

The Graduate School and University Center
The Graduate Council
2015-2016

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Computer Science	Professor Robert Haralick
Criminal Justice	Professor Deborah Koetzle
Earth and Environmental Sciences	Professor Cindi Katz
Economics	Professor Wim Vijverberg
Educational Opp. Div. Programs	Professor Herman Bennett
Educational Psychology	Professor Bruce Homer (Acting)
English	Professor Mario DiGangi
French	Professor Francesca Sautman (Acting)
Hispanic and Luso-Brazilian Literatures	Professor José Delvalle
History	Professor Helena Rosenblatt
Liberal Studies	Professor Matthew Gold
Linguistics	Professor Gita Martohardjono
Mathematics	Professor Ara Basmajian (Acting)
Middle Eastern Studies	Professor Beth Baron
Music	Professor Norman Carey (Acting)
Nursing Science	Professor Donna Nickitas
Philosophy	Professor Iakovos Vasiliou
Physical Therapy	Professor Jeffrey Rothman
Physics	Professor Igor Kuskovsky
Political Science	Professor Alyson Cole
Public Health	Professor Denis Nash
Psychology	Professor Maureen O'Connor
Social Welfare	Professor Harriet Goodman
Sociology	Professor Philip Kasinitz
Speech-Language-Hearing Sciences	Professor Valerie Shafer (Acting)
Theatre	Professor Jean Graham-Jones

The Graduate Council
2015-2016 - pending

	<u>Faculty</u>	<u>Students</u>
Anthropology	Professor William Harcourt-Smith Professor Donald Robotham	Antonia M. Santangelo Cihan Tekay
Art History	Professor Romy Golan Professor Katherine Manthorne	Elizabeth Hirsch Rebecca Pollack
Audiology	tba	Hoo Yee Leung
Biochemistry	Professor Manfred Philipp	Eskil Andersen
Biology	Professor Paul Feinstein Professor Renuka Sankaran Professor Anu Janarakiraman	Emily Lin Andrew Brownjohn Jessica Allen
Business	Professor Ashok Vora	Lauren Mayor
Chemistry	Professor Robert Nolan Professor Ralf Peetz	Shen Lai
Classics	Professor John Van Sickle	Kent Klymenko
Comparative Literature	Professor Evelyne Ender Professor Hermann Haller	Claire Sommers Mike Lubing
Computer Science	Professor Delaram Kahrobaei	David Brizan
Criminal Justice	Professor Thomas Kubic Professor Katarzyna Celinska	Margaret Schmuhl Joel Capellan
Earth & Environmental Sciences	Professor Frank Buonaiuto	Stephen Boatright
Economics	Professor Wim Vijverberg	Andrew Green
Educational Psychology	Professor David Rindskopf Professor Bruce Homer	Russell Miller Selenid Gonzalez
Engineering		
English	Professor Rachel Brownstein Professor Nico Israel Professor Meena Alexander	Elizabeth Goetz Dadland Maye

French	Professor Francesca Sautman	Philip Griffith
Hispanic & Luso-Brazilian Lit. and Lang.	Professor Lia Schwartz Professor Paul Julian Smith	Luis Henao Uribe Magdalena Romero Cordoba
History	Professor David Gordon Professor Michael J. Pfeifer	Roy Rogers John Winters
Liberal Studies	Professor Martin Burke	tba
Library	Professor Jill Cirasella	
Linguistics	Professor Dianne Bradley Professor Jason Bishop	Danielle Ronkos Lauren Spradlin
Mathematics	Professor Martin Bendersky Professor Jozef Dodziuk	Erin Carmody Samir Shah
Middle Eastern Studies	Professor Dina LeGall	Robert Bell
Music	Professor Anne Stone Professor Norman Carey	Emily Williamson Paulina Colon
Nursing Science	Professor Eileen Gigilotti	Maira Barnes
Philosophy	Professor John Greenwood	Jennifer Ware Laura Kane
Physical Therapy	Professor Maria Knikou	Paul Nasri
Physics	Professor Vadim Oganesyan	Inna Korzhovsky
Political Science	Professor Young Kun Kim Professor Christa Altenstetter	Sarah Kostecki Kristofer Petersen-Overton
Psychology	Professor Roger Hart Professor H. Philip Zeigler	tba tba
	Professor Margret Ellen Pipe Professor Herbert Saltzstein Professor Roseanne Flores	tba tba tba
Public Health	Professor Grace Sembajwe	Amit Pradhan
Social Welfare	Professor Kristin Ferguson	Jagadia-devasri Dacus
Sociology	Professor Jeremy Porter Professor Bryan Turner	Colin Ashley Simone Kolysh

Speech & Hearing Sciences

Professor Douglas Whalen

Reethee Antony

Theatre

Professor Peter Eckersall

Shiraz Biggie

Urban Education

Professor Jan Valle
Professor Wendy Luttrell

Heather Hanemann
Mikela Bjork

Fall 2015

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Center for Advanced Study in Education (CASE)

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Center for Human Environments

Prof. Francesca Bregoli
Center for Jewish Studies

Prof. Jane Gerber
Institute for Sephardic Studies

Prof. Randolph Braham
The Rosenthal Institute for Holocaust Studies

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

Prof. Kevin Nadal
Center for Lesbian and Gay Studies (CLAGS)

Prof. Ruth Gilmore
Center for Place, Culture, and Politics

Aoibheann Sweeney
Center for the Humanities

Prof. Stanley Aronowitz
Center for the Study of Culture, Technology and Work

Prof. Linda Alcoff (interim)
Center for the Study of Women and Society

Prof. Roscoe Brown, Jr.

