AGENDA
THE GRADUATE CENTER
THE CITY UNIVERSITY OF NEW YORK
THE GRADUATE COUNCIL
Wednesday, October 30, 2019
Meeting 3:00 p.m. on the Concourse Level – Rooms 202-205

I. Approval of the Minutes: May 8, 2019

II. Opening Comments and Discussion

III. Middle States Report

IV. Granting of Degrees and Certificates to September 2019
App. Candidates (Ph.D., M.Phil., M.A., M.S., AuD, DMA)
Please note: only faculty vote on this item

V. Committee on Curriculum and Degree Requirements
   A. Major Items

1. Ph.D. Program in French – Bulletin and requirement changes

2. Ph.D. Program in Criminal Justice – Bulletin changes, course credit changes, deletion of courses, deletion of Policy, Oversight, Administration track

3. Ph.D. Program Educational Psychology – Bulletin changes and 1 new course – 74000 Mathematics for Social and Behavioral Scientists

4. MS Program in Data Science – New course - 86210 – Capstone Internship in Data Science

5. MA Program in Biography and Memoir – 5 new courses – 70100 – Forms of Life Writing, 70200 – Research and Methodology in Biography and Memoir, 70300 – Writing and Style in Biography and Memoir, 70400 – Ethical Problems in Biography and Memoir, 70500 – Topics in Biography and Memoir

VI. University Faculty Senate – Report

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

(Nonvoting Members)

Interim President
Dr. James Muyskens

Interim Provost and Senior Vice President
Dr. Julia Wrigley

Associate Provost and
Dean for Academic Affairs
Dr. David Olan

Dean for the Sciences
Dr. Josh Brumberg

Vice President for Student Affairs
Matthew Schoengood

Interim Vice President for Finance and Administration
Brian Peterson

Vice President for IT and Administrative Services
Robert Campbell

Vice President for Institutional Advancement
Jay Golan

Interim Vice President for Communication and Public Affairs
Wendy DeMarco Fuentes

Executive Director of Research and Sponsored
Programs
Edith Gonzalez

Chief Librarian
Professor Polly Thistlethwaite

Executive Committee of Graduate Council

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

Executive Officers and Directors (Voting Members)
Anthropology
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

Professor Jeff Maskovsky
Professor Rachel Kousser
Professor Brett Martin
Professor Richard Magliozzo
Professor Sarah Covington
Professor Christine Li (Acting)
Professor Karl Lang
Professor Brian Gibney
Professor Jennifer Roberts (Acting)
Professor Tony Ro
Professor Bettina Lerner (Acting)
Professor Ping Ji
Professor Valli Rajah (Acting)
Professor Ping Ji
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 Juliette Blevins (Acting)
Professor Ara Basmajian
Professor Simon Davis
Professor Norman Carey
Professor Barbara DiCicco Bloom (Acting)
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 Eckersall
Professor Wendy Luttrell
Professor Dana Ain Davis

Professor Juan Battle
Professor Eric Lott
Professor John Brenkman
Demography
Professor Shiro Horiuchi

Film Studies
Professor Edward Miller

Global Early Modern Studies
Professor Feisal Mohamed (Acting)

Interactive Technology and Pedagogy
Professor Michael Mandiberg

Medieval Studies
Professor Steve Kruger

Women's Studies
Professor Dana Ain Davis

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

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

Chairs – Standing Committees of Graduate Council (Voting Members)
Executive Committee of Graduate Council
Chair – Professor Martin Burke

Committee on Committees
Chair – Professor Polly Thistlethwaite

Committee on Curriculum and Degree Requirements
Chair – Professor Duncan Faherty

Committee on Research
Chair – Dr. Edith Gonzalez

Information Technology Committee
Chair – Professor Matt Gold

Library Committee
Chair – Professor Polly Thistlethwaite

Committee on Structure
Chair – Professor Giancarlo Lombardi

Committee on Student Services
Chair – Shu Yuan Cheng, Acting
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<th><strong>Faculty</strong></th>
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<td>Anthropology</td>
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<td>Professor Miki Makihara</td>
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<td>Art History</td>
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<td>Audiology</td>
<td>Professor Don Vogel</td>
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<td>Professor Kosrow Kashfi</td>
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<td>Earth &amp; Environmental Sciences</td>
<td>Professor Michael Weisberg</td>
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<td>Economics</td>
<td>Professor Merih Uctum</td>
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<td>Professor David Rindskopf</td>
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<td>Professor Krzysztof Klosin</td>
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<td>Professor Dina LeGall</td>
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<td>Music</td>
<td>Professor Jeff Nichols</td>
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<td>Professor Benedetto Fontana</td>
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<td>Professor Jayne Mooney</td>
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<td>Speech &amp; Hearing Sciences</td>
<td>Professor Valerie Shafer</td>
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<td>Professor Peter Eckersall</td>
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<td>Professor David Savran</td>
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<td>Professor Jan Valle</td>
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<td>Professor Debbie Sonu</td>
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<td>Women's and Gender Studies</td>
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Fall 2019

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 (MEEMAC)

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 May 8, 2019, 3 p.m.
The Graduate Center
Concourse 202-205


Students: Rachel Abucasis, Nora Izumi Bartosik, Genevieve Bettendorf, Alexis Brewer, Priscilla Bustamante, Chris Carpenter, Natalia Castro Picon, Anna Chichi, Nicholas Devlin, Katia Henrys, Stephanie Huber, Raj Korpan, Ivana Mellers, Stefano Morello, Teresa Ober, John Orellana, Alison Parks, Rebecca Raitses, Jessie Salfen, Amanda Sanseverino, Zully Santiago, Cassandra Tan, Anh Tran, Michael Weisberg, Anais Wong, Karen Zain

I. Approval of the Minutes: March 27, 2019 - approved

II. Opening Comments and Discussion

The following items were discussed:

a. Presidential transition – update: The new interim President was announced in the Board of Trustees minutes, and has now been approved. James Muyskens, former president of Queens College, will be joining The Graduate Center on July 1. The Chancellor’s office is moving actively to assemble the full search committee.

b. Discussion: A brief discussion period was added, as planned. Topics included interdisciplinary work and joint advisors for students; revising the method of calculating units and averaging course enrollments; student fellowships; and diversity in hiring and student admissions.

III. Granting of Degrees and Certificates to May 2019 Candidates (Ph.D., M.Phil., M.A., Au.D., DMA) -Approved

IV. Nominations for two faculty to serve on the Student Complaint Appeals Committee for 2019-2020

Professor Thistlethwaite called for any additional nominations. Professor David Gordon and Professor Shawnta Smith will serve on the Student Complaint Appeals Committee for 2019-20.
V. Committee on Committees - Presentation of nominees for Standing Committees for 2019-2021

Professor Thistlethwaite presented the slate of nominees for the Standing Committees and asked for additional nominations from the floor.

