

Institute Undergraduate Curriculum Committee
Academic Matters, Appeals, & Petitions (Full Committee)
Minutes

Tuesday, January 24, 2017

Present: Mayor (ME), Pikowsky (Registrar), Coyle (ECE), Economou (CoD-ARCH), Fenton (PHYS), Goodisman (BIOS-BIOL), Millard-Stafford (BIOS-APPH), Moore (ECE), Parsons (CoB), Potts (Vice Provost), Smith (ME), Wilkinson (CHEM & BCHEM), Yaszek (LMC), Zhou (ISYE)

Visitors: Hodges (Registrar), Zegura (CoC-CS), Weitnauer (ECE), Raczynski (CoC), Ball (CoD-ID), Dobranski (C2D2),

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. Notification or approval by the Southern Association of Colleges and Schools-CoC may also be required.

The presence of 12 voting members is needed to reach a quorum.

Note: All votes are unanimous unless specifically noted otherwise.

Informational/Discussion Items:

1. Ellen Zegura, College of Computing liaison for the Center of Serve-Learn-Sustain, presented a forthcoming proposal for a new subject code (SLS) for Serve-Learn-Sustain focused courses.

Background: In January 2016 Georgia Tech embarked on its most recent Quality Enhancement Plan (QEP) required as part of SACSCOC accreditation. The previous QEP focused on undergraduate research and international experience, and led, among other things, to the creation of the International Plan degree designation. The new QEP has the theme “creating sustainable communities” and runs out of the Center for Serve Learn Sustain (SLS) within the Office of Undergraduate Education. The SLS QEP commits Georgia Tech to developing new courses and revising existing courses to provide students across many majors with educational opportunities in the

sustainable communities area. Two foundation courses described in the QEP have been piloted twice using temporary course numbers. They are ready for consideration as permanent courses.

Why an SLS subject code? The two pilot courses do not fit naturally into any single (or even two) disciplines at Georgia Tech, thus traditional subject code labeling or cross---labeling is problematic. For example, the Communities course was developed and taught by a team from Computer Science, Interactive Computing, Mechanical Engineering/College of Design, Public Policy and Architecture, thus representing 4 of 6 Georgia Tech colleges. The Systems course was developed and taught by a team from Scheller, Earth and Atmospheric Sciences, Public Policy, and Chemical and Biochemical Engineering, again 4 of 6 Georgia Tech colleges. Notably, across the two courses, all 6 colleges are represented.

Why not use the GT subject code? The GT subject code is largely associated with courses that support student transition into Georgia Tech, GT 1000 being the most widely known instance. The SLS courses are not of this type. Given the importance of and institutional commitment to SLS, there is also an advantage for accreditation and for QEP success of clearly marking of courses that are a part of the QEP.

Who will decide which courses get the SLS subject code? A faculty committee will be established within the Center for SLS to evaluate courses that request the SLS label, as a step prior to consideration by the Provost's Curriculum Committee and then the IUCC. There is a standing committee of Faculty Liaisons that would be a good default for this role.

What process will be used to decide which courses get the SLS subject code? We anticipate that courses seeking the SLS subject code will typically span more than two disciplinary units and that they will provide evidence via syllabus of content in both sustainability and communities.

Who will administer the courses? Administrative tasks such as entering courses in Banner/OSCAR and managing enrollment requests will be handled by the Center for SLS. The Assistant Director for Program Development will oversee course administration.

Are there comparable educational courses and programs elsewhere? Arizona State University is a leader in sustainability education. They have a School of Sustainability with undergrad (BA and BS), MS and PhD degrees. Their courses carry the SOS code. They describe the School as transdisciplinary and the undergraduate degree as interdisciplinary. The Colorado School of Mines has a minor in Humanitarian Engineering that is focused on "co---creating just and sustainable solutions for communities." There are other universities with an emphasis on sustainable communities

that are creating courses including Engaged Cornell and Netter Center Academically Based Community Service (ABCS) Courses at University of Pennsylvania.