Center for Urban Education Policy

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)

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European Union Studies Center

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Gotham Center for New York City History

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Human Ecodynamics Research Center (HERC)

Prof. Alberta Gatti
Institute for Language Education in Transcultural Context

Prof. Robert Reid-Pharr
Institute for Research on the African Diaspora in the Americas & the Caribbean (IRADAC)

Prof. Gary Giddins
Leon Levy Center for Biography

Prof. Janet Gornick
Luxembourg Income Study Center (LIS)

Dr. 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. Ricardo Otheguy
Research Institute for the Study of Language in Urban Society (RISLUS)

Prof. Rosemary Twomey
The Saul Kripke Center

The Graduate Council
Minutes of the Meeting May 6, 2015, 3 p.m.
The Graduate Center
Concourse 202-205

Present: President Chase Robinson, Interim Provost Louise Lennihan, Interim Associate Provost David Olan; Associate Dean Mario Kelly; Professors: Amy Adamczyk, Christa Altenstetter, Suzanne Babyar-Rothbart, Stephen Brier, Joshua Brumberg, Martin Burke, Norman Carey, Dee Clayman, Gerald Creed, Jose DelValle, Mario DiGangi, Jozef Dodziuk, Peter Eckersall, Laurel Eckhardt, Duncan Faherty, Paul Feinstein, Matt Gold, David Gordon, Jean Graham-Jones, John Greenwood, Bruce Homer, Anu Janakiraman, Linda Keen, Young Kun Kim, Deborah Koetzle, Giancarlo Lombardi, Wendy Luttrell, Richard Magliozzo, Katherine Manthorne, Gita Martohardjono, Stephen Neale, Donna Nickitas, Robert Nolan, Michael Pfeifer, Manfred Phillip, Tony Picciano, John Preece, Julia Przybos, David Rindskopf, Joe Rollins, Renuka Sankaran, Lia Schwartz, Paul Smith, Anne Stone, Polly Thistlethwaite, Merih Uctum, Virginia Valian, Wim Vijverberg, Douglas Whalen, Barbara Weinstein, Joseph Weintrop

Eskil Anderson, Danielle Bartone, Shiraz Biggie, Steven Boatright, David Brizan, Magdalena Cordoba, Elizabeth Goetz, Selenid Gonzalez, Elizabeth Hirsch, Emma Jacobs, Shen Lai, Bella Lebeouf, Amy Martin, Russell Miller, Dominique Nisperos, Rebecca Pollack, Jennifer Prince, Samir Shah, Hamad Sindhi, Claire Sommers, Cihan Tekay, Luis Uribe, Jennifer Ware, Emily Williamson, Su Xing

I. Approval of the Minutes of March 11, 2015

Approve – 74 Disapprove – 0 Abstain – 3

II. Opening Comments, President Chase F. Robinson

The following items were discussed:

- Announcements:
- a. Budget: The FY 2016 State enacted budget for the senior colleges does not include funding for mandatory cost increases, such as fringe benefits and retroactive salary increases which are estimated to be \$51 million for next fiscal year. Thanks to Assemblyman Heastie, the budget does include \$250,000 for the Pipeline Program. The University is continuing to work with all parties to get support for collective bargaining and to address funding for mandatory costs. Overall, in terms of national trends, NYS has done very well. Nonetheless, there are structural changes taking place, and the costs are being shifted to the colleges.
 - b. PSC Contract: There is nothing new to report on the progress of affecting a new contract.
 - c. 9th Floor Build-Out: The Landmarks Commission has approved the project. The next step is consultation with the Community Board. It is still uncertain when construction will begin.
 - d. Housing: The City and State have signed off on the environmental remediation of the proposed site in LIC. The next step will be to try to negotiate and purchase the land for the proposed housing construction.
 - e. Student Recognition: Two English Ph.D. Program students have been recognized with a Pulitzer Prize awarded to Gregory Pardlo and a Guggenheim Fellowship to Joshua Mehigan. Polina Nazaykinskaya – Music Composition – was awarded a Paul and Daisy Soros Fellowship, the foremost graduate school award for immigrants and children of immigrants. The \$90K fellowship will provide funding over two years towards her degree. Jagadisa-devasri Dacus - Social Welfare -

was awarded a dissertation research grant from the National Institute of Mental Health (NIMH). Jordana Lovett – Biology - was awarded a 2014 -2015 “Careers in Immunology Fellowship” from the American Association of Immunologists. The full-year scholarship includes \$25K in funding. We are absolutely delighted at our student’s success and accomplishments. I want to not only publicly acknowledge and congratulate our students for their outstanding work but to also recognize, congratulate and applaud our colleagues in English, Music, Social Welfare and Biology. We are very, very proud.

- f. Employee Recognition Ceremony: This morning, the annual employee recognition ceremony was held in the Dining Commons. Staff were recognized for their contributions and longevity at the Graduate Center, some having served 40 years.
- g. Public Programs: Last spring, there was a rich array of public programs which included Bill T. Jones in conversation with Robert Reid-Pharr; Joseph Stiglitz and Nicholas Stern discussing inequality and climate change; and Jeffrey Sachs and Paul Krugman on globalization, technological change, and inequality.
- h. Dream.US. Scholarship ceremony: I attended this event which was held at the Graduate Center May 5. More than 200 CUNY students have been awarded scholarships valued at more than \$5 million from TheDream.US, the largest amount received by any university in the United States. The Pershing Square Foundation made a \$10 million contribution to TheDream.US to help fund 400 scholarships over three years.
- i. Middle States Periodic Review Report: We are required to submit the report at the end of May. Your comments are requested, and the deadline is May 18.
- j. Commencement: Commencement will take place on May 27 at Avery Fisher Hall. We hope to see that all of you will be there. The Board of Trustees has approved our honorary degree candidates. Distinguished Professor Stephen Neale has graciously agreed to be our graduation speaker. Alice Jones, doctoral student in the DMA program, will be the student speaker.
- k. Celebration for the 2015 Graduates: Thanks to Provost Lennihan, there will be a celebration reception in the Dining Commons on May 26 from 4-6pm in honor of the 2015 graduates. Graduates, faculty, and guests are invited.

III. Granting of Degrees and Certificates to May 2015 Candidates (Ph.D., M.A., DPH, DMA, DNS, DPT, Au.D., M.Phil.)

Approve – 48 Disapprove – 0 Abstain – 3

IV. Nominations for two faculty to serve on the Student Complaint Appeals Committee for 2015-2016

Professor Thistlethwaite called for any additional nominations. Professor David Gordon and Professor Eric Lott will serve on the Student Complaint Appeals Committee for 2015-16.

