

Institute Undergraduate Curriculum Committee
Academic Matters, Appeals, & Petitions (Full Committee)
Minutes
Tuesday, April 04, 2017

Present: Mayor (ME-IUCC Chair), Scott (CEE-IUCC Vice Chair), Pikowsky (Registrar), Coyle (ECE), Millard-Stafford (BIOS-APPH), Moore (ECE), Parsons (CoB), Potts (Vice Provost), Shook (ML), Smith (ME), Stasko (CoC-IC), Xu (CoC-CS), Yaszek (LMC), Zhou (ISyE)

Visitors: Hodges (Registrar), Bier (HSOC), Ceccagnoli (CoB), Ferri (ECE), Behravesh (BMED), Mastrangelo (CoB), Smith (CoB), Bramblett (IRP/EDM/OAE), Rinehart (CoD), White (CoC), Choi (BIOS), Kumar (INTA-IC), Clarke (CoB), Ferri (ME), McDonald (HSOC), Clark (CoD-Music), Wu (CoB)

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.

Academic Matters:

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

NEW CERTIFICATE – APPROVED
Certificate in Architecture and Society

This vote was not unanimous. There were 12 votes to approve and 1 vote to abstain.

Overview

The Certificate in Architecture and Society is intended to deepen Architecture majors' knowledge of the historical traditions, theoretical formulations, and critical assessments of architecture by allowing them to cluster several of their

elective courses in an intellectually coherent, focused way. For non-majors, it offers an opportunity to gain expertise and build confidence in the analysis of architecture by learning how to articulate, contextualize, and critique central architectural concepts of the past and present.

In the long run, skills in description, analysis, and interpretation not only offer pleasure in the understanding and experience of many kinds of architecture but also support informed, engaged citizen decision making about the built environment. Students will learn to think critically about the aspirations, constraints, tools, and choices involved in all architectural design, past and present.

Learning Outcomes: Those students who successfully complete the certificate will be able:

1. To recognize, describe, and discuss major works of architecture from antiquity to the present.
2. To draw connections between changes in architectural design and changes in socio-political, cultural, and technological contexts.
3. To articulate their ideas about architecture by using appropriate vocabulary and by adducing supporting evidence appropriate to a building's period, culture, and technology. Students will understand that complex works demand and support nuanced interpretations.
4. To mount effective written and oral arguments in support of particular interpretations.

The Certificate in Architecture and Society will replace several current but undersubscribed certificates in architectural history. Although our overall number of majors is currently small, yielding small numbers projected for the certificate, additional non-majors who are currently attracted to the popular Arch 2111 and Arch 2112 courses for Gen Ed Humanities credit are likely to be attracted by the certificate. School of Architecture academic advisors regularly encounter non-majors who would like to take more Architecture courses but lack a clear way to group them coherently.

Curriculum

The proposed curriculum of the certificate comprises two required courses and two electives:

Required courses (2):

if an Arch major:	ARCH 4151	History of Urban Form
	ARCH 4350	Theory of Architecture
if not an Arch major:	ARCH 2111	History of Architecture I <u>or</u>
	ARCH 2112	History of Architecture II
	ARCH 4151	History of Urban

<i>Elective courses (2):</i>	ARCH 4107	Introduction to Historic Preservation
	ARCH 4114	Medieval Architecture
	ARCH 4137	Postwar Architecture and Urbanism
	ARCH 4129	Form and Narrative
	ARCH 4310	How Do We Dwell?
	ARCH 4133	Architecture and the Discourse of the Everyday
	ARCH 4143	Museums: History, Theory, Design
	ARCH 4232	On Growth and Form
	ARCH 4316	Traditions of Architectural Practice
	ARCH 4335	Social Practice of Architecture
	ARCH 4630	Architecture, Space, and Culture
	ARCH 4350	Theory of Architecture (for non-majors)
	COA 3114	Art and Architecture in Greece
	COA 3115	Art and Architecture in Italy I
	COA 3116	Art and Architecture in Italy II

This list of electives will be reviewed annually by School of Architecture faculty and administration.

Pre-requisites: Although not formally enforced as pre-requisites to upper-division courses, ARCH 2111 and ARCH 2112 are early, required courses for Architecture majors. We seek to replicate that foundation of knowledge for non-majors who might enroll in the certificate by requiring them to take one of the courses before proceeding to more advanced offerings. Architecture majors may take the required and elective courses in any order

Existing courses: A large majority of the courses proposed for the certificate are already permanent catalogue courses.

New courses: There is one proposal for a permanent course number for Architecture Theory to be associated with this certificate. All are courses that have previously enrolled undergraduates under Special Topics numbers in courses that were co-convened with graduate courses.

	1st Year FY_2015_	2nd Year FY_2016_	3rd Year FY 2017__	4th Year FY 2018__
ENROLLMENT PROJECTIONS				
Students				
Architecture majors	3	3	5	5
Students from other major programs	3	6	6	10
Total Students Projected for this Certificate	6	9	11	15

2. A motion was made to *approve* a request from the College of Computing for a degree modification. The motion was seconded and approved.

DEGREE MODIFICATION – APPROVED

Bachelor of Science in Computer Science (Devices Threads)

Overview

We are requesting to add Computer Vision CS 4476 to the Devices in the Real World pick. We are doing this in order to ensure that students have sufficient course options in the pick during the fall semester because both CS3630 and CS4261 are offered in the spring. Computer Vision is also a critical component of many real world devices and the course compliments the other topics covered in the pick.

The basis for our decision is an internal faculty review. CS 4476 should be added because during scheduling the faculty expressed a concern that insufficient course options were available to students, and that no fall option would be available at all if CS4605 was not taught one year.

