mechanics, Electrodynamics, and Solid State Physics

Rationale:

Photonic material and structures that control the interaction of light with matter lies at the heart of quantum electrodynamics and has been used to demonstrate a variety of fundamental phenomena in both atomic and solid state systems. These photonic structures and systems have also found numerous technological applications such as classical and quantum communication, high resolution imaging, photovoltaics etc. The proposed course addresses the basic aspects of the topic leading up to applications.

This course is necessary in part due to the establishment of a new degree sub-track within the Physics Ph.D. program beginning with the 2020-2021 cohort. We expect that this course will be offered yearly to incoming first year graduate students enrolled in the Photonics track and in related disciplines such as Condensed Matter Physics. It will serve as the basis for the required Qualifying Exam in Photonics for Physics grad students in that program. This topic is especially
important considering CUNY’s initiatives in photonics and nanoscience, with several leading groups on different campuses throughout the CUNY system who work on related topics. Additionally, most modern-day condensed matter experimental labs utilize several photonic systems for their experiments.

The course overlaps with no other course in the program and no course will be dropped to accommodate this offering.

**Learning Goals/Outcomes:** The goal is to provide students with a rigorous background on the fundamentals of light-matter interactions and optical physics, including relevant topics spanning materials science, electrodynamics, modern optics, and quantum electronics. Students will be expected to become proficient in topics related to theory, simulation techniques, and experimental methods. The desired outcomes are 1) provide a basis for understanding how photonic technologies are rooted in the concepts that will be covered in this course, 2) familiarize students with essential optical laboratory methods and technologies including lasers and detectors, and 3) prepare students for PhD research in an optical physics/photonics, materials science, and condensed matter laboratory environment.

**Assessment:** Students will be graded based on their competency in completing the eight assigned homework sets, as well as their performance on the midterm and final examinations. Homework will include both analytical problems and computer modeling assignments.
AV: 1 Changes to be offered in MS in Data Analysis and Visualization

<table>
<thead>
<tr>
<th>CUNYFirst Course ID</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments</td>
<td>MS in Data Analysis and Visualization</td>
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</tr>
<tr>
<td>Course</td>
<td>DATA.73500 Working with Data</td>
<td>Course</td>
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<tr>
<td>Pre or co requisite</td>
<td>Prerequisite</td>
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</tr>
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<td>Hours</td>
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<td>Requirement Designation</td>
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<tr>
<td>Liberal Arts</td>
<td>[ ] Yes [ ] No</td>
<td>Liberal Arts [ ] Yes [ ] No</td>
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<tr>
<td></td>
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<td>Science</td>
</tr>
</tbody>
</table>
EffectiveTerm

Rationale:

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
AV: 1 Changes to be offered in MS in Data Analysis and Visualization

<table>
<thead>
<tr>
<th>CUNYFirst Course ID</th>
<th>FROM</th>
<th>TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visualization and Design: Fundamentals</td>
<td>MS in Data Analysis and Visualization</td>
<td>Visualization and Design</td>
</tr>
<tr>
<td>Course</td>
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<td>Pre or co requisite</td>
<td>Prerequisite</td>
<td>Pre or co requisite</td>
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<td>Gen Ed – College Option</td>
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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:

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<th>PROPOSAL</th>
<th>For personnel votes</th>
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<td>CURRENT</td>
<td>With 4 extra C-L seats, 1 extra stdt, &amp; all at-large made to be consortial</td>
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<td>Consortial</td>
<td>62% (8/13)</td>
<td>50% (9/18)</td>
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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 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.
Masters of Science in Data Analysis and Visualization GOVERNANCE STRUCTURE

I. Organization of the MS in Data Analysis and Visualization Program

A. Director: The Master’s of Science Program in Data Analysis and Visualization 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 Director will be appointed by the President 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 MS in Data Analysis and Visualization faculty and Executive Committee.

2. Convening meetings with the MS Data Analysis and Visualization faculty, the Executive Committee, and the Master’s students.

3. Appointing faculty to the following standing committees – Admissions, Awards, Curriculum, Elections, and Faculty Membership.

4. After consultation with the Provost or President, the Director may appoint an Associate Director.

B. Standing Committees:

1. Executive Committee

2. Admissions

3. Awards

4. Curriculum and Examinations

5. Elections

6. Faculty Membership

II. Committees
A. Executive Committee

1. The Executive Committee is responsible for the operation and administration of the MS in Data Analysis and Visualization 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 of the M.S. Program in Data Analysis and Visualization, who shall serve as chair and have voting rights, five elected faculty members, and two MS students of the Program. The five faculty members shall be elected by the Program faculty, should come from a range of disciplines and campuses, and can be re-elected. One of the five faculty seats will be reserved, pending availability and interest, for an adjunct member appointed to the program faculty. The term of the faculty members shall be identical to that of the Director.