V. Committee on Committee - Presentation of nominees for Standing Committees for 2015-2017

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.

A. Major Items

1. GC Bulletin Changes – Course Hour Work Requirements
73 - Approve 0 - Disapprove 4 - Abstain
2. Art History – Bulletin changes and language requirements
74 - Approve 0 - Disapprove 3 - Abstain
3. Economics - new course – Spatial Econometrics
74 - Approve 0 - Disapprove 3 - Abstain
4. Biochemistry – new concentration – Molecular Biophysics
74 - Approve 0 - Disapprove 3 - Abstain
5. Nursing – Bulletin Changes
74 - Approve 0 - Disapprove 3 - Abstain
6. Earth and Environmental Sciences – curriculum changes and new course – 71800 – Current Issues in Earth and Environmental Sciences
74 - Approve 0 - Disapprove 3 - Abstain
7. Urban Education – specialization name change
73 - Approve 1 - Disapprove 3 - Abstain

B. Minor Items

1. Urban Educations - Revised Courses
 - a. 72100 – Area Seminar in ~~Science, Mathematics, and Technology~~ to Area Seminar in Learning Sciences
 - b. 72200 – Research Seminar in ~~Science, Mathematics, and Technology~~ to Research Seminar in Learning Sciences
73 - Approve 1 - Disapprove 3 - Abstain

VII. Presentation of the Annual Reports of the Standing Committees

Professor Polly Thistlethwaite presented the reports for the 2014-15 year, which were included with the materials.

VIII. University Faculty Senate Report, Professor Martin Burke

- a. Experiential Learning: NYS is discussing the requirement for experiential learning, thanks to effective lobbying from UFS and SUNY. The UFS expressed strong disagreement, stating that the government was interfering with education.

- b. It was brought to the attention of Rick Schaffer, the Vice Chancellor for Legal Affairs, that some faculty members were assigning their own textbooks. VC Schaffer said that this may constitute a conflict of interest. The UFS, in collaboration with the Council of Faculty Leaders, came up with a draft that said this proposed prohibition was a violation of intellectual property and freedom. A new policy will come back for discussion in the fall.

IX. New Business

- a. The Graduate Center hopes to co-sponsor an event on FOIL with the UFS. More information will be forthcoming.

The meeting was adjourned at 4:00 p.m.

Section AIV: New Courses

AIV.1

CUNYfirst Course ID	
Department(s)	Public Health
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Epidemiology
Course Prefix	PUBH
Course Number	826
Course Title	Applied Biostatistics III
Catalogue Description	
Pre/ Co Requisites	Applied Biostatistics II or its equivalent
Credits	3
Contact Hours	3
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, Honors, etc)	See Applied Biostatistics III syllabus
Course Applicability	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> English Composition <input type="checkbox"/> World Cultures College Option <input type="checkbox"/> Mathematics <input type="checkbox"/> US Experience in its Diversity Detail _____ <input type="checkbox"/> Science <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective Term	Fall 2015

Course Description:

This course covers intermediate statistical methods that are increasingly used in public health research. Topics include extensions of generalized linear models to correlated data (Generalized Estimating

Equations and Generalized Linear Mixed Models) and application of instrumental variables to causal inference. Missing data imputation methods are also discussed. Focus on practical applications, utilizing statistical software.

Rationale:

DPH students will now be able to take Biostatistics electives directly from the DPH Program, as opposed to permitting out.

Learning Objectives

- This course emphasizes critical statistical thinking.
- Critical statistical thinking continues to be developed throughout the course by using a variety of real datasets, drawn from published research findings in the health sciences. After successfully completing this course, you are expected to be able to:
- Know the assumptions necessary for statistical inference in Generalized Estimating Equations (GEE), Generalized Linear Mixed Models and instrumental variable framework
- Recognize the similarities and difference of intermediate - statistical methods and their use in addressing various research questions
- Master statistical techniques related to missing data problem
- Reflect intelligently on the limitation inherent in both the data under study as well as the statistical method used to analyze the data
- Show competency in techniques related to the analysis of correlated public health data and causal inference using instrumental variable approach
- Show competency in assessing model fit and model building
- Master the use of statistical software for analysis of public health data
- Show competency in interpreting computer output
- Produce data analysis reports of the highest quality as to their conciseness, readability and cohesion,
- Create appropriate tables and figures that adequately convey the key points of statistical analysis
- Be able to orally present your findings clearly and effectively
- Be able to incorporate feedback into improved data analysis report after in class “peer review”
- Recognize research questions posed in published reports
- Reflect intelligently on analytic approach and data presentation in published research

Assessment:

Course material will be evaluated through a total of three (3) data analysis reports. Each student will be expected to present his/her results in class and actively participate in the constructive critique/review of the work of his/her peers. Students will have the chance to revise and resubmit each report after the first round of critique/review. This will give students the chance to deepen the analysis and bolster mastery of the statistical methods.

All.1 The following Bulletin Changes are proposed for the

Program: Public Health

Program Code:

Effective: Immediately

FROM	TO
Current requirements for the First Exam	Proposed Requirements for the First Exam
PUBH 800 Cities, Society and Health PUBH 820 Epidemiologic Methods I PUBH 801 Interdisciplinary Approaches to Research in Urban Health PUBH 805 Quantitative Research Methods PUBH 806 Qualitative Research Methods Two Track specialization/track-specific methods courses	PUBH 800 Cities, Society and Health PUBH 820 Epidemiologic Methods I PUBH 801 Interdisciplinary Approaches to Research in Urban Health PUBH 805 Quantitative Research Methods PUBH 806 Qualitative Research Methods Two Track specialization/track-specific methods courses

Rationale:

By removing the two track specific courses, the first exam can now focus on the methodological and theoretical core competencies of the program. This elimination of track courses will also allow both full and part time students can take the first exam within the first year of coursework. Typically, the First Exam has been offered twice a year. With this reduction, the program will offer it once a year to incoming 2nd year students.

