

**Georgia Institute of Technology
Graduate Curriculum Committee**

**Minutes
January 17, 2013**

Present: Flowers (ARCH), Pikowsky (Registrar), Jagoda (AE), Breedveld (ChBE, Storici (BIOL), Mazalek (LCC), Cozzens (VP-GEFA), Dickson (CHEM), Kvam (ISyE), Ladshaw (Student Rep), Foley (IC), Neitzel (ME)

Visitors: Laros (REG), Merkousko (REG), Smith (HTS), Pollock (LCC) Tittle (ECON), Webster (CEE), Burkholder (APPH), Sharp (GEFA), White (CoC)

Note: All action items in these minutes require approval by the Academic Senate. In some instances, items may require further approval by the Board of Regents or the University System of Georgia. If the Regents' approval is required, the change is not official until notification is received from the Board to that effect. Academic units should take no action on these items until USG and/or BOR approval is secured. In addition, units should take no action on any of the items below until these minutes have been approved by the Academic Senate or the Executive Board.

Academic Matters

1. A motion was made to **approve** a request by the School of Economics for a new course. The motion was seconded and approved.

New Course

ECON 7026 Microeconomic Analysis 3-0-3

Note: The discussion resulted in a change in the transcript title and deletion of comments about the use of this course in the program. The NCP was altered to allow for all grade modes.

2. A motion was made to approve a request from the School of Civil and Environmental Engineering for new courses and to deactivate a course. The motion was seconded and approved.

New Courses

CEE 6431: Plasticity of Geomaterials 3-0-3

(Note: The NCP was altered to allow for all grade modes.)

CEE 6548: Inelastic Design

(Note: the NCP was altered to allow for all grade modes. Also, the modified Catalog description, to get under 25 words, was changed to “Application of fundamental theorems of plastic design to beam, frame, and plate structures. Design based on ultimate strength, ductility and capacity design principles.”

Deactivate Course

CEE 6547 Nonlinear Design

3. A motion was made to table a request from the School of Materials Science and Engineering and the School of Biomedical Engineering for new courses. The motion was seconded and approved.

The motion was **tabled** because there was no representative from the unit at the meeting to address the request.

New Courses-TABLED

BMED 6730: Materials Science of Cellular Components

MSE 6730: Materials Science of Cellular Components

4. A motion was made to approve a request from the Schools of Economics, History Technology and Society, International Affairs, Literature Media and Culture, and Public Policy for a new certificate program and new courses. The motion was seconded and approved.

New Certificate

Certificate in Science, Technology and Society

Science, Technology and Society (STS) - also called Science and Technology Studies - is an interdisciplinary field of study that seeks to understand how science and technology shape society and culture and how society and culture, in turn, shape the development of science and technology.

The STS Graduate Certificate is designed for students already enrolled in a graduate degree program at Georgia Tech, in any college or program. This certificate is for graduate students who would like to demonstrate additional competence in some aspect of STS or special competence in STS in their home discipline. The certificate is open to students in good standing in any graduate program at Georgia Tech.

The 12-credit certificate program helps students to:

- Understand the social, cultural, and epistemic dynamics of science and technology
- Explore these dynamics across world societies and cultures
- Develop sensitivity to issues of gender, race, and justice across areas of knowledge, including: engineering, medicine, environment, cognition, security, innovation, design

- Employ STS approaches as scholars or practitioners (e.g. engineers, scientists, or policy makers)