Note: It was noted that the SLS courses should be sustainable after the current QEP timeline expires because several of the courses would also be proposed to obtain the Ethics attribute and could be used in some degree programs (pending the academic units' approval) to satisfy the program Ethics requirement. The courses are intended to also be used in selected minor programs. The Committee suggested the formal proposal should address the infrastructure of the SLS courses to indicate the staffing and means of creating sections. Also, these courses will be approved by the Provost Curriculum Committee prior to being presented to the Institute Undergraduate Curriculum Committee.

2. Shannon Dobranski, Director of Pre-Graduate and Pre-Professional Advising in the Center for Career Discovery and Development, presented to the Committee a draft of an agreement between Georgia Tech and Lake Erie College of Medicine for an early acceptance program.

Summary: To give students a competitive advantage for admission to osteopathic medical schools, Pre-Graduate and Pre-Professional Advising recommends that we consider early acceptance programs at schools that offer such programs and that would be desirable for Georgia Tech students because of proximity or reputation. Lake Erie College of Osteopathic Medicine has approached Georgia Tech about entering into such an arrangement, and Pre-Health Advisor Francisco Castelan and I recommend that we accept this offer as a pilot experience that may open the door for future arrangements at other schools.

Background: Physicians with a Doctor of Osteopathy (DO) are licensed in all fifty states and internationally. Although many become primary care physicians or pediatricians, they may specialize in any branch of medicine and prescribe drugs or perform surgery just as their MD counterparts do. Osteopathic physicians take a holistic approach to health care and specialize in musculoskeletal manipulation to treat many ailments, but they are not limited in their options to care for patients. DO's practice alongside MD's in hospitals, private practice, and in research. Currently, 20 percent of American medical students are pursuing DO degrees.

LECOM: Lake Erie College of Osteopathic Medicine has three campuses, two in Pennsylvania and one in Bradenton, Florida. In addition to the Doctor of Osteopathy, LECOM offers terminal degrees in pharmacy (DPharm) and dentistry (DDS). To encourage qualified applicants, including underrepresented

minorities, to consider programs at their campuses, LECOM invites selected college and universities to target students for the Early Acceptance Program (EAP).

Early Acceptance Program: The EAP allows LECOM to target high achieving students early in their undergraduate career and provides an incentive for those students to commit to LECOM. To be considered, students must have

- a high school GPA of 3.4 or higher
- an SAT score of 1170 or higher and an ACT of 26 or higher (on a single exam)
- a cumulative undergraduate GPA of 3.5 or higher and science GPA of 3.2 or higher at the time of application
- a successful admissions interview with LECOM officials

Students must apply and be accepted to the EAP 4 + 4 track before starting their third year at the undergraduate institution. This acceptance is provisional. Students must complete their undergraduate degree, take required pre-health courses, satisfy a GPA requirement, and complete an additional formal application (with letters of evaluation) before entering LECOM after their fourth year.

Advantages to students who participate in the LECOM EAP: Students who participate in the early acceptance program know from early in their college career that they have been provisionally accepted to medical school. Acceptance rates for medical programs are low, so provisional acceptance can provide peace of mind as students pursue their BS. Students accepted to the EAP are not obligated to take the MCAT, which eliminates another concern for aspiring medical students. *And the EAP is not binding, so students may choose to pursue admission to other schools without fear of reprisal from LECOM or Georgia Tech.*

Costs to Georgia Tech: LECOM's EAP requires that Georgia Tech monitor the progress of provisionally admitted students and to report that progress to LECOM semi-annually. LECOM would also visit campus twice each year to describe the EAP and to meet with students currently active in the program. The Pre-Graduate and Pre-Professional Coordinator would gather the necessary reports for LECOM and would facilitate the campus visit, so pre-health advisors would not have to take time from other activities to facilitate the program. If the pilot is successful and we decide to pursue additional EAPs, we might need to consider the limitations imposed by our current human resources.