PART A: ACADEMIC MATTERS

Section All: Changes in Generic Degree Requirements

AIII.1 The following revisions are proposed for the

Program: Public Health

Program Code: PUBH

Effective: Immediately

FROM	TO
Course Description Cr	Course Description Cr
<p>CORE PUBH 800 Cities, Society and Health PUBH 801 Interdisciplinary Approaches to Research in Urban Health PUBH 805 Quantitative Res Methods, with Urban Health App'ns (CSH, HPM, EPH) or PUBH 824 Biostatistics 1 (EPI) PUBH 806 Qualitative Res Methods, with Urban Health App'ns PUBH 820 Epidemiologic Methods I PUBH 890 Research Seminar I PUBH 891 Advanced Research Seminar II PUBH 807 Practicum Project PUBH 893 Leadership and Organizational Change Seminar PUBH 898 Dissertation Seminar (0 credits) PUBH 89901 Supervised Dissertation Research PUBH 89902 Supervised Dissertation Research PUBH 89903 Supervised Dissertation Research PUBH 89904 Supervised Dissertation Research PUBH 900 Dissertation Supervision (0 credits)</p> <p>TRACK SPECIFIC REQUIRED COURSES—two tracks require 9 credits in this category (CSH and EOH) and two tracks (EPI and HPM) requires 12 credits in this category</p> <p>Community, Society and Health Track (CSH) PUBH 810 Community Health Interventions PUBH 811 Social and Behavioral Dimensions of Health PUBH 816 Evaluation of Public Health Programs and Policies</p> <p>Epidemiology Track (EPI) PUBH 821 Epidemiologic Methods II PUBH 822 Epidemiologic Methods III PUBH 823 Epidemiologic Methods IV</p>	<p>CORE PUBH 800 Cities, Society and Health PUBH 801 Interdisciplinary Approaches to Research in Urban Health PUBH 805 Quantitative Res Methods, with Urban Health App'ns (CSH, HPM, EPH) or PUBH 824 Biostatistics 1 (EPI) PUBH 806 Qualitative Res Methods, with Urban Health App'ns PUBH 820 Epidemiologic Methods I PUBH 890 Research Seminar I PUBH 891 Advanced Research Seminar II PUBH 807 Practicum Project PUBH 893 Leadership and Organizational Change Seminar PUBH 898 Dissertation Seminar (0 credits) PUBH 89901 Supervised Dissertation Research PUBH 89902 Supervised Dissertation Research PUBH 89903 Supervised Dissertation Research PUBH 89904 Supervised Dissertation Research PUBH 900 Dissertation Supervision (0 credits)</p> <p>TRACK SPECIFIC REQUIRED COURSES—two tracks require 9 credits in this category (CSH and EOH) and two tracks (EPI and HPM) requires 12 credits in this category</p> <p>Community, Society and Health Track (CSH) PUBH 810 Community Health Interventions PUBH 811 Social and Behavioral Dimensions of Health PUBH 816 Evaluation of Public Health Programs and Policies</p> <p>Epidemiology Track (EPI) PUBH 821 Epidemiologic Methods II</p>

<p>PUBH 825 Biostatistics II</p> <p>Environmental and Occupational Health Track (EOH) PUBH 830 Emerging Issues in EOH PUBH 831 Environmental & Occupational Health Risk Assessment One Urban environment course.</p> <p>Health Policy and Management Track (HPM) PUBH 840 Seminar in Health, Policy and Management PUBH 841 Quantitative Methods in Health Services Research PUBH 842 Public Health Economics PUBH 843 Health Policy Analysis Methods</p> <p>TRACK-SP METHODS/PRACTICE ELECTIVES –2 tracks (CSH and EOH) require 12 credits in this category and 2 tracks (HPM and EPI) requires 9 credits</p> <p>All students are required to take: advanced research methods or track-specific practice courses, of which one must be from a Graduate Center department outside of Public Health.</p> <p>Total credits required for the DPH Degree credits) (60</p>	<p>PUBH 822 Epidemiologic Methods III PUBH 823 Epidemiologic Methods IV PUBH 825 Biostatistics II</p> <p>Environmental and Occupational Health Track (EOH) PUBH 830 Emerging Issues in EOH PUBH 831 Environmental & Occupational Health Risk Assessment One Urban environment course.</p> <p>Health Policy and Management Track (HPM) PUBH 840 Seminar in Health, Policy and Management PUBH 841 Quantitative Methods in Health Services Research PUBH 842 Public Health Economics PUBH 843 Health Policy Analysis Methods</p> <p>TRACK-SP METHODS/PRACTICE ELECTIVES –2 tracks (CSH and EOH) require 12 credits in this category and 2 tracks (HPM and EPI) requires 9 credits</p> <p>All students are required to take: advanced research methods or track-specific practice courses, of which one must be from a Graduate Center department outside of Public Health.</p> <p>Total credits required for the DPH Degree credits) (48</p>
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Rationale:

Since its inception, the DPH program dissertation sponsorship holds 12 total credits. The Graduate Center however, considers these credits “required coursework” even though students registered for these credits are ABD. Because of this distinction, students registered under these courses cannot be advanced to candidacy, Level III. The DPH program already has the PUBH 900 Dissertation Supervision 0 credit supervisory course number, which will be used for all students working on the dissertation. The degree will then be reduced from 60 credits to 48 with the elimination of the 12 dissertation supervision credits. Our accreditation body does not require the dissertation or dissertation supervision to hold credit value.