PROGRAM OF STUDY: 4 Courses Total		
Core Course: 1 Required		
HTS6743/PUBP6743/ LCC6743	STS Core Seminar	Existing Course (begun Fall 2011 under HTS 8002)
Official STS Electives: Choose 2-3		
HTS6118	Science, Technology and the Economy	Existing Course
HTS6121/INTA8803	Science, Technology, and Security	Existing Course (begun Fall 2012)
HTS6123/LCC8803	Social and Cultural Studies of Biomedicine	Existing Course (begun Fall 2012)
HTS6124	Science and Technology Beyond Borders	New Course (to begin Spring 2013)
PUBP6748/LCC6748	Social Justice, Critical Theory and Philosophy of Design	New Course (being proposed Fall 2012)
LCC6749/PUBP6749	Feminist Theory and STS	New Course (being proposed Fall 2012)
Up to One Other Elective, Subject to Student Interest and STS Coordinator Approval		
<i>Many appropriate courses are offered across the Ivan Allen College and the Institute, for example:</i>		
CS8893	Cognition and Culture	(existing course)

We estimate that 5 students will complete this certificate annually over a three-year period based on demand for the first trial course (12 students) which was held in Fall 2011.

Courses and student advising draw upon existing graduate programs of participating units.

No other USG institutions offer similar programs.

Students must be enrolled in a graduate program at Georgia Tech. The STS Certificate Coordinator, currently Anne Pollock, will administer and track certificate enrollment and award information.

New Courses

Note: After a lengthy discussion, it was determined that the expected mode of presentation for all these courses, described as “seminars”, should be more appropriately listed as 70% seminar and 30% discussion. Also note that these courses are cross-listed; they are the same content taught under different subject codes.

HTS 6743: Science, Technology & Society: Core Seminar 3-0-3

PUBP 6743: Science, Technology & Society: Core Seminar 3-0-3

PUBP 6748: Social Justice, Critical Theory, and Philosophy of Design 3-0-3

PUBP 6749: Feminist Theory and Science and Technology Studies 3-0-3

LCC 6743: Science, Technology & Society: Core Seminar 3-0-3

LCC 6748: Social Justice, Critical Theory, and Philosophy of Design 3-0-3

LCC 6749: Feminist Theory and Science and Technology Studies 3-0-3

(Note: In section #9 on the NCP PUBP 6749 is listed as the equivalent to this course. It is currently being taught as an 8803, special topics. Once PUBP 6749 is official, it will be the equivalent number.)

5. A motion was made to approve a request from the School of Applied Physiology for an external dual degree (an existing degree to be offered dually and externally). The motion was seconded and approved.

External Dual Degree

Dual DPT-PhD (Applied Physiology) with Emory University

The dual Doctor of Physical Therapy/Doctor of Philosophy is an advanced training program intended to provide the intellectual tools and physical skills needed to advance physical medicine. Instruction relies on in-person lecture and seminar classes supplemented with extensive clinical and laboratory work. Courses required primarily for the Emory DPT are offered on the Emory campus. Courses required primarily for the GT Ph. D. are offered on the Georgia Tech Atlanta Campus. Clinical internships associated with the Emory DPT are offered at various locations across the country. Laboratory research for the Ph. D. will be performed in labs at Georgia Tech, Emory, or the Sheppard Spinal Center, under the direct supervision of program faculty.

The Georgia Tech-Emory DPT/PhD program seeks to combine two applied sciences to train a new generation of clinician-researchers. Physical Therapy is an applied science addressing the functional impairments of an individual. Applied Physiology is the study of function of cells, organs and systems. Therefore, the synergy is quite transparent and forms the rationale for this proposed DPT/PhD program.

The Doctor of Physical Therapy degree is a professional doctorate, providing three years of training in basic and clinical sciences and patient care. The training program includes courses in the normal structure and function of the human body, pathophysiology and disease processes, and clinical problem solving. In addition, the program includes 36 weeks of full-time clinical internship, and research. This training prepares students for careers in physical therapy and prepares them for taking state licensure examinations.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook (2010-2011, see <http://www.bls.gov/ooh/healthcare/physical-therapists.htm>): "Employment of physical therapists is expected to increase 27 percent between 2006 and 2016." This is much faster than average employment growth, due largely to increased demand for services from aging baby boomers. The DPT./PhD program is designed to meet the growth of the profession, to enhance research capability, and to

establish a pipeline for accomplished clinician-scientists to assume faculty roles in physical therapy training programs.

