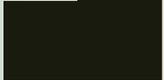




**ACADEMIC FACULTY SENATE
TUESDAY, APRIL 23, 2019
3:00-5:00 PM
STUDENT CENTER THEATRE**



**Student Regulations Committee
Minutes and Action Items**

Presented by:

- Dr. Al Ferri, ME

Chair, Student Regulations Committee

Action Items from the February 8, 2019 Minutes

Changes in VI. Scholastic Regulations, I. Course Requirements

Each course shall have a syllabus and course policies provided to students on or before the **first class meeting day** (replaces, “last day to drop a course without a W grade (the last day of Phase II registration). Each syllabus shall include an outline of the course objectives (learning outcomes), required materials, criteria used in determining the course grade, any other requirements for successful completion of the course, and a statement about services available through the Office of Disability Services. Each syllabus **shall refer to** (replaces, “should outline”) acceptable student conduct as it relates to the Georgia Tech Honor Code and Student-Faculty Expectations Agreement **in the Rules and Regulations section of the Catalog**. Students shall be informed of any changes made to the syllabus and course policies with reasonable time to adjust to these changes. Any changes to the syllabus after the first week of the term should be done prior to the last day to withdraw from the course with a W grade. **Instructors should refer to the resources on the CTL website for developing their syllabi.**

Action Items from the February 8, 2019 Minutes

Changes to XX. Grievance Procedures

These procedures are intended to provide students at Georgia Tech a means for setting forth grievances relating to academic matters, intellectual diversity, and **final course** grade disputes when they believe that an instructor has acted unfairly or improperly in assignment of **course** grades. It is not the intention of these procedures to provide a forum for questioning the judgment or grading policies of faculty. A student's concerns may be discussed with a faculty member and/or reported to the school or unit head, the academic deans, **or the Associate Vice Provost for Advocacy and Conflict Resolution** (replaces, “Assistant Vice Provost for Academic Affairs”)

A. Applicability of the Grievance Procedures

Subject Matter:

These procedures apply to the review of grievances concerning academic matters and **final course** grade disputes. Grade appeals must be initiated by the grievant within their next enrolled academic term following the academic term of the course in question, and best efforts should be applied to resolve the appeal within that academic term.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

The Minutes contain the full content of the memorandum sent to the Curriculum Committees by the Provost's Advisory Committee on Academic Scheduling. Following are the specific definitions new course definitions.

Effort 1 (Lecture)

“Lecture” based courses yield a 1:1 ratio of in-seat effort to credit hours. This means that for every 1 credit hour of lecture, there is 1 scheduled contact hour and an expectation for 2 contact hours of non-scheduled effort.

Effort 2 (Studio)

“Studio” based courses yield a 2:1 ratio of in-seat effort to credit hours. This means that for every 1 credit hour of studio, there are 2 scheduled contact hours and an expectation for 1 contact hour of non-scheduled effort.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Effort 3 (Laboratory)

“Laboratory” based courses yield a 3:1 ratio of effort to credit hours. There are three types in Banner; Supervised, Unsupervised, and Mixed.

“Supervised Laboratory” means that for every 1 credit hour of supervised laboratory, there are 3 scheduled contact hours and an expectation for no non-scheduled effort besides the completion of a post-laboratory report.

“Unsupervised Laboratory” means that for every 1 credit hour of unsupervised laboratory, there are 3 non-scheduled contact hours and an expectation for no scheduled effort.

“Mixed Laboratory” means that for laboratories worth 2 credits or more in even increments (for example, 2, 4, 6, credit hours, etc.), that half of the total credit hours are treated as supervised laboratories and half are treated as unsupervised laboratories. Breakdown in whole credits only.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

- Different courses may incorporate a variety of different instructional methods. This may make it seem difficult to identify the appropriate Effort Level/Main Schedule Type.
- The main difference between the Effort Levels/Main Schedule Types is the ratio of scheduled effort (in-seat) to non-scheduled effort (out-of-seat). For example, some traditional lecture courses may incorporate hands on experiential learning, but if the scheduled effort (in-seat) is consistent with a 1:1 ratio of scheduled effort to credit hours, the Lecture type is still most appropriate.
- While the Studio and Laboratory designations offer more scheduled effort, these types are approved with the expectation that the overall workload of the course is balanced and will yield less non-scheduled effort to account for the additional scheduled time.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Lecture

Consistent with Effort 1.