VI. 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.

B. Major Items


7. Interactive Technology and Pedagogy Certificate Program – changes to degree requirements

8. M.A. Program in International Migration Studies – 4 new courses – 71100 Research Methods in International Migration, 70200 Migration Policy, 70100 Global Immigrant Cities, 70000 International Migration

9. Audiology – 3 new courses: 76800 Pediatric Amplification, 72800 Professional Issues in Audiology, 73200 Hearing Aid Laboratory;


C. Minor Items

1. Audiology - 2 revised courses - 79000 Introduction to Audiology Practicum, 74000 Aural Habilitation

2. Criminal Justice – 6 revised courses – 70200, 70300, 70400, 70500, 70600, 70700, 28 withdrawn courses

3. Digital Humanities – revised course 89000 Critical Approaches to Educational Technology

4. ITP - 2 revised courses 70010, 70020

VII. Structure Committee

Professor Giancarlo Lombardi, chair of the committee, presented the following item for the Council’s approval. Approved - Criminal Justice – revised governance

VIII. Resolution for the Formation of a Budget Committee - approved

IX. Presentation of Annual Reports of Standing Committees

Professor Polly Thistlethwaite presented the reports for the 2018-19 year, which were included with the materials.

Professor Matthew Gold presented a special report on the activities of the IT Committee, including an open meeting.
X. University Faculty Senate Report
   No report.

XI. New Business – Thank you to Interim President Joy Connolly for her commitment to leadership and open discussion. The Interim President thanked everyone for the opportunity to work with the faculty, students, and staff at The Graduate Center.

The meeting was adjourned at 4:15 pm.
Academic Items

SECTION AIV: NEW COURSES

AIV.1 The following Bulletin Changes are proposed for the French Program:

Program Code: Effective: -

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<th>FROM</th>
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<td>All students must take a minimum of one course in each of four following areas: premodern (Medieval-Renaissance-17th century); modern (18th century to WWII); contemporary (post WWII to present); Francophone.</td>
<td>All students must take a minimum of one course in four of the five following areas: -(Medieval-Renaissance); 17th-18th century; 19th century; 20th-21th century; Francophone.</td>
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Rationale:
The four previous areas proved to be incoherent. Adding one more area makes more sense in terms of literary history. For students, the requirement (4 courses) remains the same.

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<td>Students may take their seven period/area courses through any combination of courses taken for 4 or 2 credits within the French Program and of courses taken for 3 credits outside of French when applicable.</td>
<td>Students may take their four period/area courses through any combination of courses taken for 4 or 2 credits within the French Program and of courses taken for 3 credits outside of French when applicable.</td>
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Rationale:
The Bulletin says 7. It is 4.
The Second Examination consists of two components: written and oral. The written component consists of a total of two items, that is: one written exam that crosses a minimum of two centuries or periods and asks candidates to analyze a theme or problem in relation to a specified number or type of texts. And, one substantial (25-page) paper in the candidate’s elected field, broadly defined (e.g. medieval literature; Human rights and 21st century literature; queer theory and early modern etc.), which is not the presumed dissertation topic proper, addresses themes and/or problems within that field, is based on a reading list and topic prepared with at least two faculty members in that field, is read and graded by these two faculty members. The two written components should be taken after the first year of study at GC and before the oral component that is passed when students reach 60 credits.

### Rationale:

The written exam has proven to be not useful (students would answer only one question, invariably the one about their area of specialization/period). As for the paper, which is eliminated, it became a confusing, and time-consuming exercise that slowed down students’ progress.

The oral component consists of three separate questions related to the prospective dissertation. They are problem-oriented and based on reflection on both primary and critical/theoretical sources, with reading lists constituted by the candidate of at least ten works per question. Two questions will be treated in French and one in English.

### Rationale:

In order to help students’ progress, the dissertation proposal is part of the Second Examination - Oral
The candidate is required to write a dissertation on a subject approved by a committee of the doctoral faculty. The proposal must be presented for approval within six months after the orals. After approval of the dissertation by the committee, the candidate will defend the dissertation at a final oral examination.

Rationale:

In order to help students’ progress, the dissertation proposal is part of the Second Examination – Oral. The final draft will be due the following semester.
AIII.1 The following revisions are proposed for the 
Program: PhD Program in Criminal Justice
Program Code: 81003
Effective: Fall 2019

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**THE PROGRAM**
The Ph.D. Program in Criminal Justice is
designed to provide individuals with the
theoretical background, practical knowledge,
and research capability required for university
teaching and research positions and to
become leaders in the criminal justice
professions. Using the specialized resources
of John Jay College of Criminal Justice and
The Graduate Center, the program draws on a
nationally recognized faculty, a strategic
geographic setting, and close working
relationships with all components of the
criminal justice system. Most seminars are
given at John Jay College of Criminal Justice;
some are given at The Graduate Center.
Classes are offered in the following topic
areas: Criminal Justice Policy and Practice;
Criminology and Deviance; Forensic
Psychology; Policy, Oversight and
Administration; and Law and Philosophy.

**Resources for Training and Research**
The library of John Jay College of Criminal
Justice, with over 260,000 items and
sophisticated computerized facilities, is the
principal research resource. Criminal justice
agencies constitute fertile ground for institutional
research. Research internships are available.

**Financial Aid**
Beginning with Fall 2005 admissions, students
admitted for full-time doctoral study will receive
full support (tuition and a stipend). The stipends
require program service in the form of teaching
and research assignments. Students admitted
for part-time study must have previously
completed a master's degree. Part-time students
may receive tuition-only awards. In addition,
doctoral students are encouraged to apply for competitive fellowships and assistantships.

*En-route Master’s Programs*

On completion of 45 credits with at least an average grade of B, passing the First Examination, and submission of satisfactory research work, a student who does not possess a master’s in criminal justice may apply for the M.A. degree, which will be awarded by John Jay College of Criminal Justice. Students interested in receiving a Master of Public Administration Inspector General degree (M.P.A./I.G.) may take additional classes to achieve the degree. Students in the Forensic Science specialty who meet the requirements of The Graduate Center will be eligible for a master of philosophy or any other master’s degree the Center deems appropriate. However, should a student successfully complete 51 credits of study above the bachelor’s degree towards the doctoral degree in forensic science, successfully complete the First Examination, and have conducted significant research that has been published in a peer reviewed journal or made at least two presentations at technical meetings in place of publication, the student may apply for and receive a master’s of science in forensic science. A student wishing to avail him or herself of this specific option must apply, in writing, to the Executive Officer and Forensic Science Director and obtain their approvals of the publication, presentations, and the awarding of this degree prior to its being granted.

SPECIAL REQUIREMENTS FOR ADMISSION

The following requirements are in addition to the general University requirements for admission stated earlier in this bulletin. Students are required to have a bachelor’s degree with appropriate foundation work in social science and statistics, as evaluated by the Admissions Committee. Students without necessary basic course work to pursue doctoral work are required to remedy this deficit without credit.

attending the program. These students must have previously completed a master’s degree. Students who remain working full-time outside the program may receive in-state tuition-only awards. In addition, doctoral students are encouraged to apply for competitive fellowships and assistantships.

*En-route Master’s Programs*

On completion of 45 credits with at least an average grade of B, passing the First Examination, and submission of satisfactory research work, a student who does not possess a master’s in criminal justice may apply for the M.A. degree, which will be awarded by John Jay College of Criminal Justice.
Students who hold a master's degree may be admitted to the doctoral program with appropriate advanced standing credit but will be required to pass all examinations and meet all requirements.