Prior to 1992, physical therapy training programs were Master's and Bachelor's level programs. A post-graduate (transitional) DPT program was introduced in 1992, and by 1999, there were 8 entry-level DPT programs. The Commission on Accreditation of Physical Therapy Education (CAPTE) requires all programs to transition to the DPT by 2015. Faculty recruited to teach in these programs require clinical credentials, but are increasingly asked to demonstrate research experience, and to establish their own research programs. A Ph.D. provides that research experience, provides the tools for developing an independent research program, and enhances the credibility of grant applications.

The need for clinicians holding a DPT/PhD is based upon the need to progress evidence-based practice, requiring both the skills of a clinician and knowledge of a researcher. In order to affect Physical Therapy practice, research must include work at the cellular level, using animal models, and of course, on human subjects. Research at the School of Applied Physiology spans this continuum and always maintains an applied focus. Such a focus is naturally attractive to persons seeking to become therapists.

Metro Atlanta is home to 3 DPT programs, Emory, Mercer, and Georgia State. None currently offer a DPT/PhD program. Moreover, based upon direct communication, none of their respective DPT students have entered a PhD program. Traditionally, PTs enter PhD programs after a period of clinical service. At Georgia State, a few students have enrolled in Kinesiology through the College of Education. At Emory, PTs have enrolled in traditional degree programs such as Anatomy, Neuroscience and Cell Biology. Of note is the fact, that neither Emory, Georgia State nor Mercer offers a degree in Applied Physiology. Therefore, this proposed degree will not compete with another program in the area.

Georgia Tech does not offer the DPT degree, so stands to benefit from attracting students who wish to be trained as both clinicians and researchers. This is a cohort of potential students who would otherwise not consider Georgia Tech. The School of Applied Physiology represents the best home school for these students. It may be the only school at Georgia Tech with two faculty holding clinical and doctoral research degrees, one in prosthetics/orthotics and another in physical therapy. It also operates a clinical training program in prosthetics and orthotics, and has an applied research agenda.

APPH's PhD program is relatively young, but has attracted two licensed Physical Therapists, both of whom are currently working as Faculty members. These APPH PhD students are, admittedly, different from those entering the DPT/PhD program, but serve as examples that APPH can appropriately train PTs within our doctoral program.

In conclusion, the development of a joint Emory- Georgia Tech DPT/PhD program responds to a need for clinician-researchers as the profession of physical therapy grows. This new program does not replicate any existing programs within the metro-Atlanta area, nor does it compete with activities at Georgia State, the USG physical therapy program in Atlanta. The School of Applied Physiology is the natural home to this program based upon its focus on human function and applied research. Finally, this new program leverages existing relationships between Emory and Georgia Tech that create a symbiotic relationship able to support such a program.

The dual DPT/PhD program extends the Institute's existing Ph.D. in Applied Physiology to a synergistic, clinical constituency. The Ph.D. in Applied Physiology extends the Institute's research and scholarship mission by training students in the advanced methodology required to produce new, fundamental discoveries within neurological and movement sciences. The dual degree program embodies the Institute's mission of enhancing excellence in scholarship and research through redefining and reenergizing life and health sciences by joining the clinical training of DPT students with the basic research training of Ph.D. students. Graduates of the dual degree program will have the combined knowledge needed to drive translation of basic science discoveries to clinical application, and the clinical awareness needed to identify the most constructive research areas. We envision graduates who will understand the most recent developments in physiology, neuroscience, and robotics and who will bring that technology into the clinic, inventing applications, devices, and methods to improve clinical outcomes.