Curriculum

Example: Bachelor of Science in Computer Science - Thread: Devices & People (applies to ALL Devices Threads)

Major Requirements

CS 2340	Objects and Design ¹	3
CS 4001	Computing & Society ¹	3
or CS 4002	Robots and Society	

Junior Design Options (Capstone)

Junior Design Option ^{1,4}		6
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Concentration

CS 2110	Computer Organiz&Program ¹	4
CS 2200	Systems and Networks ¹	4

CS 3251	Computer Networking I ¹	3
ECE 2031	Digital Design Lab ¹	2
PSYC 2015	Research Methods ¹	4
Select one of the following for Building Devices: ¹		4
CS 3651	Prototyping Intell Appl	
ECE 4180	Embedded Systems Design	
Select one of the following for Devices in the Real World: ^{1,3}		3
CS 3630	Intro-Perception&Robotic	
CS 4261	Mobile Apps & Svcs	
CS 4605	Mobile&Ubiquitous Comp	
CS 4476	Intro to Computer Vision	
Select one of the following for Algorithm Fundamentals: ¹		3
CS 3240	Languages and Computation	
CS 3510	Dsgn&Analysis-Algorithms	
CS 3511	Algorithms Honors	
Select one of the following for Social/Behavioral Science for Computing: ¹		3
PSYC 2210	Social Psychology	
PSYC 2760	Human Language Process	
PSYC 3040	Sensation & Perception	
CS 3750	User Interface Design ¹	3
Select two of the following for Human-Centered Technology: ^{1,3}		6

CS 3790	Intro-Cognitive Science	
CS 4660	Educational Technology	
CS 4460	Intro Info Visualization	
CS 4470	User Interface Software	
CS 4605	Mobile&Ubiquitous Comp	
CS 4472	Design of Online Comm	
Other Required Courses		
MATH 3012	Applied Combinatorics	3
Select one of the following:		3
MATH 3215	Probability & Statistics	
MATH 3670	Statistics and Applns	
CEE 3770	Statistics& Applications	
ISYE 3770	Statistics& Applications	
or ISYE 2027 & ISYE 2028	Probability With Apps and Basic Statistical Meth	
Free Electives		
Free Electives		6
Total Credit Hours		126

3. A motion was made to *approve* a request from the College of Business for new courses. The motion was seconded and approved.

NEW COURSES – APPROVED upon Contingency

MGT 3118: Cross-Cultural Management (3-0-3)

MGT 3664: Corporate Strategy (3-0-3)

Note: The Committee advised the removal of the statement “this is not an easy course” on page 2 in the paragraph after the section on Class Participation. It was also suggested that evaluation of participation feedback be provided for students with each exam grade. This should be added to the syllabus.

MGT 3742: Spreadsheet Modeling (3-0-3)

Note: The Committee noted that PhD students should be removed from list of instructors on NCP. This is not to say that PhD students couldn't be used to teach the class, but they should not be listed as instructors in the creation of the course. Also, it was requested that the NCP not explicitly state students will be learning Microsoft Excel' but rather they will be learning about other advanced spreadsheet products.

MGT 4196: Strategy Consulting Practicum (3-0-3)

Note: It was noted that the catalog description was more than 25 words and the Committee suggested the description to be edited to 25 words or less. The syllabus should explain the impact of missing class.

MGT 4220: Integrative Management Experience (2-3-3)

Note: It is expected that the last time MGT 4195 will be offered is in Fall 2017.

MGT 2255: Quantitative Analysis for Business (3-0-3)

MGT 3659: Foundations of Strategy (3-0-3)

Note: The Committee advised to remove statement “this is not an easy course” that appears in the syllabus under course policies. The syllabus should explain the class participation grading scheme.

Note: The Committee addressed concern over courses being proposed as offered for letter-grade only. The academic unit provided explained that they feel these courses must be letter-graded and they understand the limitations that this places on them for offering the courses in the future should they change their minds. These courses must be completed at a “C” or higher and the academic unit feels this is important to continue. The Committee also advised of updates to all syllabi to clarify how class participation is graded and to note how often students are notified during the term of their class participation grades.

A motion was made to approve a request from the College of Business to modify pre-requisites. The motion was seconded and approved.

PRE-REQUISITE MODIFICATIONS – APPROVED

MGT 3663

Current: ECON 2106 with minimum grade of ‘D’

Proposed: ECON 2106 with a minimum grade of ‘D’ **and**
MGT 3659 with a minimum grade of ‘D’

MGT 4052

Current: MGT 2200 with a minimum grade of ‘D’

Proposed: MGT 2200 with a minimum grade of ‘D’ **and**
MGT 4058 with a minimum grade of ‘C’

MGT 4670

Current: ACCT 2101 with a minimum grade of ‘D’ and
MGT 3300 with a minimum grade of ‘D’

Proposed: ACCT 2101 with a minimum grade of ‘D’ and
MGT 3300 with a minimum grade of ‘D’ **and**
MGT 3101 with a minimum grade of ‘D’ **or**
MGT 3150 with a minimum grade of ‘D’

A motion was made to *approve* a request from the College of Business for a new certificate. The motion was seconded and approved.

NEW CERTIFICATE – APPROVED **Certificate in Strategy & Innovation**

Overview

The fundamental motivation for the Strategy & Innovation certificate for non-business school majors comprises six drivers: (1) demand from non-business school students who may be preparing for consulting or other strategy-related positions, (2) demand from recruiters, who are looking for students with sufficient depth and breadth in strategy coursework to thrive in entry-level strategy positions (with global corporations and strategy consultancies), which typically pay approximately 30% more than typical entry-level positions in business, (3) enhancement and extension of Scheller’s present range of business certificates, allowing Scheller to offer applicants and students a complete set, and (4) differentiation for Scheller (*e.g.*, in the 2015 undergraduate business school rankings in US News and World Report), only six of the programs ranked higher than Scheller offer strategy concentrations or certificates: Wharton (1st), Cornell (10th), Washington University in St. Louis (14th), Ohio State (21st), Purdue (22nd), Babson (29th)), (5) allows Scheller to draw on and integrate a pool of high quality students from other Georgia Tech programs in recognition of the “One Georgia Tech” initiative, and, (6) an opportunity for Scheller to advance in business-school rankings with higher student satisfaction, higher recruiter perception, and clearer differentiation.

The Strategy & Innovation certificate is pedagogically important because it presents an opportunity for (1) developing broad and deep knowledge of strategy that only a concentration enables, (2) bringing learning to life through experiential and practical interactions with practitioners and academics, (3) establishing the basis for lifelong learning of how business functions connect and integrate, and (4) mixing lectures (from faculty and guests), exercises, projects,

simulations, practicums, and other experiential learning methods for cognitive and affective development.

Expanding on the experiential and practical interactions of this proposal, the hallmark of this certificate will be a unique consulting practicum. Designed to integrate current strategy issues facing major corporations with experiential learning, the course will require students to: (1) apply theory to practice; (2) conduct strategy analysis and formulation; (3) devise strategy implementation plans; (4) develop skills in planning, communicating, conducting research and decision making; and, (5) apply all the above in face-to-face interactions with strategy consultants and industry executives.

Upon approval of the certificate we are going to put together a packet of material relating to the certificate and distribute it to other programs on campus. Our expectation based on other certificate programs within Scheller is that we will have 15-20 students complete the certificate each year. We note that students will need to take 2 prerequisite courses (ACCT 2101 and MGT 3659) prior to starting the certificate. This will result in a one-year lag before students will be able to start certificate courses. Capturing student enrollment within the certificate should not be difficult as they will be registering from outside of Scheller.