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
In addition to the general University requirements, students must meet the following requirements of the program.
A minimum of 60 credits of approved graduate work are required. A maximum of 15 credits of master's-level course work will be accepted toward the required 60 credits of course work (45 of the required 60 credits must be satisfied through the completion of doctoral-level courses). Up to six credits of independent study may be approved for credit upon petition to the Executive Officer. Elective courses are chosen by the student, under the guidance of a faculty mentor, from a wide range of Criminal Justice graduate courses or approved courses taught in other doctoral programs of the City University. Students may satisfy The Graduate Center's language requirement either by demonstrating competency in an advanced methodological technique or statistical method or by demonstrating the ability to read a foreign language appropriate to the field of study.

who hold a master’s degree may be admitted to the doctoral program with appropriate advanced standing credit but will be required to pass all examinations and meet all requirements.

SPECIAL REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY
In addition to the general University requirements, students must meet the following requirements of the program.
A minimum of 60 credits of approved graduate work are required. A maximum of 15 credits of master's-level course work will be accepted toward the required 60 credits of course work (45 of the required 60 credits must be satisfied through the completion of doctoral-level courses). Up to six credits of independent study may be approved for credit upon petition to the Executive Officer. Elective courses are chosen by the student, under the guidance of a faculty mentor, from a wide range of Criminal Justice graduate courses or approved courses taught in other doctoral programs of the City University. Students may satisfy The Graduate Center’s language requirement either by demonstrating competency in an advanced methodological technique or statistical method.

GENERAL COURSE REQUIREMENTS
Core Curriculum Students who enter the program in Fall 2019 or later must take the core curriculum, which is composed of six three-credit survey courses and two four-credit survey courses totaling 26 credits. Four of the required core courses (CRJ 70000; CRJ 70100; CRJ 70200; CRJ 70300) are survey courses in research and quantitative methods. Four of the required core courses (CRJ 70400; CRJ 70500; CRJ 70600; CRJ 70700) are substantive courses that serve as foundational courses in criminology and criminal justice. All full-time doctoral students are expected to take
GENERAL COURSE REQUIREMENTS

Core Curriculum Except for students in the Policy, Oversight and Administration specialization discussed below, those who enter the program in Fall 2011 or later must take the core curriculum, which is composed of eight four-credit survey courses totaling 32 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.

Policy, Oversight and Administration students will complete CRJ 70700 and CRJ 70800 instead of CRJ 70300, CRJ 70400, and CRJ 70200. All full-time doctoral students are expected to take the required survey courses during the first year of matriculation. Part-time students 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.

Policy, Oversight and Administration

The Policy, Oversight and Administration specialization requires the completion of 60 suitable graduate credits. For prospective...
students who hold a graduate level degree such as an M.A. or M.P.A. up to 29 credits from that degree may be transferred depending on the appropriateness of the courses taken. Students in this specialization are required to take CRJ 70000, CRJ 70200, CRJ 70600, CRJ 70700, CRJ 84100 and CRJ 88100 for their core curriculum.

First Examination Full-time doctoral students are expected to take the First Examination by the beginning of the second year of doctoral study. Part-time students 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.

Second Examination Students are required to take a Second Examination upon completion of 60 credits, consisting of an oral examination in the student’s specialized area of preparation and a dissertation proposal within that area. The student is examined by a four-person committee comprised of three members of the Criminal Justice PhD faculty and one external reader, subject to approval of the Executive Officer. This committee will later serve as the dissertation examining committee.

Dissertation The dissertation is initiated by developing a prospectus describing the topic to be studied, the research questions being asked, the theoretical orientation guiding the study, and the method of inquiry. A dissertation committee, consisting of three faculty members, one of whom is designated as first reader and who must be a member of the doctoral faculty in Criminal Justice, works with the student throughout the research period. Once the final draft or revised dissertation has been approved by the committee, it must be successfully defended by the student in an
The dissertation is initiated by developing a prospectus describing the topic to be studied, the research questions being asked, the theoretical orientation guiding the study, and the method of inquiry. A dissertation committee, consisting of three faculty members, one of whom is designated as first reader and who must be a member of the doctoral faculty in Criminal Justice, works with the student throughout the research period. Once the final draft or revised dissertation has been approved by the committee, it must be successfully defended by the student in an oral examination open to all doctoral students in Criminal Justice and to all CUNY doctoral faculty.

Applicability All students entering the Ph.D. Program in Criminal Justice in Fall 2009 or later will be subject to the above regulations. Students who matriculated prior to that date have the option of fulfilling the old requirements in the 2007-2009 Bulletin or the new requirements. All students will be permitted and encouraged to take courses in the new curriculum.

Courses
Unless otherwise stated, all courses are 30 hours plus conferences, 3 credits. Required Core Courses: 45 hours plus conferences, 4 credits

CRJ 70000 Survey of Quantitative Methods in Criminal Justice I
CRJ 70100 Survey of Quantitative Methods in Criminal Justice II
CRJ 70200 Survey of Research Methods in Criminal Justice I
CRJ 70300 Survey of Research Methods in Criminal Justice II
CRJ 70400 Survey of Criminology I
CRJ 70500 Survey of Criminology II
CRJ 70600 Survey of Criminal Justice Process I
CRJ 70700 Survey of Criminal Justice Process II

CRJ 70800 Survey of Criminal Justice Process III
CRJ 70900 Survey of Criminal Justice Process IV

Required Electives
<table>
<thead>
<tr>
<th>CRJ 70600 Survey of Criminal Justice Process I</th>
<th>CRJ 70700 Survey of Criminal Justice Process II</th>
</tr>
</thead>
</table>

**Required Courses:** Policy, Oversight and Administration specialization
- CRJ 84100 Advanced Policy Analysis
- CRJ 88100 Criminology and Public Policy

**Required Electives**
- CRJ 80100 Advanced Research Methods
- CRJ 80200 Advanced Quantitative Methods

**Criminal Justice Policy and Practice Electives**
- CRJ 81100 Policing
- CRJ 81200 The Courts and Criminal Justice
- CRJ 81300 Punishment and Corrections
- CRJ 88100 Special Topics in Criminal Justice Policy

**Criminology and Deviance Electives**
- CRJ 82100 Advanced Criminology
- CRJ 82200 Deviance
- CRJ 88200 Special Topics in Criminology

**Forensic Psychology Electives**
- CRJ 83100 Psychopathology and Crime
- CRJ 83200 Experimental and Social Psychology and Criminal Justice
- CRJ 88300 Special Topics in Psychology

**Law and Philosophy of Criminal Justice Electives**
- CRJ 88400 Special Topics in Law and Philosophy

**General Electives**
- CRJ 87000 Race, Crime and Justice
- CRJ 87100 Women and Criminal Justice
- CRJ 87300 Comparative Systems of Criminal Justice
- CRJ 88900 Special Topics in Criminal Justice

Examples of Special Topics classes offered:
- Drugs, Crime and the Law; Juvenile
### General Electives

- CRJ 87000 Race, Crime and the Administration of Justice
- CRJ 87100 Women and Criminal Justice
- CRJ 87300 Comparative Systems of Criminal Justice
- CRJ 88900 Special Topics in Criminal Justice

Examples of Special Topics classes offered in the last four years include: Consequences of Child Abuse and Neglect; Drugs, Crime and the Law; History of Criminological Thought; Interrogations and Confessions; Juvenile Delinquency; Organized and White Collar Crime; Profiling; Sex Crimes; Terrorism; Theories of Punishment; Victimology

### Other Courses

- CRJ 79600 Independent Study (EO permission required – limit of 2)
- CRJ 90000 Dissertation Supervision 1 credit*
  *Required of all Level III students who are completing dissertation and other degree requirements.