Within the University System of Georgia, there are Doctor of Physical Therapy programs at Georgia State, the Georgia Health Sciences University, North Georgia College and State University, and Armstrong Atlantic State University, but there are no dual DPT/Ph. D. programs. While it would be possible to link programs entirely within the University System, we believe the existing relationships between Georgia Tech's School of Applied Physiology and Emory's Division of Physical Therapy make this an ideal combination. Four of the associated Emory faculty members hold Adjunct appointments within the School of Applied Physiology. Three of the Applied Physiology faculty have prior residence at Emory. Substantial collaborations, particularly derived from Applied Physiology's Masters in Prosthetics and Orthotics, further strengthen the personal relationships between faculty in these two specific programs. These relationships derive from shared, focal interests within the movement sciences, and make Emory's DPT program an ideal precursor to Tech's Ph. D. in Applied Physiology.

Monitoring of faculty qualifications: Applied Physiology's Director of Teaching Effectiveness (DOTE) facilitates faculty teaching skills by mentoring and reviewing, especially untenured, faculty. The DOTE performs peer review and coaching for all faculty to ensure the use of best practices and effective pedagogical methods. Faculty undergo annual performance reviews and more extensive periodic peer review post-tenure. The School of Applied Physiology works with the Center for Education, Teaching, and Learning (CETL) to provide individual assessments and consultation on instructional methods.

Facilities

The program makes use of existing facilities on the Georgia Tech and Emory campuses already committed to current programs. The expected increase in enrollment will not require larger class sizes or expanded administrative space.

Location Name	City, State	Country—if other than U.S.
Georgia Tech Atlanta	Atlanta, GA	
Emory University	Atlanta, GA	

Existing Space required at **each location**--include number of Existing Space(s) to be used for this program:

Existing Space Type	GT Atlanta	Emory University
Classroom	4	3 rooms at 1648 Pierce Drive, N.E.
Instructional Lab	2	2 labs, one each at 1441 and 1462 Clifton Road, N.E. (total=2,112 sq. ft.)
Research Lab	9	3 labs at 1441 Clifton Road, N.E. (total=2,100 sq. ft.)
Student Project and/or Learning Space	2	Space available within labs for graduate students
Faculty Office	9	9 offices at 1462 and 6 offices at 1441 Clifton Road, N.E.
Program Administration Office	3	2 offices and 2 cubicles at 1462 Clifton Road, N.E.
Other Space(s)—please name		Student Lounge Space at 1462 Clifton Road, N.E., Emory Physical Therapy and Wellness Clinic (Faculty Practice) at Emory Clinic B building, 1365 Clifton Road, N.E. (600 sq. ft.)

The proposed dual degree program is expected to have minimal marginal impact on Institute library and information technology resources.

Library: Consultation with Lori Critz, Head of Faculty Engagement & Subject Librarian, indicates that the anticipated student load will not incur any additional database or electronic journal licensing fees, and no new journal subscriptions will be required. During the period of dual enrollment, students will have access to both Georgia Tech and Emory library resources, which will further lighten the load

Information Technology: Consultation with Dwayne Palmer, IT Project Manager Lead, indicates that the proposed program fits within existing IT infrastructure. OIT will manage student accounts, support, remote access, and security with no additional resources.

Distance Learning: Students are expected to be resident at the campus where classes are held and to physically attend classes, so no distance learning services are planned.

The Ph.D. degree program in Applied Physiology will be administered by the School's Graduate Affairs Committee. This committee is comprised of three faculty members, appointed to two-year terms by the Chair of the School of Applied Physiology. Primary responsibilities of the Graduate Affairs Committee are: the administration of the School's graduate admissions, oversight of the current graduate students, and program assessment. All changes in School policy, course offerings and other matters related to graduate programs are initiated through the Graduate Affairs Committee with subsequent review by the School faculty, Institute Graduate Committee, and office of Graduate Studies and Research as appropriate.

In addition to the three faculty members, a School staff member – the Staff Graduate Advisor – will serve on the Graduate Affairs Committee. This person (currently Joy Daniell) is the primary resource person and gatekeeper for the Committee and the first point of contact for graduate students and faculty regarding procedural matters. The Staff Graduate Advisor is also responsible for all administrative follow through and record keeping.