Advantages to Georgia Tech: Early Admission Programs can provide another incentive to attract students to Georgia Tech. Some prospective pre-health students perceive the rigor of Georgia Tech as a drawback when considering undergraduate schools because of the likelihood of a lower GPA than might be

earned at non-technological universities. The option of a non-binding EAP might reassure such students and encourage them to commit to Georgia Tech. The College of Sciences might especially benefit from the availability of the EAP for its prospective students.

Note: Committee members suggested clarifying the fees associated with applying to the Lake Erie College of Medicine. There was concern expressed about students having to declare a matriculation date and forfeiting the fee if they could not meet the declared date. The Committee would ask that this be clarified in the agreement (section 4.9). The Committee also expressed interest in knowing which other institutions are working with LECOM on such an agreement, or already have one. Committee members asked if this were a common practice among similar institutions. It would be assumed that top medical schools would not be entering such agreements. Committee members noted that it would be beneficial to LECOM to be associated with Tech and wondered if there should be a concern about us being associated with other institutions under similar agreements.

Academic Matters:

1. A motion was made to *approve* a request from the School of Industrial Design for new courses. The motion was seconded and approved.

New Courses – APPROVED

ID 2101: Digital Design Methods (3-0-3)

ID 2102: 3D Modeling (2-0-2)

ID 2325: User Centered Design Methods (3-0-3)

Note: A question was raised about this course being equivalent to ID 3320 and whether that should be noted on the NCP.

ID 2510: Introduction to Smart Product Design (3-0-3)

Note: The expected mode of presentation was discussed as to whether it should be 70/10/20 lecture, discussion, presentation or 90/10, lecture and discussion. There was also some discussion about the title of the course and how it could be interpreted (“smart product” design or “smart design” of product).

A motion was made to *table* a request from the School of Industrial Design for new courses. The motion was seconded and approved.

New Courses – TABLED

ID 2023: Industrial Design Studio I

(1-6-3)

ID 2024: Industrial Design Studio II

(1-6-3)

Note: The Committee initially approved the above courses. After discussion ensued with the other proposed courses, the Committee re-opened the vote for the above courses and decided to table the request.

The Committee noted that pre-requisites/pre-requisites with concurrency/co-requisites for ID 2023 and ID 2024 should be reviewed to determine the most appropriate course of action to accurately reflect the intention of both courses. It was also noted that there are no other tenure track professors listed. The proposer noted that there will be in the future. It was suggested that all the possible transcript space be used for the title.

A motion was made to *table* a request from the School of Industrial Design for a degree modification. The motion was seconded and approved.

Degree Modification – TABLED

Bachelor of Science in Industrial Design

Note: This request was tabled due to the votes on the proposed ID courses as those courses are part of the degree modification. It is expected that when the proposals are brought back the vote will be taken quickly. There was general support for the proposals, but the needed clarifications indicated above were need before a vote could be taken.

2. A motion was made to *approve* a request from the College of Computing for pre-requisite modifications. The motion was seconded and approved.

Pre-requisite modifications – APPROVED

CS 3451

Current Prereq:

(MATH 2605 or MATH 2401 or MATH 2411 or MATH 24X1)

AND “C” or higher in (CS 2110 or CS 2261)

AND “C” or higher in CS 1332

AND “C” or higher in CS 2340

New Prereq:

(MATH 2605 or MATH 2401 or MATH 2411 or MATH 24X1 or **MATH 2550 or MATH 2551 or MATH 2561**)

AND “C” or higher in (CS 2110 or CS 2261)

AND “C” or higher in CS 1332

AND “C” or higher in CS 2340

CS 3510:

Current Prereq:

“C” or higher in (CS 2050 or CS 2051)
AND (MATH 3012 or “C” or higher in CS 1332)

New Prereq:

“C” or higher in (CS 2050 or CS 2051)
AND (MATH 3012 or **MATH 3022** or “C” or higher in CS 1332)