A course, or component of a course, in which the instructor's primary emphasis is on transmitting a body of knowledge or information, explaining ideas or principles, and/or modeling skills. In some courses, students may be expected to participate in classroom activities by means appropriate to the subject matter, such as discussion, performance, skill development, etc.

Seminar

Typically consistent with Effort 1, but other Effort levels may also be appropriate.

Discussion Seminar

A course that focuses on in-depth discussion of literature or current research in the field.

Research Seminar

A course that is typically affiliated with weekly research seminars held by academic units for the purpose of exposing students (largely graduate) to current and innovative research in their field.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Studio

Consistent with Effort 2.

Problem Solving Studio

A course, or component of a course, where the primary emphasis is on learning by doing and observing, with the responsibility of course activity placed on the student under the direct supervision of the instructor. The goals are for students to investigate and apply conceptual knowledge to the development of skills in problem-solving, teamwork, acquiring and assessing information, and drawing conclusions.

Design Studio

A course, or component of a course, where the primary emphasis is building design knowledge and skills through project briefs delivered by instructors. Learning is developed through processes of self-guided research, problem definition, exploration, and design evaluation in a creative forum for collaborative and interactive learning experiences between faculty and enrolled students.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Laboratory

Consistent with Effort 3.

Supervised Laboratory

A course, or component of a course, where the primary emphasis is learning by doing and observing with the responsibility of course activity placed on the student, under the direction and supervision of the instructor in a controlled environment and may require specialized equipment and/or facilities. Students investigate and apply conceptual knowledge, acquire scientific/systematic approach and rigor, and manage multifaceted environment in terms of efficiency and safety through hands-on experience in developing and practicing skills, translating theory into practice, and developing, testing, and applying principles.

Unsupervised Laboratory

A course, or component of a course, where the primary emphasis is learning by doing and observing with the responsibility of course activity placed solely on the student, with no supervision of the instructor. Work can be done in groups, by teams, or individually and may require time in the field and/or with specialized equipment, but time is unscheduled.

Mixed Laboratory

A course, or component of a course, where half of the total credit hours are treated as supervised laboratory and half are unsupervised laboratory. Breakdown in whole credits only. Can apply to laboratory courses carrying 2 or more credit hours in even increments only (i.e.: 2, 4, 6 credit hours, etc.).

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Design/Project

Typically consistent with Effort 3, but other Effort levels may also be appropriate.

A course, or component of a course, where the primary emphasis is a comprehensive individual or team-based project that incorporates standards of the discipline and realistic constraints.

Common Exams

Consistent with Effort 1.

A component of a scheduled lecture course that occurs only three to five times per semester such that multiple sections of a given course all may take the same exam simultaneously. Common exams count as effort for the associated lecture course. As such, for each instance of common exam held over the course of the semester, one regular lecture must be omitted to balance the overall contact time.

Common exams are scheduled for between 50 – 75 minutes in duration, in time blocks approved by the Office of the Registrar, adhering to approved meeting pattern start times in the evening only.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

Recitation

Not associated with any Effort level. Must be optional, student attendance cannot be required.

Typically a smaller subset of a larger lecture course, commonly led by teaching assistants, designed to provide time for application of conceptual knowledge and extension of instruction that occurs in lecture through problem-solving or discussion.

Guidelines for offering and scheduling a recitation:

- *Once this concept is formally approved, the Registrar's Office will work with the Institute Curriculum Committees on implementation which may require additional updates or changes to these guidelines for scheduling recitations.*
- Due to the optional nature of recitation, no new course content or material may be presented. Material should be supplementary in nature and used in a manner to practice concepts already learned in the corresponding required course component.