The dual DPT/PhD contributes to economic development by training students in the translation of basic research to clinical practice. It provides a specific path for individuals to earn clinical credentials needed to train the next generation of physical therapists concurrent with the academic credentials needed to compete in a modern academic research environment. It is expected that graduates from this program will be exceptionally attractive candidates for faculty positions in PT training programs around the country.

The Emory DPT program works closely with clinical facilities in the community, requiring 36 weeks of full time clinical internship at sites which represent the diverse environments in which physical therapists practice. Emory students choose from selected clinical education sites in the metropolitan Atlanta area and outstanding facilities around the nation.

As with each GT proposal, this proposal will be coordinated with the Institute's administration, business, and academic offices that provide the required services and support. Emory University is a SACSCOC accredited institution and has primary responsibility for review and oversight of the DPT requirements, while Georgia Tech has primary responsibility for review and oversight of the Ph.D. requirements. The Dual Degree program is a Substantial Change, and the President of Georgia Tech will send a letter of notification to the President of the Commission on Colleges (SACS) of this dual-degree program after its approval by the faculty governance bodies of Georgia Tech and the USG Board of Regents. Applicable SACS policies were reviewed during the proposal process:

Students enrolling in this program are required to meet the residency and admission requirements of each partner institution. For Georgia Tech those admissions requirements are published in the GT General Catalog. For Emory, admissions requirements are published at:

<http://www.rehabmed.emory.edu/pt/prospective/requirements.shtml>. Students to the DPT-PhD program will be recruited from cohort that matriculates in the DPT program at Emory University. Each year about 65 students matriculate in the program. For the most recent cohort that matriculated (Class of 2015), we received 638 applications. The overall undergraduate GPA of matriculated students was 3.6 (science GPA was 3.4). On average, the race or ethnic origin of matriculated students is as follows: 65% - white, 12% - black or African-American, 7% - Asian, 2% - two or more races and 13% - race unknown.

Additionally, Applied Physiology requires that each student, in consultation with his or her thesis advisor, complete a program of study following admission. That program is reviewed and approved by the AP graduate committee, and retained for review and update as the student progresses toward degree completion.

As published in the Georgia Tech General Catalog, the institution is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, creed, color, or national origin and is also in compliance with the provisions of Title IX of the Educational Amendments of 1972, which prohibit discrimination on the basis of sex.

For transfer of credit from Emory to Georgia Tech, syllabi of candidate transfer courses were reviewed by the Applied Physiology School Chair and directors of the equivalent Georgia Tech courses. These courses were evaluated for breadth, depth, and equivalence of content, and the directors of Emory courses were contacted where additional detail was required.

For transfer of credit from Georgia Tech to Emory, syllabi of candidate transfer courses were reviewed by the Director of the Division of Physical Therapy.

Students needing academic assistance are recognized through their performance on different tests and exams throughout each course. Individual student issues are discussed at faculty meetings and when necessary referred to the Academic and Student Affairs committee.

Student progress through the two degree programs will be monitored by the respective Graduate Affairs administrators, who will distinguish dual degree program students from traditional students. Statistics and performance metrics of dual degree students will be tallied separate from traditional degree students.

The Ph.D. in Applied Physiology is a multidisciplinary and integrative PhD program focused on the study of human movement and mobility, with research concentrations in biomechanics, neuromechanics, motor control and behavior, muscle cellular and systems physiology, and exercise physiology. The Georgia Tech General Catalog description of the degree can be found at

<http://www.catalog.gatech.edu/colleges/cos/physiology/grad/phdapp.php>

Students enrolled in this Dual-degree program must fulfill the requirements that have been approved by the governing bodies of both institutions. There is substantial overlap between the program curricula. For transfer of credit between Emory to Georgia Tech, syllabi of candidate transfer courses were reviewed by the respective course directors and faculty curriculum coordinators. These courses were evaluated for breadth, depth, and equivalence of content. The AP Graduate Office will review and verify coursework and Emory student transcripts when determining transfer of credit towards the GT Ph. D.