Section All.1: The following changes are proposed for the PhD Program in Psychology (Training Area: Health Psychology & Clinical Science)

Program Code:

Effective:

From			To		
Course	Description	Crs	Course	Description	Crs
Requirements for the Degree			No changes in curriculum are being proposed at this time. This form is provided for informational purposes only. Please see attached cover letter and application form for more information.		
75500	Psychopathology I	3			
70310	Research Methods and Design I	3			
70500	Statistical Methods in Psychology I	3			
70600	Statistical Methods in Psychology II	3			
85300	Health Psychology	3			
80000	Seminar in Current Psychological Research	3			
70330	Research Practicum	3			
82700	Assessment I: Intellectual & Cognitive Functioning	3			
82800	Assessment II: Personality Functioning	3			
83502	Psychosocial Determinant of Health Disparities & Diversity (<i>formerly offered as 80103</i>)	3			
77100	Ethical/Legal Issues for Psychologists	3			
70000	History of Psychology	3			
72000	Developmental Psychology I	3			
71103	Cognitive & Affective Aspects of Behavior*	3			
74600	Social Psychology*	3			
75102	Biological Basis of Behavior*	3			
74000	Personality and Individual Differences	3			
83900	Therapeutic Interventions I	3			
83902	Therapeutic Interventions II	3			
84100	Clinical Practicum I & II	6			
84200	Clinical Practicum III	3			
TWO ELECTIVES IN PSYCHOLOGY (e.g., 84401 Health of Lesbians, Gays and Bisexuals, 80103 Identity and Major Life Events)		6			
Total credits required: 72					
*Sample courses that fulfill the various programmatic breadth requirements					

Ph.D. Program in Psychology

365 Fifth Avenue
 New York, NY 10016-4309
 212.817.8705
 212.817.1533 fax
www.gc.cuny.edu

August 31, 2015

To Whom It May Concern:

Enclosed please find an application to the New York State Education Department (NYSED) requesting registration of the Health Psychology and Clinical Science PhD training area of Psychology as a New York State licensure-qualifying program. This application is being prepared in collaboration with the Executive Office of the PhD program in Psychology at the Graduate Center, as well as the CUNY Office of Academic Affairs. In order to move forward with this request, the CUNY Office of Academic Affairs has asked that the application be sent through local governance at the Graduate Center for approval, after which it will be forwarded to the Chancellor's Office and to the Board of Trustees. Once approved, the Office of Academic Affairs will submit the application to NYSED for consideration.

Licensure-qualifying status will significantly expedite the process of psychology licensure for students matriculating into the HPCS training area and afford them the opportunity to compete more effectively for successful academic and clinical positions. In order to achieve this goal, NYSED will review the application and, if approved, assign HPCS an Inventory of Registered Programs (IRP) code, which will be listed as licensure-qualifying, meeting the educational requirements for NYS Psychology licensure.

The HPCS curriculum was designed at the outset to meet NYSED requirements for registration as licensure-qualifying and has been reviewed and approved at the most recent HPCS curriculum committee meeting, the most recent HPCS faculty meeting, the most recent Psychology Curriculum Committee Meeting, and the Psychology Executive Committee Meeting (April 17, 2015). As indicated in the application, the HPCS curriculum is already an approved and "up-and-running" training area of the Psychology PhD program, with the courses already "on the books" and the faculty already contributing to instruction and mentoring as part of their ongoing commitment to the GC Psychology PhD program. Because of this, there are no proposed curricular changes, and the application is budget neutral; no additional resources or allocations are being requested as part of this application. **We are simply requesting that NYSED create an IRP code for what is an existing area of study at the GC.**

Thank you very much for your attention to this important matter. The registration of HPCS will provide a significant professional advantage to our graduating students, as well as regional and national recognition of our program's rigorous professional standards.

Sincerely,

Joel Erbllich, PhD, MPH
 Associate Professor

Doug Mennin, PhD
 Professor, Training Area Coordinator

Tracey Revenson, PhD
 Professor, Training Area Coordinator

Program: Comparative Literature**Program Code:****Effective: Spring 2016**

Changes in Course Credit Structure and Required Hours

- 1) From 30 hours plus conferences, 3-4 credits to 30 hours, 2/4 credit option in every course, the only exceptions being: a. CL 79500 (Theory and Practice of Literary Scholarship), CL 89100 (History of Literary Theory and Criticism I), and CL 89200 (History of Literary Theory and Criticism II) which will have no option for two credits; b. variable credit courses (CL 88500 and Independent Studies).
- 2) CL 70000 (Colloquium on Literary Problems) and CL 79600 (Teaching Great Books) will be eliminated from the course bulletin.

FROM: 30 hours plus conferences, 3-4 credits		To: 30 hours with a flexible format of 2 or 4 credits, to be elected by the student at the beginning of the semester.	
Description	All current courses in Comparative Literature are 30 hours plus conferences and 3-4 credits , except variable credit courses (CL 88500 and Independent Studies)	Description	All current courses in Comparative Literature are 30 hours. <u>Students will receive 4 credits for a course for which they complete all the work, including a research paper of substantial length. At the beginning of the semester, students may elect to take a course for 2 credits by fulfilling the following requirement: a short paper of six to eight pages and/or an oral presentation, as determined by the instructor in the syllabus. No two-credit option will be given for CL79500, CL 89100, or CL 89200. CL 88500 will still be offered for Variable Credit.</u>
Courses	Unless otherwise stated, all courses are 30 hours plus conferences, 3-4 credits . C L 70000 Colloquium on Literary Problems 4 credit C L 70100 Epic Tradition C L 70300 Literature and the Ancient World C L 70700 Medieval Literature C L 71000 The European Renaissance C L 72000 The Literature of the Baroque C L 74000 The Modern Period C L 75000 Early European Fiction C L 75100 Studies in the Novel C L 78100 Studies in Literary Periods C L 78200 Studies in Literary Genres	Courses	Unless otherwise stated, all courses are 30 hours, <u>either 2 or 4 credits.</u> C L 70100 Epic Tradition C L 70300 Literature and the Ancient World C L 70700 Medieval Literature C L 71000 The European Renaissance C L 72000 The Literature of the Baroque C L 74000 The Modern Period C L 75000 Early European Fiction C L 75100 Studies in the Novel C L 78100 Studies in Literary Periods