Curriculum

Non-business school students wishing to complete the Strategy & Innovation certificate must take 4 classes earning a grade of “C” or higher in all courses to complete the concentration. Note that some courses require pre-requisites which students will be required to take. No course waivers will be offered.

The following three courses (Group A) are required:

- MGT 3664: Corporate Strategy (new course, pre-req MGT 3659 Foundations of Strategy)
- MGT 4196: Strategy Consulting Practicum (new course, pre-req MGT 3664 Corporate Strategy)
- MGT 4220: Integrative Management Experience (new course, pre-req MGT 3664 Corporate Strategy)

Along with one of these following courses (Group B):

- MGT 3661: Advanced International Business (existing course, pre-req MGT 3660 Int'l Business)
- MGT 3663: Technology Strategy (existing course, pre-req MGT 3659 Foundations of Strategy)
- MGT 4803: Behavioral Economics (pre-req MGT 3659 Foundations of Strategy)
- MGT 4803: Global Strategy (pre-req MGT 3659 Foundations of Strategy)
- MGT 4803: IP Strategy (pre-req MGT 3659 Foundations of Strategy)

- MGT 4803: Managerial Economics and Strategic Behavior (pre-req MGT 3659 Foundations of Strategy)
- MGT 4803: Strategic Entrepreneurship (pre-req MGT 3659 Foundations of Strategy)
- *Other advisor approved MGT 4803 courses offered by the Scheller College of Business Strategy & Innovation Faculty.

Note:

MGT 3659 Foundations of Strategy (pre-req ACCT 2101 Accounting I or MGT 3000 Accounting for Decision Making. Non-business students wishing to complete the Strategy and Innovation certificate will first need to complete ACCT 2101 or MGT 3000.

A motion was made to *approve* a request from the College of Business for a degree modification. The motion was seconded and approved.

DEGREE MODIFICATION – APPROVED
Bachelor of Science in Business Administration

Overview

- Replace MGT 4195 (Strategic Management) with MGT 3659 (Foundations of Strategy)
- Replace MGT 2251 (Management Science) with MGT 2255 (Quantitative Analysis for Business)

We are requesting to rename MGT 2251 for a couple of reasons. First, the current course name “Management Science” is antiquated and doesn’t reflect the nature of the course. The proposed title of “Quantitative Analysis for Business,” better captures the course content. The new course syllabus also adds a module on linear regression, which is becoming increasingly important for business students.

Currently, the Scheller College of Business (SCoB) offers a capstone course, MGT 4195: Strategic Management. That course is typically taken in the fall or spring of a student’s senior year. Importantly, that course is pedagogically divided into two parts: strategy formulation and strategy implementation. The strategy implementation material is taught in the second part of the course and is reinforced with a business simulation.

The positioning of this course material so late in a student’s academic career is problematic for the implementation of a Concentration in Strategy & Innovation. The needed foundational material taught in MGT 4195 is needed *prior* to students entering the concentration. As such, we are taking the strategy formulation content and creating a new course, MGT 3659: Foundations of Strategy. This course will be a required course for SCoB BSBA students.

Additionally, this foundational course will be required *before* students can enter the Concentration in Strategy & Innovation. The course material relating to strategy implementation will be moved into a new course, MGT 4220: Integrative Management Experience.

MGT 4195 becomes redundant with the creation of MGT 3659 and MGT 4220. Additionally, the ‘capstone’ or ‘integrative’ feature in MGT 4195 that all students were receiving is being pushed back into each concentration. Students will receive those experiences within a context that is more relevant to their specific area of focus.

Curriculum

Bachelor of Science in Business Administration –2017 - 2018 Degree Requirements

REQUIREMENT	REQ HRS	COURSE(S)	NOTE S
Wellness	2	APPH 1040 or APPH 1050	
Core A - Essential Skills	3	ENGL 1101	
	3	ENGL 1102	
	4	MATH 1501 or MATH 1712	
Core B - Institutional Options	3	CS 1301 or CS 1315	
Core C - Humanities	6	Any HUM	
Core D - Science, Math, & Technology	4	Lab Science	
	4	Lab Science	
	4	MATH 1502 or MATH 1711	
	3	HIST 2111 or HIST 2112 or INTA 1200 or POL 1101 or PUBP 3000	
Core E - Social Sciences	3	ECON 2105	
	3	ECON 2106	
	3	Any SS	
	3	ACCT 2101	
Core F - Courses Related to Major	3	ACCT 2102	
	3	MGT 2106	
	3	MGT 2200	
	3	MGT 2250	
	3		

	3	MGT 2251 MGT 2255
Major Requirements	3	LMC 3403
	3	MGT 3062
	3	MGT 3101
	3	MGT 3102
	3	MGT 3300
	3	MGT 3501
	1	MGT 3599
	3	MGT 3660
	3	MGT 4195 MGT 3659

A motion was made to *approve* a request from the College of Business for a degree modification. The motion was seconded and approved.

DEGREE MODIFICATION – APPROVED
Bachelor of Science in Business Administration

Overview

We are requesting to create an undergraduate concentration in Strategy & Innovation. This is the final area within the Scheller College of Business to roll out their undergraduate concentration. This concentration will comprise of a set of three required courses ('Group A'), along with additional courses from two sub-groups ('Group B' and 'Group C', respectively). These groupings of courses are detailed below.

The fundamental motivation for the Strategy & Innovation concentration comprises five drivers: (1) demand from students who are asking for a strategy concentration; (2) demand from recruiters, who are looking for students with sufficient depth and breadth in strategy coursework to thrive in entry-level strategy positions (with global corporations and strategy consultancies), which typically pay approximately 30% more than typical entry-level positions in business; (3) enhancement and extension of Scheller's present range of business concentrations, allowing Scheller to offer applicants and students a complete set; (4) differentiation for Scheller (*e.g.*, in the 2015 undergraduate business school rankings in US News and World Report, only six of the programs ranked higher than Scheller offer strategy concentrations: Wharton (1st), Cornell (10th), Washington University in St. Louis (14th), Ohio State (21st), Purdue (22nd), Babson (29th)); and, (5) an opportunity for Scheller to advance in business-school rankings with higher student satisfaction, higher recruiter perception, and clearer differentiation.