### Forensic Science

- CRJ 84701, 84702, and 84703 Seminar Program in Forensic Sciences
  1 credit per semester
- CRJ 86000 Advanced Criminalistics I
  5 credits
- CRJ 86100 Advanced Criminalistics II
  5 credits
- CRJ 86200 Advanced Forensic Instrumentation I
  5 credits
  Prerequisite: Quantitative Analysis
- CRJ 86300 Advanced Instrumentation II
  5 credits
- CRJ 86400 Survey of Molecular Biology
- CRJ 86500 Basic Research Methods for Forensic-Science Projects
  4 credits
- CRJ 86600 Statistics for Forensic Scientists

### Forensic Science Elective

- CRJ 85400 Electron Microscopy, X-ray Micro-
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<tr>
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<th>Hours</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CRJ 85500 Advanced Analysis Methods and Topics for Physical Evidence</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 86800 Forensic Examination of Firearms and Toolmarks</td>
<td></td>
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<tr>
<td>CRJ 87800 Forensic Science in the Criminal Justice System</td>
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<tr>
<td>CRJ 87900 Science, Experts and Evidence in the Criminal Justice System</td>
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<tr>
<td>CRJ 84900 Expert Testimony, and Ethical Issues in Forensic Science</td>
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<tr>
<td>CRJ 86700 Impression and Pattern Evidence</td>
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<td>Required Chemistry</td>
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<tr>
<td>CHEM 84930 Chemical Separations</td>
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<tr>
<td>CHEM 84950 Analytical Spectroscopy</td>
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<tr>
<td>Required Core Courses for Policy, Oversight and Administration</td>
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<tr>
<td>CRJ 70100 Survey of Research Methods in Criminal Justice</td>
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<td>CRJ 70500 Survey of Criminal Justice Process and Policy I</td>
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<tr>
<td>CRJ 70000 Survey of Quantitative Methods in Criminal Justice I</td>
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<td></td>
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<tr>
<td>CRJ 70600 Survey of Criminal Justice Process and Policy II</td>
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<td></td>
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<tr>
<td>CRJ 70800 Criminology and Public Policy</td>
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<td></td>
</tr>
<tr>
<td>CRJ 70700 Advanced Policy Analysis</td>
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</tbody>
</table>

**Rationale:**

Rationale for deletion of a track: Policy, Oversight, and Administration
1. The Policy, Oversight, and Administration track was originally designed for working professionals who wished to pursue a degree part-time. Students in this specialization were able to transfer in up to 29 credits, had 7 years to complete a degree, and did not receive any tuition fellowships. We began awarding tuition fellowships to students in this track 2015. At that time, the POA students began to become more fully enmeshed with the CRJ program and students.

2. The original design of the specialization was not sufficient in preparing students to complete a dissertation. Students in the POA track historically struggled with successfully completing a dissertation as a result of limited training in statistics and research methods (one semester each, in contrast to the general program requirements of 2 semesters each). Students now take the full-year sequence, which is identical to CRJ students.

3. Demand for POA is significantly down. The last time we admitted a full cohort (n=5) was in 2014. Although admissions requirements have not changed, the process now mirrors general CRJ program and students are reviewed more closely. We have admitted fewer than 5 students a year for the past 3 years and only had 8 applicants for the Fall 2019 Fall cohort, with only two selected for interviews. Only one student was admitted on this track.

4. In practice, the differences between the POA specialization and the general CRJ program are minimal: POA students take one semester of criminological theory (versus two), POA students take one semester of Advanced Policy Analysis, and POA students are allowed to transfer in more credits than CRJ students. Given the marginal difference between the specialization (2 courses), we propose deleting POA as a specialization while continuing to admit working professionals, with tuition fellowships, to the program. This will ensure we continue to have a diverse range of voices and experiences while also ensuring all students receive the same rigorous training. Advanced Policy Analysis will continue to be offered as an elective and may be used to fulfill the advanced methods requirement.

5. In the last 5 years, none of the POA specialized courses have had a minimum of 5 students, required to run. We have either received special permission to run the courses with fewer than 5 students or offered them as independent studies. In Spring 2019, we opened a course to John Jay MA students to meet the minimum enrollment requirements.

6. The POA specialization has 24 active students. Of these, 6 students are Level 1, 6 are level 2 and 12 are level 3. All but 2 of the current students will have completed their required courses as of Spring 2019. We are committed to insuring that all matriculated students are provided the resources and support necessary to complete their degree. However, given the small number of students and the limited number of units our program receives, we cannot sustain this specialization by admitting new students beyond Fall 2019.

Rationale for deleting MPA/IG Degree

1. No students have received an MPA/IG degree.
2. We have never offered courses relevant to an MPA/IG degree.

Rationale for changing the required core courses from 4 credit courses to 3 credit courses

1. A review of peer and aspirational peer programs revealed that our program has far more credits linked to required courses than other criminology and criminal justice PhD programs. It was determined that this is the result of using 4-credit versus 3 credit-courses for our required core courses. The required courses
account for 32 credits; over half of all course work. Students that transfer in 15 credits are left with only limited number (four) electives to take.

2. Reducing the credits associated with our core courses (except statistics) brings our curriculum in line with peer programs. Statistics will remain a 4-credit course. We proposed changing the Research Methods, Criminal Justice Process and Policy, and Criminological Theory sequences to two- three credit courses each. This reduces the required number of credits to 26 and allows students to take 2 additional electives.

3. The time to degree will not change as a result of this change. Students will be expected to complete the course work by the end of their 3rd year, which is consistent with current practice.

Rationale for removing Forensic Science Courses

1. The Forensic Science specialization was eliminated in 2014. There are currently 6 students in the Forensic Science track; all 6 students have completed their coursework and working on dissertation proposals or dissertations.
Section AIII: Changes in Degree Programs

AIII.1 The following revisions are proposed for the Program: Educational Psychology Ph.D. Program

Program Code: Effective: Immediately

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>OLD DESCRIPTION</strong></td>
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</tr>
</tbody>
</table>

Quantitative Methods in Educational and Psychological Research

The area of Quantitative Methods in Educational and Psychological Research trains students in the area of research methodology, emphasizing quantitative approaches to solving research problems in educational psychology and in the social sciences generally. Coursework covers the following areas: Psychometrics, the General Linear Model approach to statistical inference, Bayesian Decision Theory, Structural Equation Models, Categorical Data Analysis, Hierarchical Linear Models, Missing Data Analysis, Program Evaluation, and the use of the computer for data analyses. The program prepares students to work as researchers in educational and business settings.

Program of Study

Courses include psychometrics, regression analysis, Bayesian statistics, structural equation models, categorical data analysis, hierarchical linear models, program evaluation, educational policy analysis, and the use of the statistical software for data analyses. The program prepares students to work as researchers in educational and business settings.

Students can focus their coursework on statistics, measurement, evaluation or policy analysis by choosing relevant courses within the elective course offerings.
The program of study includes a minimum of 60 credits in Educational Psychology and related fields. Students may enroll on a part-time or full-time basis.