Action Items from the February 8, 2019 Minutes

New Course Definitions, Unit of Credit Definition

- Points toward course grades may not be offered for attendance or assignments/activities associated with recitation. This includes points that are identified as “bonus”.

The only instance in which points may be assigned for recitation attendance or associated activities is when an equal number of points can be earned by students for an alternative activity or assignment outside of recitation.

- All recitations scheduled in Banner must include a section comment (entered in SSATEXT) indicating that attendance is optional. This notation will be visible to students in OSCAR at the time of registration.
- To minimize conflicts with other courses as well as to maximize access to classrooms for required courses, recitations cannot be scheduled during prime time (9:00 AM – 4:30 PM).
Recitations must begin at a time correlating to the approved scheduling grid, not to exceed 75 minutes in a single session.
- If the recitation prohibits a student from registering for another course, the unit offering the recitation must issue a time conflict override.

Action Items from the March 8, 2019 Minutes

There were no action items from this meeting.

Action Items from the April 19, 2019 Minutes

Changes to the Grade Substitution Policy, V. Grades/Average, B. Academic Average

Existing paragraph:

- If a student takes the same course more than once, any later grade does not replace any earlier one. The academic average includes both attempts, unless a grade substitution has been approved and processed.

Proposed change:

- A student who repeats a course for which the student has previously received credit (either by class work at the Institute, through AP/IB credit, or credit transferred from another school) forfeits the original credit in the event the student should fail the course on the second attempt. Where a course has been repeated, both the original and subsequent grades are included in the average, but the credit is counted only once. The academic average includes both attempts, unless a grade substitution request has been approved and processed.

Action Items from the April 19, 2019 Minutes

Changes to the Grade Substitution Policy, V. Grades/Average, C. Grade Substitution

Current policy:

This policy is known as “freshman forgiveness” or “academic forgiveness” at some institutions. No assumptions based on experiences at other institutions should be made about the grade substitution policy at Georgia Tech. Students requesting grade substitutions must follow all steps outlined below.

1. First-time freshman students who receive a grade of "D" or "F" in a course within their first two academic terms of enrollment (first three academic terms for those who begin in the Summer Session for Freshmen) are eligible to repeat the course and have the original grade excluded from the calculation of the academic average. Grade substitution may be used only once per course, with a maximum of two courses in total.
2. The course must be repeated at Georgia Tech within the student's first four academic terms of enrollment (first five academic terms for those who begin in the Freshman Summer Session).
3. The application for grade substitution must be filed with the Registrar's Office no later than the deadline for withdrawing from a course during the student's next term of enrollment after the course is repeated.
4. The original course and grade will continue to appear on the student's transcript, with a notation that the course was repeated and that the original grade is not included in calculation of the academic average. Credit for the course will be counted only once.
5. If the revised academic average results in a change in academic standing for any term, then the revised standing will be reflected on the student's transcript. If standing is changed from "Dismissal" to a higher standing, it will be recorded as "standing from Dismissal" and the dismissal will continue to be counted with respect to regulations and policies related to Withdrawal and Readmission.
6. A course is not eligible for grade substitution if the student was found responsible for any academic misconduct in that course regardless of how many times it is repeated.
7. The grade substitution policy (including, but not limited to, course eligibility, number of courses, time limits, and deadlines) is not subject to exceptions and may not be petitioned to the Undergraduate Institute Curriculum Committee.

Action Items from the April 19, 2019 Minutes

Changes to the Grade Substitution Policy, V. Grades/Average, C. Grade Substitution

Proposed policy:

C. Grade Substitution

Undergraduate students may repeat courses for grade substitution according to the following set of criteria. If these conditions are not met, the general policy governing repeated courses applies.