The Strategy & Innovation concentration is pedagogically important because it presents an opportunity for (1) developing broad and deep knowledge of strategy

that only a concentration enables, (2) bringing learning to life through experiential and practical interactions with practitioners and academics, (3) establishing the basis for lifelong learning of how business functions connect and integrate, and (4) mixing lectures (from faculty and guests), exercises, projects, simulations, practicums, and other experiential learning methods for cognitive and affective development.

Expanding on the experiential and practical interactions of this proposal, the hallmark of this concentration will be a unique consulting practicum. Designed to integrate current strategy issues facing major corporations with experiential learning, the course will require students to: (1) apply theory to practice; (2) conduct strategy analysis and formulation; (3) devise strategy implementation plans; (4) develop skills in planning, communicating, conducting research and decision making; and, (5) apply all the above in face-to-face interactions with strategy consultants and industry executives. According to our research, only one school in the US News and World Report rankings (UC Berkley) offers a consulting practicum at the bachelor's level.

On a broader level, we believe this concentration is perfectly aligned with the first goal of the Strategic Plan (<http://issuu.com/gatechbiz/docs/scheller-strategic-plan-2015-2020>). More specifically, we believe it touches upon each of the four objectives: (1) improving differentiation of the areas; (2) enhancing student learning through innovative experiences; (3) emphasizing student preparedness for the job market and (4) increasing the demand (and value) for a degree from Scheller.

Curriculum

After completing MGT 3659: Foundations of Strategy, students wishing to complete the Strategy & Innovation concentration must take 6 classes earning a grade of "C" or higher in all courses to complete the concentration.

Group A: (the following 3 courses are required):

- MGT 3664: Corporate Strategy
- MGT 4196: Strategy Consulting Practicum
- MGT 4220: Integrative Management Experience

Group B: (choose at least 2 or up to 3 of the following courses):

- MGT 3661: Advanced International Business
- MGT 3662: Management in Healthcare Sector
- MGT 3663: Technology Strategy
- MGT 4803: Behavioral Economics
- MGT 4803: Global Strategy

- MGT 4803: IP Strategy
- MGT 4803: Managerial Economics and Strategic Behavior
- MGT 4803: Strategic Entrepreneurship
- *Other advisor approved MGT 4803 courses offered by the Strategy & Innovation Faculty.

Group C: (choose up to 1 of the following courses):

- MGT 3510: Management of Technology
 - MGT 3743: Analysis of Emerging Technologies
 - MGT 3744: Managing Products, Service and Technology Development
 - MGT 4050: Business Analytics
 - MGT 4072: Entrepreneurial Finance
 - MGT 4341: Management of Healthcare Operations
 - MGT 4670: Entrepreneurship
 - MGT 4803: Innovation Tournaments for Sustainability
 - MGT 4803: Sustainable Business Practicum
4. A motion was made to *approve* a request from the School of International Affairs for a new course. The motion was seconded and approved.

NEW COURSE – APPROVED

INTA 4745: Technology and Poverty (3-0-3)

Note: The Committee suggested updates to the syllabus to clarify how class participation is graded and how often students are updated with those grades throughout the term. Also, the attendance paragraph under Class Participation should be reviewed and updated as needed to reflect the Institute Excused Absence Policy.

Update: The Graduate Curriculum Committee expressed concern over the appropriateness of the course title. The suggested new descriptive title “**Information & Communication Technologies and Global Development**” with transcript title “**INFO&COMM TECH: GLOB DEV**.” The Committee and academic unit agreed these title changes would appropriately reflect the content of the course.

This suggested change will also be shared with the Institute Undergraduate Curriculum Committee to determine if there is agreement on the different title. The final status of this course may be in question until the recommendations of the IGCC can be vetted with the IUCC.

Follow-up: Questions were raised during the email vote process. These questions may take some time to sort out. Therefore, any action taken to complete this approval process will be documented in a separate set of Minutes.

5. A motion was made to *approve* a request from the School of Biological Sciences for a new BS/MS Option. The motion was seconded and approved.

NEW BS/MS OPTION – APPROVED
BS/MS Option for Bachelor of Science in Biology and Master of Science in Bioinformatics

This vote was not unanimous. There were 9 votes to approve, 1 vote to deny, and 1 vote to abstain.

Proposed: that BIOL create a 5-year combined BS BIOL/MS BINF program to be offered for undergraduate students interested in careers in computational biology and genomics.

Georgia Tech General Catalog Reference: Academics (BS/MS Degree Programs)
<http://www.catalog.gatech.edu/specialacademic/fiveyear.php>

Overview

A 5-year combined BS BIOL/MS BINF program would address a growing demand for scientists who can manage and analyze high-throughput biological data. The professional MS Bioinformatics has doubled enrollment over the last 3 years. The graduates from the program have an excellent track record of getting jobs in the field, or going to PhD programs. However, the program has had difficulty finding qualified applicants who are US citizens, especially from under-represented minorities. Georgia Tech, because of the prestige of its science, engineering and computing programs, attracts undergraduate students with strong quantitative and computational interests. Therefore, Georgia Tech undergraduates are a natural pool of highly capable students for computational biology. The current BS Biology curriculum requires only slight modification to ensure that students who graduate with the BS Biology degree are well-prepared and qualified for the MS Bioinformatics program. Students who complete the 5-year program would save substantially on the tuition cost of the MS Bioinformatics program, by being enrolled for only 2 semesters rather than 3 or 4 semesters. The program will not penalize students who opt out after the bachelor's degree.

Responses to Potential Concerns:

How much would this cost BIOL?: Implementation of a BS BIOL/MS BINF option in the School of Biological Sciences will incur no additional administrative costs. The undergraduate and graduate advising of these students will be coordinated between the School's Academic Professionals and the Academic Program Coordinator and Faculty Director of the professional MS Bioinformatics program.

How does this affect the professional program tuition surcharge for the MS Bioinformatics program? Students in 5-year BS/MS programs at Georgia Tech are awarded the BS degree, then enrolled in the graduate degree program. For the BS Biol/MS BINF degrees, students must be registered for at least 2 semesters as MS BINF students, and pay the professional program tuition for those semesters they are enrolled in the MS BINF program.

