2017-2018 GCC Members:

Bafna, Sonit (CoD-Arch)
Balch, Tucker (CoC-IC)
Ballantyne, David (Physics)
Breedveld, Victor (CHBE - GCC Vice Chair)
Ceccagnoli, Marco (CoB)
Chow, Edmond (CoC-CSE)
Coleman, Maribeth (Faculty Exec Board Liaison)
Davenport, Mark (ECE)
Dovrolis, Konstantions (CoC-CS)
Erera, Alan (ISYE)
Ferri, Bonnie (Vice-Provost for Grad Educ)
Hays, James (CoC-IC)
Henderson, Clifford (ChBE)
Jagoda, Jeff (AE)
Johnson, Henderson (GCC Student Rep)
Macrakis, Kristie (HTS)
Peponis, John (CoD-Arch)
Pikowsky, Reta (Registrar)
Ranjan, Devesh (ME)
Ries, Christine (ECON)
Schmidt-Krey, Ingeborg (BIOL)
Sluss, David (CoB – GCC Chair)
Smith, Marilyn (AE)
Vigoda, Eric (CoC-CS)
<table>
<thead>
<tr>
<th>Name</th>
<th>Dept/School</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>M2</td>
</tr>
<tr>
<td>Amy Hodges</td>
<td>reg</td>
</tr>
<tr>
<td>Sabrina Miller</td>
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</tr>
<tr>
<td>Kelly Comfort</td>
<td>ML</td>
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<tr>
<td>Anna Stempel</td>
<td>ML</td>
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<tr>
<td>Michelle Rinehart</td>
<td>Design</td>
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<tr>
<td>Robin Tucker</td>
<td>SoA</td>
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<tr>
<td>Scott Marble</td>
<td>SoA</td>
</tr>
<tr>
<td>Marla Bruner</td>
<td>Grad Studies</td>
</tr>
<tr>
<td>Lorene Phillips</td>
<td>OAE</td>
</tr>
<tr>
<td>Margaret</td>
<td>reg</td>
</tr>
</tbody>
</table>
Institute Graduate Curriculum Committee Minutes
Academic Matters
Thursday October 5, 2017

Present: Breedveld (CHBE), Pikowsky (Registrar), Bafna (CoD-Arch), Balch (CoC-IC), Chow (CoC-CSE), Coleman (Fac. Exec Bd. Liaison), Davenport (ECE), Ferri (Vice Provost, GRED/FD), Hays (CoC-IC), Peponis (CoD-Arch), Ries (ECON)

Visitors: Hodges (Registrar), Hogarth-Smith (Registrar), Miller (Registrar), Bruner (Graduate Studies), Colatrella (LMC/IAC), Comfort (ML), Marble (SoA), Phillips (OAE), Rinehart (Design), Shook (ML), Stenport (ML), Tucker (SoA)

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 Senate or the Executive Board.

Note: All votes are unanimous unless noted otherwise.

Note: This meeting did not have a quorum. The actions at this meeting will be noted as recommendations for the full Committee to vote via email. The vote will therefore be to approve the action items as recommended by the voting members who were present and to approve the Minutes themselves.

Academic Matters

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

   Note: At the meeting it was requested that updates be made to reflect the correct course numbers. Those changes were made after the meeting and are included in these Minutes.

DEGREE MODIFICATION – APPROVED with edits
Master of Science in Architecture (MSARCH)

Overview
This request includes the deactivation of the Digital Design & Fabrication concentration in our M.S. Architecture Program and to add the following concentrations to our M.S. Architecture Program
The proposed changes will better align with our faculty research and expertise. These titles are also more currently relative to industry trends and will attract more students.

The key differences are the name and some adjustments to the curriculum in response to the new concentrations. All concentrations in the degree remain at 30 credit hours for completion.

**Curriculum**

Master of Science in Architecture
Advanced Production concentration

The Advanced Production concentration of the Master of Science in Architecture focuses on integrating advanced design, computation and manufacturing technologies into workflows for the production of experimental spatial systems, material assemblies and buildings. Coursework for this concentration incorporates emerging design technologies including robotics and automation, Augmented Reality (AR) / Virtual Reality (VR), Small Unmanned Aerial Systems (SuAS; aka “Drones”), additive manufacturing (3d-printing), subtractive computer numerical control (CNC) manufacturing processes, parametric modelling and production logistics. Graduates from this program will be prepared to leverage expertise in advanced digital design and production as consultants to or embedded within progressive architectural firms, digital manufacturing operations and advanced technology start-ups. Additionally, this concentration positions graduates to further pursue research through academic faculty positions or as potential PhD candidates.

**Required Core Courses for the MS in Advanced Production:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 8803</td>
<td>Advanced Productions (new Special Topics offering)</td>
</tr>
<tr>
<td>ARCH 6511</td>
<td>Robotic Fabrication (new course)</td>
</tr>
<tr>
<td>ARCH 6506</td>
<td>Materials / Fabrications</td>
</tr>
<tr>
<td>ARCH 6507</td>
<td>Parametric Design</td>
</tr>
<tr>
<td>ARCH 6502</td>
<td>Design Scripting</td>
</tr>
<tr>
<td>ARCH 6512</td>
<td>Research Colloquium (new course)</td>
</tr>
<tr>
<td>ARCH 6071 or 6072</td>
<td>Design &amp; Research Studios</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6505</td>
<td>Geometric Constructs</td>
</tr>
<tr>
<td>ARCH 6426</td>
<td>3D Modeling in Architecture</td>
</tr>
<tr>
<td>ARCH 6427</td>
<td>Advanced Modeling and Animation in Architecture</td>
</tr>
<tr>
<td>ARCH 6474</td>
<td>Advanced Media + Modeling</td>
</tr>
<tr>
<td>ARCH 6501</td>
<td>Analog Digital Design Computation</td>
</tr>
<tr>
<td>ARCH 8833</td>
<td>Building Systems and Data</td>
</tr>
</tbody>
</table>
Master of Science in Architecture
Design Computation concentration