3. Students from the MS in Data Analysis and Visualization Program shall elect two student members (and one alternate) for a one-year term, but can be re-elected. Student members shall participate in all discussions.

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 individual students or faculty appointments.

5. The Executive Committee shall meet at least once a semester and shall meet with faculty and students in an open meeting of the MS Data Analysis and Visualization Program at least once a year.

6. Copies of the agenda and minutes of the Executive Committee meetings shall be distributed electronically one week prior to each meeting to faculty and student members.

B. Admissions Committee

1. The Admissions Committee is responsible for developing student admission procedures and admission standards for the program. The committee makes student admission decisions.

2. The Admissions Committee shall consist of the Director, all active faculty members, and one or more elected student members.

3. Each member of the Admissions committee shall have voice and vote on policy decisions. Only faculty members will have voice and vote on individual student admission decisions.
C. Awards Committee

1. The Awards Committee is responsible for reviewing submissions for the named awards given by the Program.

2. An Awards Committee shall consist of the Director, the Deputy Director (if appointed), two faculty members appointed by the Director, and one elected (and one alternate) student member.

3. All committee members will have voice and vote on Awards Committee policy decisions. Only faculty members will have voice and vote on individual student awards.

D. Curriculum Committee

1. The Curriculum Committee is responsible for reviewing and proposing curricular recommendations to the Executive Committee.

2. The Curriculum Committee shall consist of the Director, the Deputy Director (if appointed), three faculty members appointed by the Director, and one elected (and one alternate) student member.

3. Each member of the Curriculum committee shall have one vote. Student members shall have voice and vote on curriculum committee decisions.

E. Elections Committee

1. This committee shall have responsibility for nominations and election procedures, which shall take place in Spring. Committees with openings, will be identified by the Elections Committee. They will solicit nominations and brief bios and send out electronic ballots to the faculty or students. The results will be tabulated by the APO and Program Director.

2. The Executive Committee shall establish an Elections Committee composed of the Director, the Deputy Director (if appointed) one faculty member appointed by the Director, and one elected (and one alternate) student member.

3. The student members for all committees shall serve for one year and may be re-elected. Student members must be matriculated in the MS in Data Analysis and Visualization Program and must be making satisfactory progress to serve. The alternate for each committee shall be the runner-up in each of the elections.
4. For all committees, the student election committee members will solicit nominations and/or will self-nominate.

5. Each member of the Elections committee shall have one vote. Student members shall have voice and vote on election committee decisions.

F. Faculty Membership Committee

1. The Faculty Membership Committee has the responsibility for nominating members to the program’s faculty with a view toward including faculty newly appointed at the colleges; to maintain a roster of potential MS faculty appointments; to record annually the status of those faculty members currently designated; to review all other actions taken in regard to membership on the MS program faculty.

2. The Faculty Membership Committee shall consist of the Director, two faculty members appointed by the Director, and one student member.

3. Students from the MS in Data Analysis and Visualization Program shall elect one student member (and one alternate).

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

III. Minutes

A. Minutes of all standing committee meetings shall be taken and distributed electronically in good time to all faculty and student members, and will be maintained in the main office by the Director.

IV. 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.

V. 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 them if at least 10% of the students in that program support those recommendations.

VI. Rules of Order
   a. 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.

VII. Amendments to this Document
   a. This governance document may be amended by the Executive Committee after an 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 doctoral faculty or 30 percent of the matriculated students in a 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.

Approved by Data Analysis and Visualization Executive Committee on 2/7/20
Approved by Structure Committee on April 17, 2020
Approved by Graduate Council on
Masters of Arts in Digital Humanities GOVERNANCE STRUCTURE

I. Organization of the MA in Digital Humanities Program

A. Director: The Master’s of Arts Program in Digital Humanities 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 Director will be appointed by the President 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 MA in Digital Humanities faculty and Executive Committee.
2. Convening meetings with the MA Digital Humanities faculty, the Executive Committee, and the Master’s students.
3. Appointing faculty to the following standing committees – Admissions, Awards, Curriculum, Elections, and Faculty Membership.
4. After consultation with the Provost or President, the Director may appoint an Associate Director.