Over a dozen units at Georgia Tech currently offer a 5-year BS/MS, including¹:

• Aerospace Engineering	• Computer Engineering	• Nuclear & Radiological Engineering
• Chemical & Biomolecular Engineering	• Environmental Engineering	• Public Policy
• Civil Engineering	• International Affairs	• Science, Technology, and Culture/Digital Media
• Computational Media & Digital Media	• Materials Science Engineering	
• Electrical Engineering	• Mechanical Engineering	

How large is the potential pool of BS BIOL/MS BINF students? Initially, we anticipate that candidates will be drawn from the pool of undergraduate students in the School of Biological Sciences. Currently, relatively few undergraduate Biology majors appear interested in computing, as most take CS1315 Intro Media Computation to satisfy their computing requirement. However, we believe that this program can draw students with computing interests to Georgia Tech's School of Biological Sciences, both from within Georgia Tech, and from prospective students throughout the U.S. and abroad. The application of

¹ <http://www.catalog.gatech.edu/students/ugrad/degrees/fiveyear.php>
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computing to human health, the environment, and biotechnology will be attractive to women and minorities. The MS Bioinformatics program has 40-50% women, a proportion far higher than for computer science or engineering graduate programs at Georgia Tech. We anticipate 10 students per year in this program over the next few years, limited by the capacity of the MS BINF program faculty to mentor MS BINF students.

When do we want this program up and running?: As soon as possible. We will start accepting applications as soon as our program is approved. All courses and infrastructure are already in place, so we just need program approval by the School, College, and Institute.

Who would administer this program? As a joint BS/MS program, general advising would be carried out by our undergraduate advisors, the Academic Program Coordinator and the Director of the Bioinformatics program as appropriate. Admissions and program administration will be handled by the MS Bioinformatics program administrators.

BIOL 5yr BS/MS Degree Eligibility Requirements

Students with a GPA of 3.3 or higher are eligible to apply for the program after completion of 30 semester credits at Georgia Tech, but before the completion of 90 semester credit hours, including transfer and advanced placement credits. At the time of application, students will have completed CS1301 or CS1371, and either completed or registered for Multivariable Calculus (Math 2550, 2551, 2561, or 2605). Students who have more than 90 credit hours are unlikely to be considered, but may request permission to apply late into the program. Continuation into the M.S. degree requires the student complete the B.S. requirements with an overall GPA of 3.0 or higher, and complete the M.S. requirements (37 cr.) with an overall GPA of 2.7 or higher. Several courses (Biol 6150 and CS 4710) required for the 5-year degree can be used as Biology and Free Electives, however undergraduate students that opt out of the MS Binf program after 90 credit hours may require course substitutions to graduate.

As part of the 5-year BS BIOL/MS BINF degree, students will complete the following selection of classes to fulfill the requirements for the BS degree.

Curriculum

BSBIOL/MSBINF Requirements

Used to satisfy BS BIOL requirement	Credit	Course
Computing Requirement	3	(CS1301 or CS 1371)

current students with CS 1315 may be grandfathered in

Quantitative Biology Requirement	3	Statistics Requirement (Biol 4401, Math 3215 or ISYE 3770) or a comparable statistics course approved by advisor
Biology Elective	3	Multivariable Calculus (Math 2550, 2551, 2561, or 2605)
Biology Elective	3	Genomics & Applied Bioinformatics (Biol 6150)
Free Elective	3	Programming for Bioinformatics (Biol 7200)

See Proposal 5197 on ICC for program of study.

Note: The Committee noted that the hours allowed per Institute policy to double count was 6. CS 4710 (4 hours) and BIOL 6150 (3 hours) were listed as double counting in this case which adds up to too many hours. After discussion, the courses that will double count are BIOL 6150 (3 hours) and BIOL 7200 (Programming for Bioinformatics). BIOL 7200 was originally listed as BIOL 8803: Programming for Bioinformatics, however, School of Biological Sciences confirmed the permanent number. The proposal and minutes reflect these updates.

There was a long discussion about whether 4000-level courses can be double counted in a BS/MS program. In following up, the Registrar's office noted that the policies are being interpreted differently, unit to unit. Mostly, it seems, the interpretation is that 4000-level courses can be double counted. This issue will be put back on the agenda for more discussion and review at a later date.

6. A motion was made to *approve* a request from the School of Music for a degree modification. The motion was seconded and approved.

DEGREE MODIFICATION – APPROVED

Bachelor of Science in Music Technology

Overview

CHANGE: Clarify the Music Ensemble requirement as a four-course requirement, rather than a four-credit hour requirement.

LANGUAGE for all concentrations:

MUSI Ensemble Requirement:

Students are required to satisfy a 4-course music ensemble requirement. Course options include any four courses from the following: MUSI 3018, MUSI 3019, MUSI 3121, MUSI 3131, MUSI 3231, MUSI 3241, MUSI 3251, MUSI 3261, MUSI 3311, MUSI 3321, MUSI 3411, MUSI 3511, MUSI 3531, MUSI 3541, MUSI 3551, MUSI 3611. The courses may be used as Humanities (if course has been approved for Humanities credit) and/or free electives.

EXPLANATION: When the degree proposal was written, it was the intention of the School of Music that the ensemble requirement would be four courses. In the proposal, however, it was outlined that all ensemble courses are 1 credit hour courses, resulting in the Catalog listing a four-credit hour requirement. MUSI 3018 is a two-credit hour course, which can be repeated. The change in language clarifies that a student would need to take four courses, regardless of the credit hours for each course.

Curriculum

MUSI Ensemble Requirement ¹

Major Requirements

MUSI 2526	Intro to Audio Tech II	3
MUSI 4630	Music Recording & Mixing	3
MUSI 3770	Project Studio Tech	4
MUSI 3771	Project Studio Analysis	4
MUSI 4677	Music Percep & Cognition	3
MUSI Upper Division Elective		3

Choose one of the following for MUSI Upper Division Elective:

MUSI 4450	Integrat Mus Multimedia
MUSI 4456	Mus Tech Hist&Repertoire
or MUSI 6003	Mus Tech Hist&Repertoire

MUSI 4457	Computational Mus Anly	
or MUSI 6201	Computational Music Anly	
MUSI 4458	Comp Music Composition	
or MUSI 6304	Comp Music Composition	
MUSI 4459	Dig Signal Process-Music	
or MUSI 6202	Dig Signal Process-Music	
MUSI 4705	Music Tech Capstone I	4
MUSI 4706	Music Tech Capstone II	4
Non-Major Cluster		
Advisor approved courses ²		15
Free Electives		
Free Electives		16
Total Credit Hours		122

Course List

~~Student are required to satisfy a 4 hour music ensemble requirement. Course options: MUSI 3018 or MUSI 3019 or MUSI 3121 or MUSI 3131 or MUSI 3231 or MUSI 3241 or MUSI 3251 or MUSI 3261 or MUSI 3311 or MUSI 3321 or MUSI 3411 or MUSI 3511 or MUSI 3531 or MUSI 3541 or MUSI 3551 or MUSI 3611. The courses may be used as Humanities (if course has been approved for Humanities credit) and/or free electives.~~

¹Students are required to satisfy a 4-course music ensemble requirement. Course options include any four courses from the following: MUSI 3018, MUSI 3019, MUSI 3121, MUSI 3131, MUSI 3231, MUSI 3241, MUSI 3251, MUSI 3261, MUSI 3311, MUSI 3321, MUSI 3411, MUSI 3511, MUSI 3531, MUSI 3541, MUSI 3551, MUSI 3611. The courses may be used as Humanities (if course has been approved for Humanities credit) and/or free electives.

