

**Institute Graduate Curriculum Committee**  
**Minutes**  
**Thursday, September 03, 2020**

**Committee Members:** Brown (GCC Student Rep), Catalyurek (COC-CSE), Davenport (COC-ECE), Dixon (COE-ME-IGCC Vice Chair), Ferri (Vice Provost for Grad Ed), Gunter (COE-AE), Dey (COE-ISYE), Han (COS-BIOSCI), Hays (COC-IC), Head (IAC-LMC-IGCC Chair), McIntrye (COB), Meredith (COE-CBE), Nie (COS-BIOS), Peng (COC-CS), Phillips (Associate Provost for Academic Effectiveness), Pikowsky (Registrar-Secretary), Stone (COD-CRP), Tucker (Faculty Executive Board Liaison), Weiss (IAC-ML), Wu (COB)

**Presenters/Visitors:** Rasheed (RO), Hodges (RO), Breedveld (CHBE), Ellis (SGA), Jennings (Student Life), Lloyd (Scheller), Thomas (PYSC), Wang (ISYE), Taylor (CEE)

**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 some cases, approval by the Southern Association of Colleges and Schools-CoC may also be required; in others, notification by the Institute will suffice. In addition, units should take no action on any of the items below until these minutes have been approved by the Academic Faculty Senate or the Executive Board. The President of the Institute also has authority over some areas.

**Note:** All votes are unanimous unless noted otherwise.

The Committee has a set minimum of 13 voting members to establish a quorum and conduct official business. Otherwise, business is still transacted and formally voted upon via email vote.

### **Start-up Matters**

1. A motion was made to elect Dr. Sonit Bafna as the IGCC Representative on the RCR (Responsible Conduct of Research) Committee. This motion was seconded and approved.

### **Information Items**

1. The Associate Vice Provost for Academic Effectiveness presented for the Committee's information a renewal of an agreement between Georgia Tech and the University of Stuttgart to offer a joint Master of Science in Mechanical Engineering. This agreement was originally approved in 2015.

### **Renewal of Cooperation Agreement – Acknowledged without Concern**

2. A representative from the Student Government Association addressed the Committee with a proposal request for faculty members to consider not scheduling quizzes, tests, or any other graded in-class assessment, when possible, move lectures to an asynchronous online format on election days. This would be for the following elections: presidential primaries; gubernatorial primaries; November general election; special elections affecting Georgia Tech at the federal level.

The Faculty Executive Board endorsed this for the Fall 2020 semester due to a presidential election year, but the SGA is requesting for this to be a permanent practice in place for future elections. The intent is to encourage more student to partake in voting by working with faculty to allow flexibility so students felt more inclined to vote. The SGA stated they would promote early voting and absentee voting as appropriate.

The proposal includes a request to have language added in the student/faculty expectations section of the Catalog so it is not a requirement, but an expectation. It was also noted that the graduate population voting numbers were low compared to undergraduate students.

The proposal is also being presented to the Institute Undergraduate Curriculum Committee. Any changes to the student-faculty expectations section of the Catalog would have to be approved by the Student Regulations Committee then the Academic Faculty Senate.

The discussion about the election issue was robust and there were a number of concerns. A primary concern was about graduate seminars (or other classes) that meet once weekly. Given the fact that these classes meet once a week, missing the class, for whatever reason, is a significant absence. The Committee wondered if these once-weekly classes might need/wish to schedule a make-up class at another time during the week for students that are absent. It is unclear whether this would represent an unnecessary burden for faculty and complicate the students' schedules.

A recommendation was made about adding the dates to the academic calendar so that faculty would be aware of upcoming events before planning for each term begins.

Concern was expressed about adding too many days when major assignments or exams could not take place-creating a situation where the available days could mean that students have multiple major assignments or exams due simultaneously.

If the Student Regulations Committee takes action, the Standing Curriculum Committees will be asked to review the draft language before it goes to the Academic Faculty Senate for approval.

3. Several units across Tech have indicated recently that standardized test scores (GRE, GMAT, etc.) will not be required for the new recruitment cycle. A couple

of units (Psychology and Architecture) have stated this suspension is due to COVID-19 and it is intended for the test scores to again be required in the future.

The College of Business is piloting the suspension as a possible permanent change in the future. COB reminded the Committee that the Executive MBA program does not require GRE/GMAT test scores and their findings show that there is little to no difference in performance among students who submit scores and those who do not. The units have other methods of reviewing applicants and making admissions decisions. The scores are not required, but may be used/encouraged in certain instances.