### Required Core Courses
The following core courses are required of all students in the Ph.D. Program in Educational Psychology.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>70200</td>
<td>Educational Psychology: History and Current Systems</td>
<td>3</td>
</tr>
<tr>
<td>70500</td>
<td>Statistics and Computer Programming I</td>
<td>3</td>
</tr>
<tr>
<td>70600</td>
<td>Statistics and Computer Programming II</td>
<td>3</td>
</tr>
<tr>
<td>70700</td>
<td>Research Methods in Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL:</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

### Area Courses (3 credits each)
Students majoring in Quantitative Methods in Educational and Psychological Research choose 4 courses from the Learning, Development and Instruction area, and two courses from the Quantitative Methods in Educational and Psychological Research area (total of 18 credits). The two courses chosen from the Quantitative Methods in Educational and Psychological Research group can be counted toward the major concentration.

**Learning, Development, and Instruction**

- 71100 Cognitive Development and Learning Processes in Education
- 71300 Social and Motivational Development in Education
- 71400 Instructional Issues: Individual Differences, Group Processes and School Context

**Required Quantitative Courses (3 credits each)**

- 73000 An Introduction to Psychometrics
- 74000 Mathematical Fundamentals for Social and Behavioral Scientists
- 83300 The General Linear Model
- 83400 Path Analysis, Factor Analysis, and Structural Equation Models
- 83500 Categorical Data Analysis
- 84200 Hierarchical Linear Models
71700 Language and Communicative Development: Research and Education  
71900 Theory and Application of Behavioral Techniques in Educational Settings  
72000 Developmental Psychopathology Among School Based Populations  
Total Credits: 12

Quantitative Methods in Educational and Psychological Research

73000 An Introduction to Psychometrics
73100 Evaluation Research
83300 The General Linear Model
83400 Path Analysis, Factor Analysis, and Structural Equation Models
83500 Categorical Data Analysis
Total Credits: 6

Major Courses (3 credits each)

Students must choose a minimum of 8 courses (24 credits) from the following list of courses. Of these courses, it is highly recommended that students enroll in both Statistics 9715 and 9719.

Ed. Psych. 73000 An Introduction to Psychometrics
Ed. Psych. 73100 Evaluation Research
Ed. Psych. 83300 The General Linear Model
Ed. Psych. 83200 Statistical Theories of Mental Testing
83400 Path Analysis, Factor Analysis, and Structural Equation Models
Ed. Psych. 83500 Categorical Data Analysis

89000 Supervised Research (taken at end of coursework)  
Total Credits: 21

Major Courses (3 credits each)

In addition to the required quantitative courses listed above, students must choose a minimum of 4 courses (12 credits) from the following list:

73100 Evaluation Research
73200 Introduction to Educational Policy Analysis
83200 Statistical Theories of Mental Testing
83600 Applications of Bayesian Decision Theory to Educational and Psychological Problems
83800 Advanced Seminar in Educational Policy Analysis
84100 Statistical Analysis with Missing Data  
TOTAL: 12 or more credits

Courses from other programs or schools (both within CUNY and at other universities in the Consortium) may be substituted for some of these with the approval of the area head.
Ed. Psych. 83600 Applications of Bayesian Decision Theory to Educational and Psychological Problems

Ed. Psych. 88000 Seminar in Special Topics

Statistics 9715 Probability Foundations of Statistics and Operations Research (Baruch)

Statistics 9719 Foundations of Modern Statistical Theory (Baruch)

Ed. Psych. 84100 Statistical Analysis with Missing Data

Ed. Psych. 84200 Hierarchical Linear Models

Ed. Psych. 89000 Supervised research (required of all students)

TOTAL: 24 credits

Elective and Additional Major Area Courses

The remaining credits can be satisfied by taking additional major area courses and/or elective courses related to the Quantitative Methods in Educational and Psychological Research area (e.g., computer science, econometrics).

Other Area Requirements

It is highly recommended that students register for 84000 (Statistical and Research Design Consulting Seminar) for at least two semesters. This course provides students with the opportunity to serve as statistical consultants on real life projects. All students are expected to be proficient in both differential and integral calculus. Normally, a one-year undergraduate calculus sequence will satisfy this requirement. Students who do not have this proficiency will be required to take the necessary courses.

D. Educational Policy Analysis

The increased application of sophisticated research designs and statistical methods to critical educational policy problems is an

Elective and Additional Major Area Courses

Any remaining credits can be satisfied by taking additional major area courses and/or elective courses related to the area (e.g., computer science, sociology, psychology, econometrics).

Other Area Requirements and Suggested Courses

It is highly recommended that students register for 84000 (Statistical and Research Design Consulting Seminar) for at least one semester. This course provides students with the opportunity to serve as statistical consultants on real life projects.

Students with a statistics specialization should endeavor to take calculus-based probability and statistical theory courses beyond 74000, which is required. Such courses need not be taken for graduate credit.
important recent development. Examples of such problems include: are private schools superior to public schools in producing academic achievement? What have been the effects of integration on student achievement and race attitudes? How bad is the drug problem among students, and which programs to reduce drug use have had an effect?

Researchers who conduct rigorous empirical studies which address these types of issues must be trained in two areas. First, they must have substantive knowledge of the educational, psychological, social and institutional issues which underlie the policy questions. Second, they must possess strong statistical, design, and measurement skills in order to successfully execute complex large-scale studies.

Coursework in the Educational Policy Analysis major addresses both areas.

Program of Study
Preference will be given to students who have an undergraduate major either in a social science field, or in a field with strong mathematical training. Students majoring in Educational Policy Analysis are required to complete a minimum of 60 credits.

Required Core Courses
The following core courses are required of all students in the Ph.D. Program in Educational Psychology.
70200 Educational Psychology: History and Current Systems, 3 credits
70500 Statistics and Computer Programming I, 3 credits
70600 Statistics and Computer Programming II, 3 credits
70700 Research Methods in Educational Psychology, 3 credits
TOTAL: 12 credits

Area Courses (3 credits each)
Students majoring in Educational Policy Analysis choose 4 courses from the Learning, Development and Instruction area, and two courses from the Quantitative Methods in Educational and
Psychological Research area (total of 18 credits).

Learning, Development, and instruction 71100
Cognitive Development and Learning

Processes in Education
71300 Social and Motivational Development in Education
71400 Instructional Issues: Individual Differences, Group Processes and School Context
71700 Language and Communicative Development: Research and Education
71900 Theory and Application of Behavioral Techniques in Educational Settings
72000 Developmental Psychopathology Among School-Based Populations.
Total Credits: 12

Quantitative Methods in Educational and Psychological Research
73000 An Introduction to Psychometrics 73100
Evaluation Research
83300 The General Linear Model
83400 Path Analysis, Factor Analysis, and Structural Equation Models
83500 Categorial Data Analysis 84200
Hierarchical Linear Models Total Credits: 6

Major Area Courses (3 credits each)
In addition to the courses taken to satisfy the Area Course requirements (18 credits), the student must take a total of five courses in the area of applied statistics and methodology, and five policy-relevant courses dealing with substantive educational issues. Two of the five policy-relevant courses must be Introduction to Educational Policy Analysis (73200) and Advanced Seminar in Educational Policy Analysis (83800).