- A motion was made to *approve* a request from the Department of Biomedical Engineering for new courses. The motion was seconded and approved.

NEW COURSE – APPROVED

BMED 3101: Introduction to Biomedical Data Science and Engineering (3-0-3)

Note: The Committee strongly encourage this course to be offered for all grade modes. The NCP was updated to reflect this change.

A motion was made to *table* a request from the Department of Biomedical Engineering for new courses. The motion was seconded and approved.

NEW COURSE – TABLED

BMED 4739: Medical Robotics (3-0-3)

Note: This course was tabled based on concern from the Committee regarding the course not requiring any pre-requisites and that the course was in the first term of offering at Georgia Tech. Also, the Committee noted it should be stated in the NCP that an interview was required for the course if there are to be no pre-requisites. The interview is apparently the process the proposed instructor would use to determine if students have the proper background to be in the course.

Update: A representative from the academic unit at the IGCC meeting which presented BMED 8739 (Graduate-level version of BMED 4739) wished to inform the IUCC that the proposed pre-requisites for this course are BMED 3400 or BMED 3110.

8. A motion was made to *approve* a request from the School of Mechanical Engineering for pre-requisite modifications. The motion was seconded and approved.

PRE-REQUISITE MODIFICATIONS – APPROVED

ME 4340

Current: ME 3345 with minimum grade of ‘D’

Proposed: ME 3340 with minimum grade of ‘D’ **and**
ME 3332 with minimum grade of ‘D’

ME 4342

Current: ME 3345 with minimum grade of ‘D’

Proposed: ME 3340 with minimum grade of ‘D’ **and**
ME 3332 with minimum grade of ‘D’

A motion was made to *approve* a request from the School of Mechanical Engineering for a degree modification. The motion was seconded and approved.

DEGREE MODIFICATION – APPROVED

Bachelor of Science in Mechanical Engineering

Overview

The School of Mechanical Engineering currently has seven Concentration Areas:

- Automation and Robotics
- Design
- Manufacturing
- Mechanics of Materials
- Micro- and Nanoengineering
- Nuclear Energy
- Thermal, Fluid, and Energy Systems

To this list, the School of Mechanical Engineering has developed an eighth Concentration Area in Automotive. Details of the proposal are included as an Appendix to this document. Automotive Engineering is one of the most important and traditional areas of Mechanical Engineering. ME students have been active participants in a number of automotive-related competition teams including GT Motorsports, GT Off Road, Wreck Racing, Solar Racing, Eco Car, and HyTech Racing. Furthermore, the technical elective in *Internal Combustion Engines* (ME4011) is one of our most popular courses, with an average enrollment of 65 each Fall and Spring. To date, there has not been a general class in Automotive Engineering, but the proposed Concentration Area will have as one of its requirements a newly developed class in Automotive Engineering. (This course has been approved by the School of ME Faculty as a Special Topics class with the first offering planned for Spring 2018).

Curriculum

Automotive Concentration

Woodruff School of Mechanical Engineering, Georgia Institute of Technology

Introduction

- Concentrations are optional, not required.
- Concentrations are 15 hours and the classes satisfy the Design Elective, the ME Elective and 9 hours of free electives.
- Concentrations are different than minors because they allow students to specialize in a particular area within ME.
- Classes used for a concentration may not also be used towards a minor or an additional concentration.
- This concentration is only available to ME majors who are following the 2013-2014 Catalog Year or later.

Concentration Requirements - To satisfy a concentration, students must do each of the following:

- If necessary, change your curriculum to the correct Catalog Year. This is done by [filling out a change of major form](#).

- Declare your concentration in OSCAR.
http://www.degreeworks.gatech.edu/images/training/concentration_mgt.pdf
- Complete all of the required classes and the correct number of elective classes in the table listed below. The classes required for the concentration will satisfy the Design Elective, an ME Elective and 9 hours free electives.
- Students may use a maximum of 3 hours of approved 4699 hours¹ towards the concentration if it is listed as an optional elective class. The research MUST relate to the concentration and be approved by the concentration area faculty advisor.

Course Number and Name	Credit Hour	ME Elective
Required Class		
ME 3180 Machine Design OR ME 4315 Energy Systems Analysis & Design	3	Design
ME4823 Introduction to Automotive Engineering ²	3	X
Elective Classes (Choose 3)		
ME 4011 Internal Combustion Engines	3	X
ME 4013 Hybrid Vehicle Powertrains	3	X
ME 4215 Manufacturing Process Analysis	3	X
ME 4189 Structural Vibrations	3	X
ME 4325 Fuel Cells	3	X
ME 4405 Fundamentals of Mechatronics	3	
ME 4452 Control of Dynamic Systems	3	X
ME/CHBE 4759 Electrochemical Energy Storage and Conversion ³	3	X
ME/AE 4760 Engineering Acoustics and Noise Control	3	X
AE 3030 Aerodynamics	4	
VIP ECE 2811/3811/3812/4811/4812 ¹	1 or 2	
ME 4699 Undergraduate Research or ME 4903 Special Problems ¹	3	

Notes

1. All research, VIP, and special problem classes must be automotive-related and approved by the Automotive Concentration lead faculty member in conjunction with the Associate Chair for Undergraduate Studies. Only 3 credit hours total (of VIP ECE 2811/3811/3812/4811/4812, ME 4699, and ME 4903) can count towards the

Concentration. Note that VIP courses will have a new “VIP” course designation starting in Spring 2018.

2. Introduction to Automotive Engineering was approved by the ME Faculty as a special topics class; it is intended that this class receive a permanent number after it has been successfully offered twice.
3. In fall 2016 this course was taught as ME/CHBE 4803, Electrochemical Energy Storage & Conversion. Students can only receive credit for ME/CHBE 4803 or ME/CHBE 4759, not both.

Note: It was noted that a comma was needed on page 4 of the proposal under the first note. It has been updated in the minutes and in the proposal.

9. A motion was made to *approve* a request from the Schools of Interactive Computing, Aerospace Engineering, Electrical & Computing Engineering, Mechanical Engineering, and the Department of Biomedical Engineering for a new minor. The motion was seconded and approved.