REQUIREMENT	HOURS	COMMENTS
Anatomy and physiology <ul style="list-style-type: none"> • Human Anatomy (4) • Systems Physiology (5) • Growth Processes (4) • Medical Genetics (3) • Human Behavior (2) 	18	6 of these hours will transfer to satisfy GT's Systems Physiology requirement (Systems Physiology, 1 credit for Growth Processes)
Motor Control <ul style="list-style-type: none"> • Kinesiology (4) • Neuroscience (4) • Motor Learning (3) 	11	9 of these hours will transfer to satisfy GT's Cohesive Minor Requirement (3 credits each for Neuroscience, Motor Learning, and Kinesiology)
Electives	12	Satisfied by transfer courses from GT <ul style="list-style-type: none"> • Cellular Physiology (3) • Biostatistics (3) • Focus Area courses (6)
Clinical Theory	57	
Internship	30	
Clinical Research	12	
Total hours required	144	

The Emory DPT degree is a 144 credit hour program:

The GT Applied Physiology Ph.D. degree is a 42-credit hour program:

REQUIREMENT	HOURS	COMMENTS
Systems Physiology <ul style="list-style-type: none"> • Cellular (3) • Systems (3) • Integrative (3) 	9	Systems and Integrative will be satisfied by transfer credits from Emory. Cellular will transfer to Emory as Elective
Focus Area	6	Designed in consultation with advisor. These hours will transfer to Emory as Electives.
Cohesive Minor	9	Satisfied by Motor Control coursework from Emory
Biostatistics	3	These hours will transfer to Emory as Electives

Graduate Seminar	3	
Dissertation	12	Minimum required for Ph.D., expected to be 40-80
Total hours required	42	

The curriculum program for joint degree students requires at least 4 years to complete, as follows:

Year 1 – **Emory DPT program**: 27 SCH Clinical Theory, 16 SCH Anatomy and physiology, 8 SCH Motor control (9 of these hours will transfer to satisfy the GT AP-PhD Systems Physiology requirement and 6 will transfer to meet the Cohesive Minor)

Year 2 – **Emory DPT program** with limited lab rotations: 26SCH Clinical Theory, 2 SCH A&P, 3 SCH Motor control, 20 SCH Internship. (None of these hours are considered for transfer of credit to GT AP-PhD degree). Interested students are expected to apply to Georgia Tech during this year.

Year 3 – **Emory DPT program**: 8 SCH Clinical Theory, 10 SCH Internship, 12 SCH Clinical Research, 12 SCH Electives. Emory DPT clinical research requirement to be fulfilled with AP-Ph.D. research rotations. **GT-PhD program**: 6 SCH Focus Area, 3 SCH Cellular Physiology, 3 SCH Biostatistics, 3 SCH graduate seminar. (12 hrs AP-Ph.D. transferred toward the Emory DPT electives)

Year 4-6/7- **GT AP-PhD program**: dissertation research.

No courses will use distance learning methods or technologies.

Students in the dual degree program must satisfy the prerequisites for both programs, including and earned baccalaureate degree from an accredited college or university, including courses in anatomy, physiology, statistics, and physics. Faculty will meet Georgia Tech requirements for general and instructional faculty.

Laboratory experience is an important part of the DPT program and the central focus of the Ph.D. Student research projects will be performed under the guidance of a faculty advisor, using resources and facilities associated with the faculty member's own research program.

No lab kits or videotaped experiments are planned.

The program is expected to fit within existing fiscal allocations, and no new resources will be required. No Tuition Differential nor Elective Fee is requested.

Students will be enrolled at Emory for program years 1-3 and at Georgia Tech for program years 3-7. During the year of concurrent enrollment, a student stipend will be provided by the Division of Physical Therapy in lieu of teaching assistance in the DPT program during years 4/5. Student stipend and tuition remission during the fourth program year will be provided by the School of Applied Physiology by diversion of Graduate Teaching Assistantships from the existing Ph.D. program or an external Training Grant. Student stipend and tuition during subsequent years will be funded from the PhD advisor's research grant support. Application

for a training grant to provide external support specifically for the program year 3/4 transition to the Ph.D. curriculum is planned.