The particular combination of major area courses in both the applied statistics/methodology and policy-relevant areas would be decided by the student, with consultation from and approval by the faculty advisor. In addition to the specific courses listed below, others may be selected from
Educational Psychology, Sociology, Psychology, Political Science, Economics, or other areas if they are quantitative in nature and oriented towards empirical research related to policy. The courses are grouped as follows into general areas.

Applied Statistics and Methodology (Choose 5)
- Measurement
  - EdPsy 73000 Psychometrics
  - EdPsy 83200 Statistical Theories of Mental Testing

Statistical Models and Methods for Policy Analysis
- EdPsy 73100 Evaluation Research
- EdPsy 83300 General Linear Model
- EdPsy 83400 Path, Factor, Structural Equations
- EdPsy 83500 Categorical Data Analysis
- EdPsy 83600 Bayesian Decision Theory
- EdPsy 84100 Statistical Analysis with Missing Data
- EdPsy 84200 Hierarchical Linear Models

Area Concentrations, Fall 2012

Survey Methodology
- Soc. 72200 Demography and Population Problems
- Soc. 71000 Methods of Sociological Research
- Sta. 97100 Sampling Theory and Practice
- Soc. 81900 Selected Topics in Sociological Statistics: Analysis of Longitudinal Data
- Soc. 81902 Selected Topics in Sociological Statistics: Analyzing Large National Data Sets

Policy-Relevant Courses (Choose 5, must include Ed. Psych. 732,838)
- EdPsy 73200 Introduction to Educational Policy Analysis
- EdPsy 83800 Advanced Seminar Educational Policy Analysis
- Soc. 84701 Selected Topics in Inequality
- EdPsy 81300 Cultural Differences in Social Cognitive Processes and Academic Achievement
- Soc. 84503 Sociology of Education Pol. Sci. 73100 Public Administration
Pol. Sci. 73400 Ethics and Decision-Making in Public Policy Analysis
Pol. Sci. 73900 Seminar in Public Policy Formulation and Implementation
Pol. Sci. 7391/9 Selected Topics in Public Policy Evaluation
Pol. Sci. 74000 Seminar in Public Policy Evaluation
Pol. Sci. 8253/9 Selected Topics in Public Policy and Public Administration
Pol. Sci. 83300 Public Policy Research Seminar
Pol. Sci. 8351/9 Selected Seminar Topics in Public Policy

Additional Requirements
(A) Students are encouraged to become involved in policy research early in their career, so that by the time they graduate they will have experience (and possibly publications) in several policy projects. Within CUNY, there are opportunities for useful externships. Examples include CUNY’s Office of Institutional Research and the Center for Advanced Study in Education.
(B) All students are required to take 89000, Supervised research. (3 credits)
(C) It is highly recommended that students register for 84000 (Statistical & Research Design Consulting Seminar) for at least two semesters. This course provides students with the opportunity to serve as statistical consultants on real life projects.

Rationale:
The proposed change is to combine two areas within Educational Psychology, (i) quantitative methods, and (ii) educational policy analysis, into one area. There are not sufficient faculty to offer a full array of courses in policy analysis area, nor enough students to fill the classes if they were offered.
SECTION AIV: NEW COURSES

AIV.1

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<th>CUNYfirst Course ID</th>
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<td>Career</td>
<td>[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial</td>
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<tr>
<td>Course Prefix</td>
<td>74000</td>
</tr>
<tr>
<td>Course Title</td>
<td>Mathematics for Social and Behavioral Scientists</td>
</tr>
<tr>
<td>Catalogue Description</td>
<td>This course covers mathematics for social and behavioral scientists, including functions, combinatorics, probability, univariate and multivariate calculus, linear algebra, as well as mathematical literacy. These topics are essential for a deeper understanding of methodology courses as well as for reading scholarly literature that employs mathematical or computational models. The treatment is problem-focused and examples are drawn from a number of social and behavioral science disciplines as well as statistics. Students should gain facility and confidence with these topics necessary to better comprehend and contribute to the literatures in their respective disciplines, both substantive and methodological. Course assessment is primarily through homework assigned throughout the semester. Students will also have the opportunity to gain familiarity with typesetting systems such as LaTeX as well as with mathematical computation. Prospective students are encouraged to contact the instructor to ascertain readiness before registering.</td>
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<tr>
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</table>
Course Description:

This course covers mathematics for social and behavioral scientists, including functions, combinatorics, probability, univariate and multivariate calculus, linear algebra, as well as mathematical literacy. These topics are essential for a deeper understanding of methodology courses as well as for reading scholarly literature that employs mathematical or computational models. The treatment is problem-focused and examples are drawn from a number of social and behavioral science disciplines as well as statistics. Students should gain facility and confidence with these topics necessary to better comprehend and contribute to the literatures in their respective disciplines, both substantive and methodological. Course assessment is primarily through homework assigned throughout the semester. Students will also have the opportunity to gain familiarity with typesetting systems such as LaTeX as well as with mathematical computation. Prospective students are encouraged to contact the instructor to ascertain readiness before registering.

Rationale:

While our program has encouraged students to take courses on probability theory, calculus, linear algebra, etc., in mathematics departments, this is impractical for many students for three reasons. First, undergraduate math courses do not bear graduate credit. Second, several undergraduate courses takes too long for students in a Master's or PhD program in terms of time to degree and other schedule demands. Third, coverage and approach is insufficiently aligned with the students' programs and instructors rarely have the expertise to relate the material to likely research topics. In reaction, a number of universities have developed a similar course to better prepare students for courses in statistics as well as to understand the mathematical and computational models that have increasingly made up a part of inquiry. As such, the course is best taken by graduate students relatively early in their graduate careers, ideally as first or second years, so they can get the most out of their subsequent coursework as well as any workshops they may attend at professional conferences.

While this course's material does not involve the traditional, more “theorem/proof” style that exists in mathematics courses. Instead the focus on how mathematics is used in the content areas is markedly different than a math department course would be. Even students who have prior coursework benefit because the purpose of the class is to show how to apply the mathematical concepts learned to real problems in their discipline, which is often very difficult for students who have taken traditional mathematics courses to manage on their own.

The course has run twice as a special topics (spring 2017 and spring 2019, respectively) and both times has had substantial enrollment, with students coming from other programs beyond Educational Psychology, including Accounting, Marketing, Psychology, Sociology, and QMSS. I can easily see it being taken by students in Public Health, Political Science, Linguistics, Speech and Hearing Science, or even some of the more data-oriented humanities programs. Thus it is likely to serve a broad need.