It was noted by Committee members that when standardized tests are used in certain circumstances to contribute to the evaluation for admissibility, that it be a transparent process. In other words, standardized test scores may not be required but an applicant could submit one and have it be considered. The example given was that an applicant's academic background might not meet the criteria of the program, but a standardized test score, if submitted, could be used as additional evidence of preparation to succeed in the program. Whatever the case, the program needs to make this clear and the process needs to be applied consistently.

The Committee concurred that any unit suspending standardized test scores should submit a notice to the IGCC for informational/documentation purposes and permanent suspensions of standard test scores will need a formal proposal to the IGCC that would require a vote.

### **Academic Matters**

1. A motion was made to *approve* a request from the Schools of Civil & Environmental Engineering and City & Regional Planning for a request for new courses. This motion was seconded and approved.

#### **NEW COURSES – APPROVED**

CEE/CP 6701 Urban Transportation Planning (3-0-0-3)

CEE/CP 6702 Urban Transportation Planning (0-0-3-1)

The courses were requested to provide better scheduling opportunities for the courses.

This motion will also result in deactivation of the current existing courses: CEE 6602/CP6311 Introduction to Transportation Planning (4-0-0-4).

2. A motion was made to *approve* a request from the School of Industrial & Systems Engineering for a new course. This motion was seconded and approved.

#### **NEW COURSE – APPROVED**

ISYE 7025 Inventory Theory (3-0-0-3)

3. A motion was made to approve a request from the School of Chemical and Biomolecular Engineering for a new course. The motion was seconded and approved.

### **NEW COURSE – APPROVED**

CHBE 7721 Are You Thinking of Becoming an Academic? (1-0-0-1)

\*This course will be cross-listed with ECE 7721 (approved May 2020)

4. A motion was made to *approve* a request from the Schools of Computational Science and Engineering, Computer Science, Interactive Computing for a degree modification. The motion was seconded and approved.

### **DEGREE MODIFICATION – APPROVED**

Doctor of Philosophy with a major in Computer Science

#### **Overview**

The request is to add a couple of existing courses to the Breadth list for Machine Learning in the CS PhD Program of Study.

#### **Machine Learning Breadth Area**

##### **CS 6476 Computer Vision**

CS 7545 Theoretical Foundations of ML

CS 7616 Pattern Recognition

CS 7641 Machine Learning

##### **CS 7643 Deep Learning**

CS 7646 Machine Learning for Trading

CSE 6240 Web Search and Text Mining

CSE 6242 Data and Visual Analytics

CSE 6740 Computational Data Analysis

5. A motion was made to *approve* a request from the School of Psychology for degree modifications. The motion was seconded and approved.

### **DEGREE MODIFICATION – APPROVED**

Doctor of Philosophy with a major in Psychology

Master of Science in Psychology (this is not a terminal degree, but changes should still be reflected/documentated since it is a degree awarded by Tech)

#### **Overview**

Based on feedback from our APR review and comparisons to our aspirational programs identified in our self-study, the school concluded that some of our programs were too course "heavy" and many of our program areas wanted to provide more flexibility in coursework and more focus on developing research skills and area specialization knowledge. To address this challenge, the School of Psychology faculty voted to eliminate what we call our substantive core

requirements during our retreat in August 2019, which precipitated every PhD program area to make substantial changes to their area curriculums. The proposed changes are also consistent with the findings of formal surveys of graduate students concerning impediments to progress in research and progress to graduation.

The primary goal was to reduce the number of substantive courses required for the PhD and to increase the flexibility of the requirements to emphasize research and allow the student to fit specialization training into their program of study. Half of our programs both decreased the number of required PhD courses and augmented the curriculum to allow for increased flexibility. All of our programs increased the flexibility of the curriculum.

## **Curriculum**

**Note:** For the degree requirements, see Proposals 6287/6290 on the ICC site.

**The Registrar's Office will work with the program to format the requirements so it's clearer to the Committee and translates well into the Catalog.**