	<p>C L 79500 Theory and Practice of Literary Scholarship and Criticism C L 79600 Teaching Great Books 15 hours, 2 credits C L 79800 Independent Studies C L 80100 Seminar: Special Topics in Comparative Literature C L 80200 Seminar: The Classical Tradition and Latin Literature in the Middle Ages C L 80700 Seminar in Medieval Literature C L 80900 Seminar in Renaissance Literature C L 82200 Seminar: Studies in the Enlightenment C L 84000 Seminar: Studies in the Romantic Movement C L 85000 Studies in the Modern Period C L 85000 Studies in the Modern Period C L 85500 Seminar in World Literature C L 86000 Seminar: Studies in Prose Fiction C L 86200 Seminar: Studies in the Symbolist Movement C L 86300 Seminar: Studies in Poetry C L 86500 Seminar: Perspectives on Literature and Art C L 87000 Seminar: Studies in European Drama C L 88000 Seminar in Italian Philology and Linguistics, Variable Topics C L 88100 Studies in Dante, Variable Topics C L 88200 Studies in Italian Poetry, Variable Topics C L 88300 Studies in Italian Narrative Prose, Variable Topics C L 88400 Studies in Italian Philosophical and Literary Thought, Variable Topics C L 88500 Workshop in Modern and Contemporary Literary and Cultural Studies, Variable Topics Variable credit C L 88600 Studies in Italian Drama C L 89000 Seminar: Aesthetics and Literary Theory C L 89100 History of Literary Theory and Criticism I C L 89200 History of Literary Theory and Criticism II C L 89400 Seminar: Problems in Translation C L 89800 Independent Studies</p>	<p>C L 78200 Studies in Literary Genres C L 79500 Theory and Practice of Literary Scholarship and Criticism C L 79800 Independent Studies C L 80100 Seminar: Special Topics in Comparative Literature C L 80200 Seminar: The Classical Tradition and Latin Literature in the Middle Ages C L 80700 Seminar in Medieval Literature C L 80900 Seminar in Renaissance Literature C L 82200 Seminar: Studies in the Enlightenment C L 84000 Seminar: Studies in the Romantic Movement C L 85000 Studies in the Modern Period C L 85000 Studies in the Modern Period C L 85500 Seminar in World Literature C L 86000 Seminar: Studies in Prose Fiction C L 86200 Seminar: Studies in the Symbolist Movement C L 86300 Seminar: Studies in Poetry C L 86500 Seminar: Perspectives on Literature and Art C L 87000 Seminar: Studies in European Drama C L 88000 Seminar in Italian Philology and Linguistics, Variable Topics C L 88100 Studies in Dante, Variable Topics C L 88200 Studies in Italian Poetry, Variable Topics C L 88300 Studies in Italian Narrative Prose, Variable Topics C L 88400 Studies in Italian Philosophical and Literary Thought, Variable Topics C L 88500 Workshop in Modern and Contemporary Literary and Cultural Studies, Variable Topics Variable credit C L 88600 Studies in Italian Drama C L 89000 Seminar: Aesthetics and Literary Theory C L 89100 History of Literary Theory and Criticism I C L 89200 History of Literary Theory and Criticism II C L 89400 Seminar: Problems in Translation</p>
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Rationale: The removal of conference hours from the required hours of all Comparative Literature courses is in accordance with the Middle States Association on Higher Education's regulations. Comparative Literature by definition requires students to familiarize themselves with a diverse array of literary and theoretical traditions. The PhD program expects its students to complete their coursework efficiently while still taking a sufficient number of courses both to attain competency in a variety of subject areas and also to gain expertise in their own fields of specialty. Giving students the option of taking courses for two credits will allow students to diversify their coursework without incurring an excessive workload, while simultaneously giving them the freedom to devote more time to the projects required for the four-credit courses that more closely relate to their own research. This change will also bring the Comparative Literature department in line with other programs in the Humanities Cluster at the Graduate Center (e.g. English and French), as they already offer students the option of taking courses for two credits. The Program believes that this change to the course credit structure will facilitate students' mastering a wide range of content areas while still enabling them to make steady progress toward their degrees.

Section AVI: Courses Withdrawn**Program: Comparative Literature****CL 70000 Colloquium on Literary Problems**

Rationale: The topics covered by this course have been integrated into CL 79500.

CL 79600 Teaching Great Books

Rationale: This course has not been offered for several years and no longer meets the learning outcomes of the program. In addition, students take a Teaching Practicum.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 86700 Diversity in Organizations	Course	PSYC 86700 Diversity & Cross-cultural Issues in Organizations
Pre or co requisite	none	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	<p>This course will provide a foundation for understanding the construct of diversity in organizations and the implications of working in a diverse organizational environment. In addition, we will discuss the importance of national context with a focus on cultural values. Drawing on literature from a variety of disciplines, the course will familiarize students with the theoretical and research literature about various types of diversity and its effects on individual, group, and organizational outcomes. Topics will include issues specific to particular groups of people, such as women, racial and ethnic minority groups, religious minority groups, sexual minorities, people with disabilities, and older workers, as well as organizational approaches to these issues, such as initiatives intended to increase workforce diversity. We will also cover cross-cultural issues, including taxonomies of cultural values and implications for multinational organizations (MNCs)</p>
Requirement Designation		Requirement Designation	

Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is taught within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

AV: 1 Changes to courses offered in the Psychology Department

FROM	Seminar in Applied Social Psychology	TO	<u>Advanced Social Psychology II</u>
Departments	Psychology	Departments	Psychology
Course	84800	Course	84800
Prerequisite	NONE	Prerequisite	NONE
PRE OR COREQUISITE	Permission of Instructor required	PRE OR COREQUISITE	Permission of Instructor required
Hours	3	Hours	3
Credits	3	Credits	3
Description		Description	The second course in a two-course sequence that provides a broad overview of the field of Social Psychology. The two-course sequence in Advanced Social psychology is designed to provide a systematic foundation for doctoral work in Social Psychology. In addition, the course provides a uniform theoretical framework for doctoral students enrolled in the Basic and Applied Social Psychology area. Course content is organized around classic and contemporary theoretical approaches and areas in the field of Social Psychology. Topics, such as judgment & decision-making, the self, person perception, stereotyping, attitudes, and emotion will be covered. Related goals of the course are to further develop critique of scholarship, research design, and stimulate creative thinking.
Requirement Designation		Requirement Designation	
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>__x__</u> Not Applicable	General	<u>__x__</u> Not Applicable

Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective	Immediately	Effective	Immediately

Rationale: Doctoral work within Social Psychology requires a very broad foundation theoretical perspectives and approaches. The two-course sequence of advanced social psychology also exposes students to a variety of research designs, methods, and data analyses. The course was originally titled “Seminar in Applied Social Psychology,” we are requesting a name change to “Advanced Social Psychology II” to not only better reflect the course content, but also more accurately present the course to BASS cluster students within the context of the re-organization of doctoral psychology at the Graduate center.