NEW MINOR – APPROVED

Minor in Robotics

Overview

The objective of the Robotics Minor is to provide a concentrated experience in the multidisciplinary field of robotics. The program supports Tech’s mission to provide instruction in disciplines related to science, technology, and interdisciplinary areas. It addresses the Strategic Plan Objective: “Inspire Creative and Entrepreneurial Thinking.” The description of that objective states that “Multi-disciplinary, interdisciplinary, and experiential learning opportunities that balance core instruction with problem-based approaches will allow the Institute the flexibility to quickly embrace evolving knowledge and changing needs of a global society. In this new responsive and adaptive environment, students will be encouraged and enabled to explore their own interests without being confined to the discipline-specific requirements of the past.” Robotics is a multidisciplinary field that is growing in the global market, with revenue increasing 6.5%-8.5% per year over the last five years [1]. The students who complete this program will be well-situated for employment in that field. Also, many of the courses that are part of this minor have labs or significant projects, contributing to experiential learning.

The growth in the field of robotics inspired the creation of a PhD in Robotics as Georgia Tech in 2009. The number of students who apply to that program is 250-300 per year, indicating a strong demand for the topic among undergraduates. There are approximately 230 undergraduate members of the student organization RoboJackets. A RoboGals organization was created in the last three years, and a BME Robotics club was created last year. Further discussion with undergraduate students reinforced the demand for the minor. The Schools of ECE and ME are committed to robotics education and research as demonstrated

by a special joint meeting of the two schools' External Advisory Board in 2015 explicitly to discuss collaborations in robotics across these disciplines.

The curriculum for the minor was initially drafted by a collaboration of the ECE and ME Robotics faculty facilitated by the undergraduate Associate Chairs for the Schools of ECE and ME. The proposed undergraduate Robotics Minor is patterned after the Robotics PhD with core concentrations matching four of the five graduate-level core concentrations, and undergraduate versions of the graduate-level courses in those concentrations: Autonomy, Controls, Mechanics, and Perception. Once the framework for the minor was approved by this group, the other partner schools on this proposal were invited to join in the effort and to add their list of courses to the areas of concentration. The robotics faculty who are in the Institute for Robotics and Intelligent Machines (IRIM) discussed the minor and are in support of it. The proposal was approved by faculty in each of the participating schools.

The proposed minor is closest in scope to the existing Computing and Intelligence Minor and the Automation and Robotics Concentration in Mechanical Engineering. Neither of these existing programs requires a robotics course, and both are much more narrowly focused. The Intelligence Minor is focused primarily at the autonomy concentration area of the robotics minor, and the Automation and Robotics Concentration is focused at the controls area. The Robotics Minor will require students to take two concentration areas plus a robotics course. And, it will require them to take two courses out of major.

Curriculum

To be considered for the Robotics Minor, students must complete the pre-requisite course with a grade of C or better. Completion of the prerequisite is not a guarantee for admission into the program.

Required pre-requisite Programming Course: ECE 2035 or ECE 2036 or CS 1331 or equivalent proven competency

The robotics minor consists of 15 hours of credit, not including the prerequisite course, taken from the list of required and elective courses. Some of the courses below may have additional prerequisites. Additional specific restrictions on these hours are listed below.

Required Course in Robotics (3 hours): Pick one of the following courses

BMED (4803) Medical Robotics (will be renumbered to 4739 after IUCC approval)
CS 3630 Robotics and Perception
ECE 4560 Introduction to Automation and Robotics
ME 4451 Robotics

Elective Courses (12 hours):

Choose at least one course from 2 of the 4 core categories: Autonomy, Controls, Mechanics, and Perception.

Autonomy

AE 4552 Introduction to Humans and Autonomy
CS 3600 Introduction to Artificial Intelligence
CS 4641 Machine Learning
CS 4649 Robot Intelligence: Planning
ECE 4555 Embedded and Hybrid Systems

Controls

AE 3531 Control System Analysis and Design or ECE 3550 Feedback Control Systems or ME 4452 Control of Dynamic Systems
ECE 4550 Control System Design
ME 4012 Modeling and Control of Motion Systems
ME 4405 Fundamentals of Mechatronics

Mechanics

AE 2220 Dynamics or CEE 2040 Dynamics or ME 2202 Dynamics of Rigid Bodies
AE 3530 System Dynamics and Vibrations
ME 4189 Structural Vibrations

Perception

BMED 3500 Sensors & Instrumentation
BMED/ECE 4781 Biomedical Instrumentation*
BMED/ECE 4783: Introduction to Biomedical Image Processing*
CS 4476 Introduction to Computer Vision or ECE 4580 Computer Vision
CS 4616 Pattern Recognition
ECE 2026 Introduction to Signal Processing
ECE 4180 Embedded System Design
ECE 4271 Applications of Digital Signal Processing

AE/BMED/ME/ECE/CS 4699 Undergraduate Research in robotics or autonomous systems (3 hours) may be used to fulfill one of the 4 core requirements. This research must be completed with a robotics faculty member and requires a final report that highlights its linkage to the respective core: Autonomy, Controls, Mechanics, and Perception.

Additional Restrictions on the 15 hours of credit for the Robotics Minor:

- At least two courses must be taken outside of the student's home school. Cross-listed courses, such as those marked with an * in the list above, cannot count as

being “outside the home school” for any of the students who are from the schools that cross list that course.

- Courses must be taken from two or more schools.
- All courses from the minor must be passed with a grade of C or higher.
- No more than one 2xxx level course may be used towards the minor.
- No course that is required (by name and number) in the student’s major discipline can be counted towards the student’s minor. No course that is considered equivalent to a required course in the student’s major is allowed for the minor.
- No course counted towards the Robotics Minor can be used for any other undergraduate minor or certificate.

Modification to Institute Rule

This minor satisfies all of the Institute requirements on undergraduate minors programs of study with the exception of Item 6:

“A multidisciplinary or other minor may contain courses in a student's major field of study. A maximum of 6 credit hours of such courses may be used to satisfy the course requirements for the minor, provided these courses are not also used to satisfy any course requirement in the student's major degree program.”

We request a modification to this rule to increase the six-hour maximum limit of courses from the major school to nine hours from the major school. This modification was supported by all of the schools offering the minor and the robotics faculty from IRIM. The justification for this modification is that this minor will meet the spirit of the multidisciplinary minors through three avenues:

- Students will need to take courses that span at least two majors.
- Students will need to take at least two courses out of major.
- The majority of the courses allowed for this major are themselves interdisciplinary: control systems, modeling of engineering systems, integration of sensors and actuators, algorithm development and software implementation, vision and image processing. In some cases, the material is duplicated in the different disciplines. This is especially true of the controls courses. So, allowing students to take those courses in their major or in other majors significantly expands the flexibility of students to schedule the courses that meet the requirements of the major.