Enrollment and Cost Information Per Year of Implementation

I. ENROLLMENT PROJECTIONS	Year 1		Year 2		Year 3		Year 4		Year 5	
Student Majors	US	Non US								
Shifted from other programs	0		0		0		0		0	
New to the institution	1		1		1		1		1	
Total Majors	1		2		3		4		4	
	US	Non US								
II. EXPENDITURES	Year 1		Year 2		Year 3		Year 4		Year 5	
Start-up Costs (one-time expenses)										
Library/learning resources (GT Library)		0		0		0		0		0
Information Technology (OIT)		0		0		0		0		0
Distance Learning (DLPE)		0		0		0		0		0
Equipment		0		0		0		0		0
Other		0		0		0		0		0
Technology for Implementation										
Network Design		0		0		0		0		0
Network Configuration		0		0		0		0		0
Network Installation		0		0		0		0		0
Hardware Acquisition		0		0		0		0		0
Software Acquisition		0		0		0		0		0
Technical Integration		0		0		0		0		0
Support Services		0		0		0		0		0
Course Acquisition and Licensing Fees		0		0		0		0		0
Distribution Costs		0		0		0		0		0
Operating Costs (Recurring costs – base budget)										
Supplies/Expenses										
Travel		0		0		0		0		0
Equipment		0		0		0		0		0
Library/learning resources (GT Library)		0		0		0		0		0
Information Technology (OIT)		0		0		0		0		0
Distance Learning (DLPE)		0		0		0		0		0
Estimated Cost for Renovated Facilities for Technological Support										
Maintenance and Operation (specify)		0		0		0		0		0
Supplies and Materials (specify)										
Other (specify)										
Faculty and Support Personnel										
Personnel-Existing Faculty		5185		10,370		15,555		20,740		20,740
Personnel –Existing Technical Support										
Personnel –Existing Administrative Support		1297		2594		3891		5188		5188
Personnel – New Positions										
Faculty		0		0		0		0		0

Part-time Faculty	0	0	0	0	0
Graduate Assistants					
Administrators	0	0	0	0	0
Support Staff	0	0	0	0	0
Fringe Benefits	0	0	0	0	0
Other personnel costs	0	0	0	0	0
TOTAL EXPENDITURES	6482	12,964	19,446	25,928	25,928
III. REVENUE SOURCES					
Source of Funds					
Reallocation of existing funds					
Tuition Differential ¹	0	0	0	0	0
Elective Fees ²	0	0	0	0	0
New student workload	0	0	0	0	0
New Tuition	5292	10584	15876	21168	21168
Federal funds	0	0	0	0	0
Other grants	0	0	0	0	0
Student fees	1190	2380	3570	4760	4760
Other					
New state allocation requested for budget hearing	0	0	0	0	0
Nature of Funds					
Base budget					
One-time funds	0	0	0	0	0
TOTAL REVENUES	6482	12,964	19,446	25,928	25,928

Student Learning Outcomes and Unit Assessment Plan

The student learning outcomes and assessment of academic performance of participating students will be as is in place for the existing degree program. This includes advisement by the faculty and academic professional staff of both institutions. The students will choose classes from the approved and published degree program listings in order to earned academic credit toward each degree. Upon satisfying the graduation requirements set by both institutes, each student will be awarded the respective degrees. If a student decides to withdraw from the dual-degree program and return to the home institute, he/she will still have an opportunity to graduate from the home institute upon satisfying all degree requirements.

Georgia Tech conducts comprehensive review of academic degree programs on as outlined in the USG Board of Regents policy and Georgia Tech Faculty Handbook. The Applied Physiology faculty conduct a self-study of each program; those studies are then reviewed by a separate committee of external reviewers as well as the Institute's governing curriculum committees. The goals and outcomes of the programs will be assessed as to their viability, quality, and value to the USG and Georgia Tech.