- 1. To remove the Psychology core courses from the list of course requirements.** Based on feedback from our external review and comparisons to our aspirational programs identified in our self-study, the school concluded that our programs were too course "heavy." To address this challenge, the School of Psychology faculty voted to eliminate what we call our substantive core requirements during our retreat in August 2020, which precipitated every PhD program area to make substantial changes to their area curriculum to focus on specialization training.
- 2. To remove Psyc 8080 (Seminar in Cognition & Brain Science from the list of CBS required courses.** The CBS faculty eliminated this requirement to allow for more flexibility in the selections of coursework.
- 3. To add the option of taking either cognitive psychology (Psyc 6011) or cognitive neuroscience (Psyc 6090), or both to the CBS required curriculum.** This requirement essentially replaces the elimination of the substantive core requirement at the program level.
- 4. To add the requirement that CBS students must take a minimum of 2 additional courses approved by their advisory committee.** This requirement add more flexibility to the students training than could be realized under the Psyc 8080 requirements.
- 5. To add Psyc 6011 cognitive psychology to the Cognitive Aging (CA) Area curriculum.** This requirement essentially replaces the elimination of the substantive core requirement at the area program level.
- 6. To add Psyc 6060 Psychology of Aging to the CA area curriculum.** This requirement essentially replaces the elimination of the substantive core requirement at the area program level.

7. **To add Psyc 6011 (Cognitive Psychology), Psych 6014 (Sensation & Perception), and Psyc 7102 (Engineering Psychology Psych-I) to the Engineering Psychology area curriculum.** These course additions essentially substitute for the elimination of the substantive school core requirement at the EP area program level.
8. **Add courses in Advanced Item Response Theory and Dynamical Systems and Time Series to the list of five additional quantitative courses.** This change provides the students additional flexibility and are topics that are the basis of current seminars regularly offered by the Quant. program faculty.
9. **To remove “multidimensional scaling” and add “scaling” in its place in the list of five additional Quant. courses.** This change better reflects the title of seminars and seminar topics; multidimensional scaling was too specific given the changes in the field.
10. **To add a Foundational Psychology Requirement to the I/O and Work Psychology requirement.** Specifically, add two courses to the I/O area curriculum that are outside the I/O and Work Psychology Field. Can be fulfilled by courses taught in the GT Psychology department (other than 72XX, 73XX, 8050, or 8060 -read I-O, quant, I-O seminar, Quant seminar). These course additions essentially substitute for the elimination of the substantive school core requirement at the I-O and Work Psychology area program level.
11. **To add a Quantitative Requirement to the I/O and Work Psychology program. Specifically, two courses from any 730x, or 8060.** The program faculty believe that this will enhance the emphasis on quantitative skills of the degree program.
12. **To add the requirement for four additional I-O courses.** Specifically, the courses can be fulfilled by 72XX or 8050 (read I-O named couree4s, or I-O seminars). This change provides the students additional flexibility and are topics that are the basis of current seminars regularly offered by the I-O and Work Psychology program faculty.
13. **Remove Psyc 7203 (Motivation and Job Attitudes), Psyc 7204 (Training & Development), Psyc 7205 (Teams), and Psyc 8050 (Seminar in I/O Psychology) from the I-O and Work Psychology course requirements.** The requirement for four additional courses (change #14) makes these course listings unnecessary.
14. **Remove the two required psychology core course for the MS and replace with two psychology courses.** This change is necessary since the school is proposing to eliminate the core course requirement.
15. **To add Psyc 7201 (Industrial/organizational Psychology) to the I-O area curriculum.** This course addition essentially substitutes for the elimination of the substantive school core requirement at the I-O area program level.
16. **To add the list of foundational psychology courses to the I-O program area curriculum.** These course additions substitute for the elimination of the substantive school core requirement at the I-O area program level.

## Administrative Item

1. It was discovered that **BMED 6777 Advanced Biomaterials had a prerequisite listed – BMED 6776. This course does not exist so it has been removed.**

## Student Petitions

The following petitions were reviewed administratively by the Registrar's office.

All were approved except where noted.)

Petitions reviewed from 06/19/2020 to 09/03/2020:

32- Term withdrawal (**3 Denied**)

1- Full graduate standing

4- Readmission after 1st drop, recommended for readmission by School

2- Adjust course registration to correct CRN in current term

6- Selective withdrawal (**2 Denied**)

6- Six-year rule waiver

5- Hour overload request for current term

3- One-hour rule waiver (register for more than one term in only one hour)

1- Reinstate course (course dropped by mistake; reinstated with instructor permission)

1- Adjust course hours for current term

12- Late registration (**1 Denied**)

3- Three-hour rule waiver

1- Count course toward degree while earned in UG status but not used for UG degree

1- Change grade mode

6- Cancel registration for current term

1- Waive GPA requirement with recommendation from the School (GPA slightly below)

1- Waive BS/MS requirements for courses taken in UG status (administrative error)

1- Waive transfer credit limit

2- Allow excess Pass-Fail credit to count toward degree

2- Course substitutions (recommended by School)

Submitted by,

Reta Pikowsky

Associate Vice Provost and Registrar

Secretary, IGCC