CS 3511:

Current Prereq:

“C” or higher in (CS 2050 or CS 2051)
AND (MATH 3012 or “C” or higher in CS 1332)

New Prereq:

“C” or higher in (CS 2050 or CS 2051)
AND (MATH 3012 or **MATH 3022** or “C” or higher in CS 1332)

CS 4260

Current Prereq:

(MATH 3215 or MATH 3225 or MATH 3770 or ISYE 3770 or CEE 3770 or ISYE 2028)
AND “C” or higher in CS 2200

New Prereq:

(MATH 3215 or MATH 3225 or MATH 3770 or ISYE 3770 or CEE 3770 or ISYE 2028 or **MATH 3670**)
AND “C” or higher in CS 2200

CS 4510

Current Prereq:

“C” or higher in (CS 3510 or CS 3511)
AND MATH 3012
AND (MATH 3215 or MATH 3770 or MATH 3670 or CEE 3770 or ISYE 3770 or (ISYE 2027 and 2028))

New Prereq:

“C” or higher in (CS 3510 or CS 3511)
AND (MATH 3012 or **MATH 3022**)
AND (MATH 3215 or **MATH 3225** or MATH 3770 or MATH 3670 or CEE 3770 or ISYE 3770 or (ISYE 2027 and ISYE 2028))

CS 4540

Current Prereq:

“C” or higher in (CS 3510 or CS 3511)
AND MATH 3012

AND (MATH 3215 or MATH 3770 or MATH 3670 or CEE 3770 or ISYE 3770 or (ISYE 2027 and 2028))

New Prereq:

“C” or higher in (CS 3510 or CS 3511)

AND (MATH 3012 or MATH 3022)

AND (MATH 3215 or MATH 3225 or MATH 3770 or MATH 3670 or CEE 3770 or ISYE 3770 or (ISYE 2027 and ISYE 2028))

CS 4650

Current Prereq:

“C” or higher in CS 3510

New Prereq:

“C” or higher in CS 3510 or CS 3511

CX 4242

Current Prereq:

(MATH 2605 or MATH 2401 or MATH 24X1 or MATH 2411)

AND (MATH 3215 or MATH 3225 or MATH 3670 or MATH 3770 or ISYE 3770 or CEE 3770 or ISYE 2028 or BMED 2400 or ECE 3077)

AND “C” or higher in (CS 1331 or CS 1372 or CS 2316 or CX 4010 or ECE 2035 or ECE 2036 or CX 4240)

New Prereq:

(MATH 2605 or MATH 2401 or MATH 24X1 or MATH 2411 or MATH 2550 or MATH 2551 or MATH 2561)

AND (MATH 3215 or MATH 3225 or MATH 3670 or MATH 3770 or ISYE 3770 or CEE 3770 or ISYE 2028 or BMED 2400 or ECE 3077)

AND “C” or higher in (CS 1331 or CS 1372 or CS 2316 or CX 4010 or ECE 2035 or ECE 2036 or CX 4240)

CX 4640

Current Prereq:

“C” or higher in (MATH 2403 or MATH 2413 or MATH 24X3 or MATH 2602)

New Prereq:

“C” or higher in (MATH 2403 or MATH 2413 or MATH 24X3 or MATH 2602 or MATH 2603 or MATH 2552 or MATH 2562)

CX 4777

Current Prereq:

MATH 2605 or MATH 2401 or MATH 24X1 or MATH 2411

New Prereq:

MATH 2605 or MATH 2401 or MATH 24X1 or MATH 2411 or MATH 2550 or MATH 2551 or MATH 2561

Note: It was noted that MATH 2603 should be an option for CX 4640 as it replaces MATH 2602 which is no longer offered.

3. A motion was made to approve a request from the School of Electrical and Computer Engineering to award a posthumous degree. The motion was seconded and approved.

Adjourned,
Reta Pikowsky, Registrar
Secretary