B. Standing Committees:

1. Executive Committee
2. Admissions
3. Awards
4. Curriculum and Examinations
5. Elections
6. Faculty Membership

II. Committees

A. Executive Committee

1. The Executive Committee is responsible for the operation and administration of the MA in Digital Humanities 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 of the M.A. Program in Digital Humanities, who shall serve as chair and have voting rights, five elected faculty members, and two MA students of the Program. The five faculty members shall be elected by the Program faculty, should come from a range of disciplines and campuses, and can be re-elected. One of the five faculty seats will be reserved, pending availability and interest, for an adjunct member appointed to the program faculty. The term of the faculty members shall be identical to that of the Director.

3. Students from the MA in Digital Humanities Program shall elect two student members (and one alternate) for a one-year term, but can be re-elected. Student members shall have voice and vote.

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 individual students or faculty appointments.

5. The Executive Committee shall meet at least once a semester and shall meet with faculty and students in an open meeting of the MA Digital Humanities Program at least once a year.

6. Copies of the agenda and minutes of the Executive Committee meetings shall be distributed electronically one week prior to each meeting to faculty and student members.

B. Admissions Committee

1. The Admissions Committee is responsible for developing student admission procedures and admission standards for the program. The committee makes student admission decisions.

2. The Admissions Committee shall consist of the Director, all active faculty members, and one or more elected student members.

3. Each member of the Admissions committee shall have voice and vote on policy decisions. Only faculty members will have voice and vote on individual student admission decisions.

C. Awards Committee

1. The Awards Committee is responsible for reviewing submissions for the named awards given by the Program.

2. An Awards Committee shall consist of the Director, the Deputy Director (if appointed), two faculty members appointed by the Director, and one elected (and one alternate) student member.

3. All committee members will have voice and vote on Awards Committee policy decisions. Only faculty members will have voice and vote on individual student awards.
D. Curriculum Committee

1. The Curriculum Committee is responsible for reviewing and proposing curricular recommendations to the Executive Committee.

2. The Curriculum Committee shall consist of the Director, the Deputy Director (if appointed), three faculty members appointed by the Director, and one elected (and one alternate) student member.

3. Each member of the Admissions committee shall have one vote. Student members shall have voice and vote in discussions about policy and standards pertaining to the curriculum.

E. Elections Committee

1. This committee shall have responsibility for nominations and election procedures, which shall take place in Spring. Committees with openings, will be identified by the Elections Committee. They will solicit nominations and brief bios and send out electronic ballots to the faculty or students. The results will be tabulated by the APO and Program Director.

2. The Executive Committee shall establish an Elections Committee composed of the Director, the Deputy Director (if appointed) one faculty member appointed by the Director, and one elected (and one alternate) student member.

3. The student members for all committees shall serve for one year and may be re-elected. Student members must be matriculated in the MA in Digital Humanities Program and must be making satisfactory progress to serve. The alternate for each committee shall be the runner-up in each of the elections.

4. For all committees, the student election committee members will solicit nominations and/or will self-nominate.

5. Each member of the Elections committee shall have one vote. Student members voice and vote in discussions about policy and standards pertaining to the elections.

F. Faculty Membership Committee

1. The Faculty Membership Committee has the responsibility for nominating members to the program’s faculty with a view toward including faculty newly appointed at the colleges; to maintain a roster of potential MA faculty appointments; to record annually the status of those faculty members currently designated; to review all other actions taken in regard to membership on the MA program faculty.
2. The Faculty Membership Committee shall consist of the Director, two faculty members appointed by the Director, and one student member.

3. Students from the MA in Digital Humanities Program shall elect one student member (and one alternate).

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

III. Minutes
A. Minutes of all standing committee meetings shall be taken and distributed electronically in good time to all faculty and student members, and will be maintained in the main office by the Director.

IV. 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.

V. 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 them if at least 10% of the students in that program support those recommendations.

VI. Rules of Order
A. 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.
VII. Amendments to this Document

A. This governance document may be amended by the Executive Committee after an 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 doctoral faculty or 30 percent of the matriculated students in a 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.

Approved by Digital Humanities Executive Committee on 2/7/20

Approved by Structure Committee on April 17, 2020

Approved by Graduate Council on
Masters of Science in Quantitative Methods in the Social Science

GOVERNANCE STRUCTURE

I. Organization of the MS in Quantitative Methods in the Social Science Program

A. Director: The Master’s of Science Program in Quantitative Methods in the Social Sciences 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 Director will be appointed by the President 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 MS in Quantitative Methods in the Social Sciences faculty and Executive Committee.
   2. Convening meetings with the MS Quantitative Methods in the Social Sciences faculty, the Executive Committee, and the Master’s students.
   3. Appointing faculty to the following standing committees – Admissions, Awards, Curriculum, Elections, and Faculty Membership.
   4. After consultation with the Provost or President, the Director may appoint an Associate Director.