Learning Goals/Outcomes:

By the end of the class, students should gain facility and confidence with these topics as they bear on the mathematics necessary to comprehend and contribute to the literatures in their respective disciplines, both substantive and methodological. Students will also gain familiarity with typesetting systems such as LaTeX and symbolic calculation programs. The rough allocation of content in prior versions of the course include specific selections of methods or topics that have widespread relevance across the social and behavioral sciences that illustrate application of the mathematical content.
### Weeks | Topic | Applied Focuses
--- | --- | ---
1-3 | Sets, Functions, Probability | Analysis of Free Sorting and Matching Data, Specifying a Latent Class Model, Shannon Entropy
4-7 | Limits, Derivatives, Optimization, Integration | Single Peaked Preference Functions, Likelihood Estimation, Censored Survival Times
8-10 | Multivariate Calculus | Understanding Nonlinear Models, Linear Regression via Gradient Descent, Lagrange Multipliers
11-12 | Matrix Algebra, Systems of Equations | Using Matrices to Compute Contrasts, Linear Transformation of Random Vectors, Understanding Singularity
13-14 | Eigendecomposition and the Singular Value Decomposition | Understanding Definite Forms, Discrete Time Finite State Markov Chains, Network Models

**Assessment:**
Assessment is via homework assigned throughout the semester involving a mixture of pencil and paper and computer problems. Approximately eight to ten homework sets will be assigned. Given their length, this work load is quite substantial.
## SECTION AIV: NEW COURSES

### AIV.1

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<thead>
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<tr>
<td>Course Number</td>
<td>86210</td>
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<tr>
<td>Course Title</td>
<td>Capstone Internship in Data Science</td>
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### Catalogue Description

This course will provide students the opportunity to undertake an internship related to their area of study in the MS Program in Data Science. The student will work on a practical project that requires the application of the modeling and programming skills acquired in the Data Science program. Students are required to submit an application and documentation about the internship to the program before they are approved to take the internship course. The Director of the program will consult with a representative of the organization in which the internship will be located to assess the relevance of the tasks to be carried out prior to any approval.

Students will devote approximately 140 hours (10 hours a week times 14 weeks) to this internship. A designated faculty member will oversee the course and will meet regularly with students to monitor their progress. Students will keep a weekly online report of their activities and will prepare a final report documenting their work.

### Pre/Co Requisites

None

### Credits

3

### Contact Hours

3

### Liberal Arts

[ ] Yes [ X ] No

### Course Attribute (e.g. Writing Intensive, Honors, etc)

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## Course Applicability

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## Effective Term

| Spring 2020 |

### Rationale:

The internship course will serve as one of the two options for the required hands-on experience in the M.S. Program in Data Science. While both paths for the hands-on credits of the program provide the students opportunities of applying the theory and programming skills acquired in class to real data, compared to the Capstone Projects path, the Internship path offers practical exercise through a project rather than research. Students will have the opportunity to gain real world work experience in an area related to their course of study which can help prepare students for a future career outside academia.

### Learning Goals/Outcomes:

The student will gain hands-on experience in subject areas of Data Science, and experience in the operations of an organization such as a technological or financial company, government agency, a non-profit organization. The student will work on a practical project that requires the application of the modeling and programming skills obtained through the Data Science program. The project should involve real-world data related to the operations of the organization. The Internship project will include a final report evaluated by the academic mentor of the project and an internal presentation within the CS department.
Assessment:

During the course of the internship, the students will keep a log of their activities primarily tracking the research and development work of their Data Science project, in addition to weekly or bi-weekly meetings with the academic mentor. At the end of the semester of enrollment, students will write a report on their experiences with the organization, the Data Science project that they have worked on, the primary findings and contributions that they have made during the process, and deliver an internal presentation or a well-written poster to the GC CS community about the project. The final assessment will be by the student’s academic mentor on the project. Particular attention will be focus on assessment of the amount of programming work and the significance of modeling contributions during the project.
SECTION AIV: NEW COURSES

AIV.1

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<th>Department(s)</th>
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<td>M.A. Biography and Memoir</td>
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<tr>
<td>Forms of Life Writing</td>
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<td>This core course is designed to introduce students to different forms of life writing, and to expose them to the many artistic expressions utilized by biographers and memoirists in the past. Through an intensive program of critical reading, discussion, and writing, students will become familiarized with different and classic models of the genre, exploring theme, style, characterization, the deployment of contextualization, or psychology and questions of memory and identity.</td>
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</table>
Rationale

It is fundamental for biographers and memoirists to acquaint themselves with the practical methods and style of the life writing forms, and to do so through an intensive reading of those texts. This course will therefore provide an essential foundation for students to learn and understand important texts, especially as those texts inform their own practices as future biographers and memoirists (or scholars of those forms). Through critical reading and discussion of key life writing works, students will also obtain necessary skills to analyze form and content: grasp literary style, narrativization, and authorial voice; and understand how biographical or memoiristic subjects are presented through different rhetorical strategies. This course is based on the idea that reading texts and deconstructing their style and approach are essential tools in gaining expertise and training in the field of life writing and critically questioning the forms in which that life writing takes.

Learning Goals/Outcomes:

Students will be required to master the basic readings and theoretical concepts behind the study and practice of biography and memoir; they will also be expected to gain basic and foundational skills required to pursue biography and memoir. The primary learning goal of the course, however, resides in the student’s ability to begin a biography or memoir, utilizing the reading knowledge gained in the class and actual writing and communication skills that result from the workshopping of their compositions.

Assessment
• Oral presentation for delivery during the semester based on the reading, with the student leading a discussion on the presentation. During each class, all students will prepare discussion questions that may or may not be collected.
• The writing of a well-researched 20-page paper, with bibliography, will be required at the end of the course
• An oral summation and workshopping of the project will also be required.
### SECTION AIV: NEW COURSES

#### AIV.1

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<tr>
<th>CUNYfirst Course ID</th>
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<td>Course Number</td>
<td>70200</td>
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<tr>
<td>Course Title</td>
<td>Research and Methodology in Biography and Memoir</td>
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<td>Catalogue Description</td>
<td>This core course will teach students historical methodologies and basic research skills in the writing of biography or memoir. They will learn how biographers and autobiographers acquire information and develop their projects through such channels as primary and secondary sources, interview techniques, oral histories, public and private archives, or research databases and digital humanities collections.</td>
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<tr>
<td>Course Applicability</td>
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Rationale:

This course will be valuable in that it will train literary and historically-minded students in rigorous historical methods, and expose them to different schools of thought in approaching the past. Students who embark upon biography or even memoir need to know how to navigate important research tools and locate archives, collections or libraries that will yield the information they need to create a scholarly work of life writing. They need to be able to read primary and secondary sources with a critical eye, and to familiarize themselves with the interpretive debates that have formed around their subject or theme. They should also be made aware of critical theories that may inform or enrich their approach to a life, particularly when it comes to issues such as narrative or memory; and they need to be cognizant of oral or alternative means of accessing the past of more marginalized individuals. Above all, students should know how to gather and organize their research material, to formulate an argument or problem from that material, and invest it with sophisticated scholarly apparatuses if necessary.

Learning Goals:

Students will locate essential sources through sophisticated research techniques as well as in archives and other depositories. They will learn how to read sources historically, use those sources as a basis for their accounts, and to measure those sources against each other. Students will also learn oral history techniques, and learn how to interview and assess the results. Finally, students will be exposed to different schools of historical thought, and be expected to know different approaches that have informed historians’ work through the ages.

Assessment:

- Class discussions which critically engage with the required texts
- Research paper which reflects the aims of the course
### AIV.1

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<tr>
<td>Course Number</td>
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<tr>
<td>Course Title</td>
<td>Writing and Style in Biography and Memoir</td>
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**Catalogue Description**

This course will focus on the stylistic crafting of biography and memoir, with students analyzing key texts through the prism of their construction and artistic strategies. The core of this class will center on students’ close readings and class discussions of life writing in order to formulate practical skills and modeling techniques necessary for the development of their own voices and approaches. In other words, students will be expected to master the reading in order to write, and to then utilize this new knowledge to pursue their own capstone projects.