There is precedent from the Robotics PhD program, after which this minor is patterned. From the description of the PhD Robotics program:

“Available to students enrolled in a participating home school in either the College of Computing or the College of Engineering, our program is a fully integrated and multidisciplinary experience.”

That Ph.D. Robotics program requires that students take courses across three of five core areas: Autonomy and AI, Controls, Mechanics, Perception, and Human-Robot Interaction. Like the undergraduate minor, courses from each of the home school are listed in each category. There is a requirement that each student take one course (out of 11) outside of their home school. The rationale for calling this PhD program a multidisciplinary degree stems from the fact that robotic systems inherently span multiple traditional disciplinary fields, and the supporting courses contain this multidisciplinary scope. The courses selected for the Robotics minor are undergraduate equivalents of the graduate-level courses in these concentration areas.

BMED 4803 (4739) is a new course that will be used for this minor. It is being taught for the first time at Georgia Tech in Spring 2017, but has been taught in its current form elsewhere. The rest of the courses used in the minor currently exist and are scheduled and taught according to the normal procedures of each participating unit.

The Robotics Minor has the following Learning Outcomes:

After completing the minor, students should:

- 1) Have a multi-disciplinary understanding of robotics including the roles of the mechanical system, the sensing systems, the control systems, and the planning systems
- 2) Be able to incorporate information from the environment as feedback for correcting (as needed) the behavior of a robotic system
- 3) Be able to develop and implement algorithms for robotic applications that incorporate elements of perception, control, and autonomy

The courses in the Robotics Minor will be assessed periodically using the CLASS system. The CLASS system is an online system used to implement direct assessment of students and is used extensively in the College of Engineering to assess ABET outcomes (a) – (k). The CLASS system is flexible enough to accommodate any measureable learning outcomes and archives the results. CLASS is tied into Banner, which allows it to sample students at random from large-enrollment classes. Since all students in the Robotics Minor must take one of the senior level, integrative robotics classes (ME 4451, ECE 4560, CS 3630, BME 4803), these classes will be used to assess the three learning outcomes listed above. The robotics classes will be assessed at least biannually to ensure that adequate data is collected, with more frequency assessment held during the first few years.

Collected data on the learning outcomes will be reviewed at least biannually by the Robotics Oversight Committee. This committee will be formed from a faculty representative from each of the partner schools. Outcomes for which an average

rating of 2.5 (out of 4.0) or less will trigger discussion and corrective action to the content and/or delivery of these classes.

The home school for the Robotics Minor will be the School of Electrical and Computer Engineering. Existing campus student learning resources will be used to provide the support needed to offer this minor. These resources include graduate teaching assistants that are assigned to the courses, especially the lab courses and undergraduate tutoring programs offered in ECE and ME. The courses being offered are currently existing courses, some of which include labs, so the existing instructional faculty, facilities, and other resources will be used to support this minor.

10. A motion was made to *table for an email vote* a request from the School of History and Sociology for a minor modification. The motion was seconded and approved.

Follow-up: Questions were raised during the email vote process. These questions may take some time to sort out. Therefore, any action taken to complete this approval process will be documented in a separate set of Minutes.

MINOR MODIFICATION – TABLED FOR EMAIL VOTE Minor in Sports, Society, and Technology

Overview

This request is to add a current course, ECON 4520, Economics of Sports, to the existing Sports, Society and Technology (SST) minor. This course was offered as a special topics course in the SST minor, but was not transitioned to the SST minor upon permanent course approval.

This request also seeks to add a new course, HTS 3074 Sports and Culture to the existing Sports, Society, and Technology undergraduate minor course offerings.

Curriculum

This is a 15-hour undergraduate minor.

A multidisciplinary minor may contain courses in a student's major field of study. A maximum of 6 credit hours of such courses may be used to satisfy the course requirements for the minor, provided these courses are not also used to satisfy any course requirement in the student's major degree program.

In addition to the courses listed here, there are other courses offered less regularly—for example, Special Topics and Undergraduate Research classes---that may count toward the minor. The SST adviser should be consulted for guidance. Three credit hours taken outside of SST courses may be counted toward the minor, **with the approval of the SST minor advisor.**

Course List:

- HTS 3022 Gender and Sports
- HTS 3073 Sociology of Sports
- HTS 3075 Foundations of Sports Studies
- APPH 2500 Intro to Sport Science
- INTA 3242 Soccer & Global Politics
- ECON 4813 Special Topics: Economics and Sports
- MGT 4803 Special Topics
- ARCH 4803 Special Topics

ADD: HTS 3074 Culture and Sports (*may count two instances of course as long as topics are different for each instance*)

ADD: ECON 4520 Economics of Sports to replace ECON 4813 Special Topics: Economics and Sports

Note: The Committee advised clarification in the minor modification for how many instances of HTS 3074 could be used toward minor requirements. It was concluded that a maximum of two instances may be used as long as the course content is different for each instance.

An updated minor modification has been uploaded to the ICC site (Proposal 5227) to reflect that HTS 3074 may only be used a maximum of two instances if they are different toward minor requirements.

A motion was made to table for email vote a request from the School of History and Sociology for a new course. The motion was tabled for an email vote.

Follow-up: Questions were raised during the email vote process. These questions may take some time to sort out. Therefore, any action taken to complete this approval process will be documented in a separate set of Minutes.

NEW COURSE – TABLED FOR EMAIL VOTE

HTS 3074: Culture and Sports (3-0-3)

Note: The Committee requested to review a general syllabus for this course since it is repeatable and will be taught with different course content for each instance. The Committee advised that the syllabus should refer to the Institute Excused Absence policy, provide a clarified grading scale, and clarify how class participation is graded as well as how often students are notified of those grades throughout the term. An updated syllabus was sent by academic unit after the meeting.

Update: The academic unit provided an updated syllabus and NCP for HTS 3074 on the ICC site (Proposal 5257).

Student Petition

1. A motion was made to deny a request for selective withdrawals from the last three terms of enrollment. The motion was seconded and approved.

Note: Although the Committee did not approve the request for selective withdrawals, it did feel that full term withdrawals were sufficiently supported. The Registrar will offer this option to the student and take administrative action if the student wishes to accept the offer of full term withdrawals.

Adjourned,

Reta Pikowsky, Registrar
Secretary