The DPT program has the following student goals:

1. Students will develop the skills of problem solving, interpersonal communication, teaching-learning, and administration throughout the entire curriculum

¹ The Board of Regents approval is required for "Tuition Differential" requests. Read Section 7 for instructions.

² Approval by the President of Georgia Tech is required to establish an "Elective Fee". Read Section 7 for instructions.

2. Students will develop the skills of clinical and ethical decision-making in clinical experiences throughout all aspects of the program
3. Students will understand the nature and scope of physical therapy practice within the larger healthcare system in which it occurs
4. Students are provided and participate in research opportunities between faculty members and students to nurture inquiry-based and evidence based practice
5. Students will be competent, innovative, and confident practitioners who demonstrate independent judgment

The student learning outcomes and assessment information will be included in the unit's On-Line Assessment Tracking System (OATS) database.

Administrative Matters

1. Enrollment requirements for doctoral students – The committee was asked to discuss the meaning of this regulation. Questions about what “in residence” means have been more frequent in recent times and there appears to be inconsistency on campus as to whether this regulation means that students have to be enrolled in full-time status for at least two terms or whether this means that in addition to be registered, they must be physically engaged in activity on campus.

After discussion, it was determined that a review of this regulation is needed and the Registrar was tasked with researching what other schools require. The Registrar will bring the results of her research back to the Committee so that more discussion and a determination about what, if anything, needs to be change can occur.

Enrollment Requirements

The matriculation requirements are similar to those outlined for the master's degree with the addition of the residency requirement: doctoral students must spend at least two full-time semesters in residence at the Georgia Institute of Technology and ordinarily must complete research for the dissertation while in residence. Under special circumstances, candidates who have met the residency requirement may receive permission to pursue their research in absentia, provided the chair of the appropriate school approves and a faculty member directs the project. Although doctoral students working full-time on thesis research should normally be registered for a full course load of 9000 level dissertation hours each semester, this requirement is at the discretion of the advisor and the department: no minimum number of 9000 level dissertation hours is required for the doctoral degree. Doctoral students must be registered in the semester of graduation.

While no fixed course requirements apply for the doctoral degree, the student's thesis advisory committee may recommend graduate coursework in both a major and a minor field of study. Doctoral students must be registered in the semester of graduation. See Additional Graduation Requirements for more information.

If a student has completed all degree requirements and will no longer require any of the Institute's facilities or faculty time, the student may request an enrollment waiver.

Student Petitions

1. A motion was made to approve recommendations from the Petitions Subcommittee for petitions in the following areas. The motion was seconded and approved.

The following Petitions were reviewed by the Graduate Petition Subcommittee. (All approved except where noted)

- 7- Selective withdrawal
- 1- Remove W from transcript (**1 Denied**)
- 2- Use CS3451 toward degree
- 1- Term withdrawal FA08

The following petitions were reviewed administratively by the Registrar's office. (All approved except where noted)

- 14- Full Graduate Standing
- 2- Readmit after 1st drop
- 3- Register late for current term
- 1- Reinstate course dropped in error
- 4- Change registration for the current term
- 2- Two-term enrollment rule waiver
- 3- Use 16 hours of courses taken on Special Status
- 2- Extend enrollment for BS/MS program
- 1- Use PHYS8901 toward Minor
- 3- Grade mode changes
- 1 Two-year rule waiver for the BS/MS program
- 1- Cancel registration for the current term

1. A motion was made to deny a petition to graduate with less than a 2.7 for a Master's program. The motion was seconded and approved.
2. A motion was made to deny a petition for a selective withdrawal. The motion was seconded and approved.
3. A motion was made to table a petition for a term withdrawal. The motion was seconded and approved. [Note: The Committee wanted to know more about the student's academic goals going forward.]

Adjourned,

Reta Pikowsky
Registrar