Some of the questions that may arise from these readings and discussions may include the following: What are the essential ingredients of a biography or memoir? What makes a biography or memoir successful—or not? How do writers formally convey their subjects in an effective way? How, for that matter, do biographies differ from traditional historical writing? And what are the standard and alternative ways in which one may present a life?

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<td>[ ] Scientific World</td>
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| Effective Term | As soon as approved |

Rationale:
Students of biography and memory should be aware of classic texts in their field, but they should also read those texts on the level of craftsmanship and aesthetics, and grasp the practical strategies that life writers use in advancing their narratives. This class will build upon the Art of Biography (7100) to explore texts at the level of authorial voice, style, narrative, characterization, and the incorporation of use of sources. By analyzing these texts through the perimeters of craft and style, students will gain greater familiarity with the writerly strategies available to them, or to writers’ deployment of rhythm, humor, colloquialism, and conventional or unconventional literary choices. They will also come to see how writers embed themselves in or push against the life writing genres, or balance literary style with historical research. The distinct demands of autobiography and memoir, or the essay and the longform narrative, will also be discussed through the lens of these texts, exposing students to the options available to them in their own work.

Learning Goals:
Students will be expected to master the different literary strategies that biographers and memoirists utilize in order to convey their subjects’ lives. In the process, they will learn to close read texts, with a particular eye to the choices that writers make, the manner in which they frame their narratives, and the material that they choose to include or exclude. Students will develop their final research paper with an eye to referencing the different styles or techniques that good life
writers employ. Class discussions and participation will be necessary in workshopping the students’ works-in-progress, and guest speakers might also be invited in to be questioned about their work.

Assessments:

1. Students will write an extensive (20-page) paper, with critical apparatus, that may be an autobiographical chapter, or else research and write a chapter of a biography.
2. Class discussions will facilitate students’ critical skills and analytical reading of key texts in biography and memoir
3. Students will develop their writing skills by workshopping their final project and discussing the literary methods and approaches utilized by other biographers and memoirists, and by critiquing fellow students’ work.
**SECTION AIV: NEW COURSES**

### AIV.1

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<td>Course Number</td>
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<td>Course Title</td>
<td>Ethical Problems in Biography and Memoir</td>
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<td>Catalogue Description</td>
<td>This course will explore the ethical problems that attend life writing or other forms such as oral history, studying how practitioners have dealt with these matters. Utilizing texts which may include case studies, students will discuss and write about such issues as truth and falsehood; withholding or exposing information; respecting the confidentiality or privacy of others; or writing about marginal or vulnerable populations. Students will also be exposed to the other ethics-related issues, such as plagiarism, libel, copyright infringement, the requirements of the Institutional Review Board, fair-use quotation and the consent of vulnerable subjects.</td>
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<td>Pre/ Co Requisites</td>
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**Effective Term** | As soon as approved

**Rationale:**

It is essential for students to understand the ethical issues that arise when it comes to composing a life. Writing about or conducting an oral history on a living subject (including one’s family and friends) entails the most pressing engagement with ethics; but students will also be expected to read about and discuss case studies related to biographers and memoirists who treated posthumous subjects. This course will not only utilize examples of ethical and unethical life writing to generate class discussions, but students may also engage with fields such as bio-ethics, and particularly so when it comes to treating vulnerable subjects. In an age when life writing and oral histories pervade our society, it is essential for students to understand the moral, ethical and legal complexities that attend their endeavors, at the level of form as well as content.

**Learning Goals:**

Case studies will be provided in each class session to provoke discussion, in addition to works by ethicists and bio-ethicists on the subject of life writing. Students will be expected to write either short papers throughout the course or an extensive research paper that focuses on the risks, limitations and philosophical questions that have faced one biographer or memoir (including themselves if they choose). They will also acquire knowledge of ethical issues regarding privacy, confidentiality, consent; and come to understand legal issues around libel, plagiarism, and fair use.

**Assessment:**

1. Class discussions focused on specific ethical topic and readings, in order to sharpen students’ critical and ethical skills
2. Engagement with select ethical topics, focusing on case studies and the debates that ensued
3. Demonstrate familiarity with and knowledge of ethics from different disciplines (Bioethics, Philosophy, Law, Religious Studies)
4. Research paper that demonstrates a student’s ability to deeply analyze an ethical question by citing and engaging with a number of biographical and autobiographical sources
**SECTION AIV: NEW COURSES**

**AIV.1**

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<tr>
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<td>70500</td>
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<tr>
<td>Course Title</td>
<td>Topics in Biography and Memoir</td>
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**Catalogue Description**

This interdisciplinary course will focus on a special topic in biography and/or memoir, and one not taught in other departments or programs. It will be targeted to the particular needs of students pursuing an M.A. in the Biography and Memoir program, covering subjects that will deepen and extend their historical, literary, theoretical or psychological understanding of the forms. Examples of such courses may include feminist or queer biography/memoir; medieval or Victorian life writing; disability and memoir; writing creative nonfiction; medical and/or scientific biography; oral history; religion and life writing; memoir and social media; alternative biography/memoir; documentaries, podcasts, and biography/memoir; or biography and art history.

**Pre/ Co Requisites**

**Credits**

3

**Contact Hours**

**Liberal Arts**

[ ] Yes [ ] No

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

**Course Applicability**
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**Effective Term**

**Rationale:**

In addition to its four core courses, the M.A. program in Biography and Memoir will offer students the opportunity to take classes in other programs, and especially English and History. But subjects relating to biography and memoir are sometimes not taught in those departments, or the offerings that exist do not fully address the interdisciplinary needs of our students. A special topics elective course is therefore necessary in order to ensure that students gain a more specialized understanding of those genres than the more survey-style core courses (or purely History and English courses) can provide. It will be expected that students in the program take these courses, even if their targeted area of interest might not overtly apply; for example, a student who wishes to pursue the biography of an American figure could very much benefit by the knowledge of how other lives were narratively presented in the deeper past; or a course on medical/psychological case histories could similarly inform students as to the requirements or possibilities of different generic forms.

In addition to contributing to an innovative program, a special topics course would also allow for courses that take into account a quickly-changing field. Feminist or queer biography and memoir have been in existence for quite some time now, and will continue to be included as regular courses. But other topics—namely, disability or mental illness narratives, or social media and life writing, or early modern and medieval biographies and memoirs—are currently experiencing an efflorescence. Students will therefore be exposed to the latest scholarship in these areas, and expected to write in-depth and analytical papers that reflect their knowledge.

**Learning Goals:**

Students will be expected to gain mastery in the topic’s subject through a series of intensive readings and the writing of an in-depth analytical research paper. They will also lead and engage in critically-engaging discussions that engage with the readings and the subject. In the process of their study, students will also be encouraged to apply questions raised by the topic of the course to their capstone or thesis. Their final paper will include the class readings but also utilize a wide
variety of other primary and secondary sources, thus honing those students’ research skills; and they will be expected to present this paper and discuss it with other students as well.

Assessment:

- Analyze and critically engage with weekly readings in a class discussion led by rotating students
- Write a substantial research paper on a subject within the larger class topic, utilizing in-class and external sources
- Present the paper’s findings to the class and engage in critical discussion of it
- Gain mastery of the general class topic and the subject pursued within it
- Learn to make connections between the class topic and the student’s own capstone or thesis project.