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

II. Committees

A. Executive Committee
   1. The Executive Committee is responsible for the operation and administration of the MS in Quantitative Methods in the Social Sciences 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 of the M.S. Program in Quantitative 
Methods in the Social Sciences, who shall serve as chair and have voting rights, three elected faculty members, and two MS students of the Program. The three 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 MS in Quantitative Methods in the Social Sciences Program shall elect two student members (and one alternate) for a one-year term, but can be re-elected. Student members shall participate in all discussions with voice and/or vote, depending on the committee as detailed below.

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

5. The Executive Committee shall meet at least once a semester and shall meet with faculty and students in an open meeting of the MS Quantitative Methods in the Social Sciences Program at least once a year.

6. Copies of the agenda and minutes of the Executive Committee meetings shall be distributed electronically one week prior to each meeting to faculty and student members.

B. Admissions Committee
1. The Admissions Committee is responsible for developing student admission procedures and admission standards for the program. The committee makes student admission decisions.

2. The Admissions Committee shall consist of the Director, two active faculty members, and one or more elected student members.

3. Each member of the Admissions committee shall have one vote, except that students may participate in discussions, with voice but no vote, on student admission.

C. Awards Committee
1. The Awards Committee is responsible for reviewing submissions for the named awards given by the Program.

2. An Awards Committee shall consist of the Director, the Deputy Director (if appointed), two faculty members appointed by the Director, and one elected (and one alternate) student member.

3. Students may participate with voice but no vote on the Awards Committee. All other members of the Awards Committee shall have one vote.

D. Curriculum Committee
1. The Curriculum Committee is responsible for reviewing and proposing curricular recommendations to the Executive Committee.

2. The Curriculum Committee shall consist of the Director, the Deputy Director (if
appointed), two faculty members appointed by the Director, and one elected (and one alternate) student member.

3. Each member of the Curriculum committee shall have one vote. Student members shall participate fully in discussions about policy and standards pertaining to the curriculum with voice and vote on curriculum committee decisions.

E. Elections Committee

1. This committee shall have responsibility for nominations and election procedures, which shall take place in Spring. Committees with openings, will be identified by the Elections Committee. They will solicit nominations and brief bios and send out electronic ballots to the faculty or students. The results will be tabulated by the APO and Program Director.

2. The Executive Committee shall establish an Elections Committee composed of the Director, the Deputy Director (if appointed) one faculty member appointed by the Director, and one elected (and one alternate) student member.

3. The student members for all committees shall serve for one year and may be re-elected. Student members must be matriculated in the MS in Quantitative Methods in the Social Sciences Program and must be making satisfactory progress to serve. The alternate for each committee shall be the runner-up in each of the elections.

4. For all awards, the student election committee members will solicit nominations and/or will self-nominate.

5. Each member of the Elections committee shall have one vote. Student members shall participate fully in discussions about policy and standards pertaining to the elections with voice and vote on election committee decisions.

F. Faculty Membership Committee

1. The Faculty Membership Committee has the responsibility for nominating members of the program’s faculty with a view toward including in the MS program faculty newly appointed at the colleges; to maintain a roster of potential MS faculty appointments; to record annually the status of those faculty members currently designated; to review all other actions taken in regard to membership on the MS program faculty.

2. The Faculty Membership Committee shall consist of the Director, two faculty members appointed by the Director, and one student member.

3. Students from the MS in Quantitative Methods in the Social Sciences Program shall elect one student member (and one alternate).

4. Each member of the Faculty Membership Committee shall have one vote, except that students may participate in all discussions with voice but no vote on individual faculty appointments or removal of individual faculty members.

III. Minutes
A. Minutes of all standing committee meetings shall be taken and distributed electronically in good time to all faculty and student members, and will be maintained in the main office by the Director.

IV. Rules of Order

A. 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

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

B. This governance document may be amended by the Executive Committee after an affirmative majority vote and after timely notification of the proposed changes to the program’s faculty and students.
C. If at least 30 percent of the doctoral faculty or 30 percent of the matriculated students in a 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.

Approved by Quantitative Methods in the Social Sciences Executive committee on 2/21/20

Approved by Structure Committee on April 17, 2020

Approved by Graduate Council on