- a) Undergraduate students may repeat for grade substitution up to two GT courses with posted letter grades of D or F. These courses will be excluded from calculation of their cumulative grade point average.
- b) A course can be taken for grade substitution only once and must be repeated within one calendar year.
- c) A course is not eligible for grade substitution if the student was found responsible for any academic misconduct in that course regardless of how many times it is repeated.
- d) Grades excluded under previous Institute rules (such as the Grade Substitution policy that was in effect up until 2019) count toward the maximum two courses allowed for substitution.
- e) Once a grade substitution is posted, the student cannot remove the exclusion or change it to another course at a later date. A student cannot request a grade substitution after they have graduated.
- f) The application for grade substitution must be filed with the Registrar's Office no later than the deadline for withdrawing from a course during the student's next term of enrollment after the course is repeated.

The original grade and the repeated grades will all appear on the official transcript. Once a grade substitution is applied to a course, the credit hours attempted and earned on the course will be removed from the calculation of the cumulative grade point. Excluded courses and hours will continue to be counted in calculations of satisfactory progress, for financial aid eligibility, and for tuition.

Students should be aware that many graduate and professional schools recalculate grade point averages in the process of considering an applicant for admission to such programs. This recalculation may include restoring the grades of the repeated classes and their effects on the cumulative grade point average.

Action Items from the April 19, 2019 Minutes

Changes to Student-Faculty Expectations, B. Student Expectations

Current language in the Catalog:

We hold that all students have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. to attend classes at regularly scheduled times without undue variations and without penalty if the student cannot attend instructional, lab, or examination hours not institutionally scheduled; to have their instructor of record be present during most scheduled lecture periods.
3. to receive a syllabus which should include an outline of the course objectives, evaluation criteria, and any other requirements for successful completion of each course during the first week of class meetings and to be clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes;
4. to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment;
5. to have reasonable access to Institute facilities and equipment in order to complete course assignments and/or objectives;
6. to have reasonable time to learn course material prior to the administration of an examination;
7. to receive a clear explanation of the faculty's definition and interpretation of academic misconduct within the course that extends over and beyond those clearly defined in the Georgia Tech Honor Code;
8. to have reasonable access to grading instruments and/or grading criteria for individual assignments, projects, or exams and to review graded material in a timely fashion;
9. to consult with each course's faculty regarding the petition process for graded coursework;
10. faculty to adhere to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA.
11. faculty to be supportive of students' desires and needs to find rewarding careers after graduation from Georgia Tech. Faculty should be flexible in allowing students to attend the [Georgia Tech All Majors Career Fair](#) that occurs in the Fall and Spring Semesters and should refrain when possible from scheduling quizzes or tests on those days;
12. faculty to be flexible during the semester when students have off campus interviews for jobs or graduate/professional schools and should allow students to make up missed work when possible.

Action Items from the April 19, 2019 Minutes

Changes to Student-Faculty Expectations, B. Student Expectations

Proposed language in the Catalog:

We hold that all students have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
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3. to receive a syllabus which should include an outline of the course objectives, evaluation criteria, and any other requirements for successful completion of each course during the first week of class meetings and to be clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes;
4. to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment;
5. to have reasonable access to Institute facilities and equipment in order to complete course assignments and/or objectives;
6. to have reasonable time to learn course material prior to the administration of an examination;
7. to receive a clear explanation of the faculty's definition and interpretation of academic misconduct within the course that extends over and beyond those clearly defined in the Georgia Tech Honor Code;
8. to have reasonable access to graded materials for individual assignments, projects, or exams, to review graded material in a timely fashion, and to have a clear explanation of grading criteria and grade determination;
9. to have their letter grade in a class based on their individual performance based on course criteria and not solely on their performance relative to their classmates;
10. faculty to adhere to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA.
11. faculty to be supportive of students' desires and needs to find rewarding careers after graduation from Georgia Tech. Faculty should be flexible in allowing students to attend the [Georgia Tech All Majors Career Fair](#) that occurs in the Fall and Spring Semesters and should refrain when possible from scheduling quizzes or tests on those days;
12. faculty to be flexible during the semester when students have off campus interviews for jobs or graduate/professional schools and should allow students to make up missed work when possible.

Minutes and Action Items

- Move to Approve Minutes from:
 - *February 8, 2019*
 - *March 8, 2019*
 - *April 19, 2019*
- Move to Approve Action Items