AV: 1 Changes to courses offered in the Psychology Department

FROM	Seminar in Social Psychology	TO	<u>Advanced Social Psychology I</u>
Departments	Psychology	Departments	Psychology
Course	84600	Course	84600
Prerequisite	NONE	Prerequisite	NONE
PRE OR COREQUISITE	Permission of Instructor required	PRE OR COREQUISITE	Permission of Instructor required
Hours	3	Hours	3
Credits	3	Credits	3
Description		Description	The first course in a two-course sequence that provides a broad overview of the field of Social Psychology. The two-course sequence in Advanced Social psychology is designed to provide a systematic foundation for doctoral work in Social Psychology. In addition, the course provides a uniform theoretical framework for doctoral students enrolled in the Basic and Applied Social Psychology area. Course content is organized around classic and contemporary theoretical approaches and areas in the field of Social Psychology. Topics, such as judgment & decision-making, the self, person perception, stereotyping, attitudes, and emotion will be covered. Related goals of the course are to further develop critique of scholarship, research design, and stimulate creative thinking.
Requirement Designation		Requirement Designation	
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General	<u>__x__</u> Not Applicable	General	<u>__x__</u> Not Applicable

Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	Education Component	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective	Immediately	Effective	Immediately

Rationale: Doctoral work within Social Psychology requires a very broad foundation theoretical perspectives and approaches. The two-course sequence of advanced social psychology also exposes students to a variety of research designs, methods, and data analyses. The course was originally titled “Seminar in Social Psychology,” we are requesting a name change to “Advanced Social Psychology I” to not only better reflect the course content, but also more accurately present the course to BASS cluster students within the context of the re-organization of doctoral psychology at the Graduate center.

AV: 1 Changes to be offered in the Psychology Program

FROM		TO	
Departments	Psychology	Departments	Psychology
Course	PSY 82400 Advanced Seminar in Special Problems in Career Development	Course	PSY 82400 Professional Development
Pre or co requisite	N/A	Prerequisite	N/A
Hours	16	Hours	16
Credits	3	Credits	1 or 3
Description	This course focuses on the skills needed to have a successful career in psychology. Students help determine the topics, interview people whose trajectories or current circumstances they think they can learn from, and complete various activities, such as practicing the first 3 minutes of a talk. Guest speakers –students or faculty or non-academics – will be asked to provide expertise on both practical and theoretical matters. Students will provide constructive feedback on each other’s’ development.	Description	N/C
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible	General Education Component	<input checked="" type="checkbox"/> X Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible

	<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	Fall 2015

Rationale: This change in course name is being proposed so that the name of the content best reflects the course content. The current name suggests that the course content is grounded in career development/counseling theory and application. However, this course is focused on the professional development of the students themselves. To make the course more flexible across psychology training areas, it is requested that the course can be offered as either a 1 or 3 credit course.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 77302 Problems in Industrial Psychology II, Organizational Psychology	Course	PSYC 77302 Organizational Psychology
Pre or co requisite	none	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	This course is designed to provide graduate students with an introduction to Organizational Psychology. The course will provide an overview of the research in the field and expose students to a variety of topics and viewpoints. The goal of the course is to read, discuss, and integrate research on organizational psychology to gain an understanding of the field.
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its

	Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	Fall 2015

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is taught within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 80500 Advanced Seminar in Research Problems in Personnel Psychology	Course	PSYC 80500 Employee Performance Assessment & Management
Pre or co requisite	None.	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	This course is designed to introduce the student to concepts, principles, and techniques that are used in performance measurement and management of individuals and teams. At the end of the course, students should understand the concepts of performance and criteria and their measurement in work organizations. Additionally, students will be familiar with the challenges of accurately assessing performance, the legal issues, strategic considerations, and general issues in implementing and operating performance management systems.
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	Fall 2015

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is taught within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 74500 Human Motivation	Course	PSYC 74500 Employee Motivation
Pre or co requisite	None	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	Motivation is a topic central to the study of psychology (a PsycINFO search reveals almost 127,000 articles on the topic!). In this seminar we will read and discuss numerous theoretical, empirical, and review articles devoted to the topic of motivation at work. Classical approaches will be touched on, but we will spend the bulk of the course discussing contemporary work. It is my aim that upon completing the course, students will be able to a) identify and explain basic motivational theories and processes, b) understand how motivation can be integrated into other areas of personnel psychology and organizational functioning, c) critically evaluate research in the area of motivation, and c) generate unique research questions with motivational processes as the theoretical underpinning.
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<u> X </u> Not Applicable	General Education Component	<u> X </u> Not Applicable

	<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	Fall 2015

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is taught within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 86000 Seminar in Psychometric Techniques	Course	PSYC 86000 Advanced Psychometrics
Pre or co requisite	None	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	This course is designed to provide students with a working knowledge of advanced psychometric techniques and the ability to perform these techniques. The course will focus on item response theory (IRT). At the end of this course, you should be able to evaluate research that has used IRT, use the software to perform IRT analyses, know the types of research questions that are appropriate for IRT, and be able to explain IRT to both statistical and non-statistical audiences (e.g., managers, consultants, policy makers, etc).
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition

	<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World		<input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	Fall 2015

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is not taught as a seminar but rather a core content course. It is consistently offered within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

AV: 1 Changes to course names to be offered in Psychology

FROM		TO	
Departments	Psychology	Departments	N/C
Course	PSYC 77301 Problems in Industrial Psychology I, Personnel Psychology	Course	PSYC 77301 Organizational Staffing
Pre or co requisite	None.	Prerequisite	N/C
Hours	16	Hours	N/C
Credits	3	Credits	N/C
Description		Description	The purpose of this course is to introduce students to the topic of personnel selection, a focal area within personnel psychology. The course will focus on providing students with (a) an understanding of both the theoretical and practical issues in the area, and (b) exposure to and experience with various selection instruments and staffing procedures. In covering personnel selection, a range of personnel psychology topics will be discussed including legal issues, job analysis/competency modeling, validation designs, performance criteria, and issues that impact the implementation of personnel practices. Key activities for the course will include reading, discussing, and integrating. The goal of this course is to explore what has been done in the field of personnel selection and to determine where the

			field is headed in the future.
Requirement Designation		Requirement Designation	
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)		Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World
Effective		Effective	

Rationale: This change is needed as the current course name does not accurately reflect the course content. This course is taught within the Industrial/Organizational (I/O) Psychology Training Area. It is a central course to the I/O curriculum. This name change will now be consistent with the designated curriculum that was implemented with the reorganization of the Psychology Program.

Section AIII.1: The following changes are proposed for the PhD Program in Psychology: Industrial/Organizational (I/O) Psychology Training Area

Effective:

From		To	
Course	Description	Course	Description
	Crs		Crs
Requirements for the Degree		Requirements for the Degree	
<u>Group 1: I/O Psychology Foundation Courses (21 credits):</u>		<u>Group 1: I/O Psychology Foundation Courses (21 credits):</u>	
PSYC 77302 Problems in Industrial Psychology II, Organizational Psychology	3	PSYC 77302 Organizational Psychology	3
EPSY 70500 Statistics & Computer Programming I	3	EPSY 70500 Statistics & Computer Programming I or PSYC 70500 Stat Methods in Psychology I	3
EPSY 70600 Statistics & Computer Programming II	3	EPSY 70600 Statistics & Computer Programming II or PSYC 70600 Stat Methods in Psychology II	3
PSYC 70310 Research Methods and Design I	3	PSYC 70310 Research Methods and Design I	3
PSYC 80400 Independent Reading	3	PSYC 80400 Independent Readings	3
PSYC 80200 Independent Psychological Research	3	PSYC 80200 Independent Psych. Research	3
PSYC 76000 Psychometric Methods	3	PSYC 76000 Psychometric Methods	3
<u>Group 2: General Psychology (12 credits):</u>		<u>Group 2: General Psychology (12 credits):</u>	
PSYC 77100 Ethical and Legal Issues for Psychologists	3	PSYC 77100 Ethical and Legal Issues for Psychologists	3
PSYC 74600 Social Psychology	3	PSYC 74600 Social Psychology	3
PSYC 71103 Cognitive and Affective Bases of Behavior or PSYC 73800 Cognitive Development	3	PSYC 71103 Cognitive and Affective Bases of Behavior or PSYC 73800 Cognitive Development	3
PSYC 74000 Personality and Individual Differences or PSYC 86700 Diversity in Organizations ¹	3	PSYC 74000 Personality and Individual Differences or PSYC 86700 Diversity & Cross-cultural Issues in Organizations ³	3
<u>Group 3: Industrial Psychology Courses (minimum of 6 credits):</u>		<u>Group 3: Industrial Psychology Courses (minimum of 6 credits):</u>	
PSYC 77301 Problems in Industrial Psychology I, Personnel Psychology	3	PSYC 77301 Organizational Staffing	3
PSYC 80500 Adv Sem in Res Prob Pers Psych	3	PSYC 80500 Employee Performance Assessment & Management	3
PSYC 77000 Training Methods and Research	3	PSYC 77000 Training Methods and Research	3
		PSYC 74000 Personality and Individual Differences ¹	3
<u>Group 4: Organizational Psychology Courses (minimum of 6 credits):</u>		<u>Group 4: Organizational Psychology Courses (minimum of 6 credits):</u>	
PSYC 74500 Human Motivation	3	PSYC 74500 Employee Motivation	3
PSYC 82600 Leadership in Organizations	3	PSYC 82600 Leadership in Organizations	3
PSYC 86700 Diversity in Organizations ¹	3	PSYC 86700 Diversity & Cross-cultural Issues in Organizations ¹	3
PSYC 75400 Organizational Development	3	PSYC 87000 Emotions in Organizations	3
		PSYC 82400 Career Development	3
<u>Elective Courses (May include additional Group 3 or Group 4 courses, above the minimum Group requirements; minimum of 15 credits)</u>		<u>Elective Courses (Minimum of 15 credits; May include Group 3 or Group 4 courses, above the Group requirements; Four electives must be psychology courses, and other courses require I/O training area permission.)</u>	
<u>Advanced GC statistics courses that can be counted as electives:</u>		<u>Advanced GC statistics courses that can be counted as electives:</u>	
EPSY 84200 Hierarchical Linear Models		EPSY 84200 Hierarchical Linear Models	3
EPSY 83400 Path Analysis, Factor Analysis, & Structural Equation Modeling		EPSY 83400 Path Analysis, Factor Analysis, & Structural Equation Modeling	3
<u>I/O psychology electives +</u>	<u>15</u>	<u>I/O psychology electives +</u>	<u>15</u>
Total credits required for the Ph.D.	60²	Total credits required for the Ph.D.	60²

¹ A course can only be used to fulfill one requirement.

Rationale:

1. The proposed changes to the curriculum incorporate updated course names that better reflect course content.
2. In addition, these revisions to the curriculum offer students a broader selection of courses for meeting the program requirements, and thus allow students more latitude to tailor their courses to their interests and career goals.

² Students want/need to teach must take a practicum on teaching in psychology, but it is not included in the 60 degree credits.

³ A course can only be used to fulfill one requirement.