The MS in Architecture with a concentration in Design Computation explores the theoretical and practical basis of design as a computational premise. The possibility of design is viewed through the lens of history and theoretical foundations of fields as diverse as mathematics, logic, linguistics and cybernetics. The School of Architecture is one of the leading institutions in the study of Shape Grammars – an area of study that views architectural drawing as a formal logic of geometric shapes. The Shape Computation Lab within the School of Architecture is a leader in the theory of design computation as well as its applications to practice. Students graduating from this concentration are prepared to pursue a professional career in architecture or advanced studies and eventual academic careers at the intersection of the fields of design, computer science and mathematics.

Required Core Courses for the Concentration in Design Computation:
ARCH 6508  Shape Grammars
ARCH 6501  Analog / Digital Computation
ARCH 6513  Building Data and Systems (new course)
ARCH 6502  Design Scripting
ARCH 6210  Architectonics
ARCH 6512  Research Colloquium (new course)
ARCH 6071/6072  Design & Research Studio, Thesis, or Master's’ Project

Approved Elective Courses for the Concentration in Design Computation:
ARCH 6509  Computation, Creativity and Design Cognition
ARCH 6426  Advanced Modeling and Animation in Architecture
ARCH 6474  Advanced Media + Modeling
ARCH 6228  Analytical Investigations in Urban Design
ARCH 6507  Parametric Design
ARCH 6505  Geometric Constructs

Master of Science in Architecture
Building Information Systems concentration

The MS in Architecture with a concentration in Building Information Systems focuses on the applications of computational data sciences to the design, construction and operations building lifecycle. This concentration provides a specific track for the School’s industry leading research in Building Information Modeling (BIM), Design Systems and building industry focused supply chain integration. The faculty have identified a specific, high demand career track for graduates of this program in the expansion of these fields as the design and construction industry becomes increasingly data and systems driven. Graduates from this program are prepared for industry positions such as Specialist BIM Consultant, BIM Software Developer or Product Manager, or building industry focused Data Architect, System Designer or System Integrator. Additionally, the concentration prepares students for specialized computation-focused PhD
studies that can provide graduates with competitive advantage in the pursuit of academic positions.

**Required Core Courses for the Concentration in Building Information, Systems & Data:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6513</td>
<td>Building Data and Systems (new course)</td>
</tr>
<tr>
<td>ARCH 6503</td>
<td>BIM Applications</td>
</tr>
<tr>
<td>COA 8676</td>
<td>IFC / Engineering Databases</td>
</tr>
<tr>
<td>ARCH 6502</td>
<td>Design Scripting</td>
</tr>
<tr>
<td>ARCH 6501</td>
<td>Analog / Digital Computation</td>
</tr>
<tr>
<td>ARCH 6512</td>
<td>Research Colloquium (new course)</td>
</tr>
<tr>
<td>ARCH 6071/6072</td>
<td>Design &amp; Research Studio, Thesis, or Master's’ Project</td>
</tr>
</tbody>
</table>

**Approved Elective Courses for the Concentration in Building Information, Systems & Data:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6228</td>
<td>Analytical Investigations in Urban Design</td>
</tr>
<tr>
<td>ARCH 6229</td>
<td>Construction Technology II</td>
</tr>
<tr>
<td>ARCH 6210</td>
<td>Architectonics</td>
</tr>
<tr>
<td>COA 8685</td>
<td>Building Simulation</td>
</tr>
</tbody>
</table>

Note: An update was made to the requirements for each concentration. The course titles indicated accurate requirements, however, the course numbers did not reflect the correct number associated with the course titles.

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

**NEW COURSES – APPROVED with edits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6510: Advanced Productions (3-0-3)</td>
<td>will be offered as ARCH 8803.</td>
</tr>
<tr>
<td>ARCH 6511: Robotic Fabrication (3-0-3)</td>
<td></td>
</tr>
<tr>
<td>ARCH 6512: Research Colloquium (3-0-3)</td>
<td></td>
</tr>
<tr>
<td>ARCH 6513: Building Systems &amp; Data (3-0-3)</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Committee requested that ARCH 6510 Advanced Productions be taught as a Special Topics (ARCH 8803) course and then resubmitted with a request for a permanent number.

All syllabi should include reference to the Institute Absence Policy found in the Catalog in areas where class attendance is mentioned.

2. A motion was made to **approve** a request from the School of Modern Languages for a new degree. The motion was seconded and approved.

**NEW DEGREE – APPROVED with edits**

**Master of Science in Applied Languages and Intercultural Studies (MSALIS)**

**Overview**

Open to faculty-approved applicants holding a B.S./B.A. degree in any discipline, the MS in Applied Language and Intercultural Studies (ALIS) departs
from traditional models of graduate foreign language study in its focus on the
development of professional-level language skills and critical intercultural
knowledge for application to students’ diverse career orientations, non-profit,
government and business sectors. While Masters-level work in most institutions
is geared to the undergraduate language major headed toward a teaching career,
the proposed MSALIS responds to the reality that 63% of Georgia Tech’s
language majors pursue dual degrees, most commonly with Business
Administration, Computer Science and Engineering and, moreover, that our
substantial enrollment of non-language majors in advanced-level language
classes evidences the value GT students of all disciplines place on language and
intercultural proficiencies in today’s marketplace (in the case of Spanish, for
instance, over 130 students completed a minor in 2016-17). For such students,
the MSALIS affords the opportunity to, in effect, double major at the graduate
level. Of the GT student population enrolled in Spring 2017 advanced foreign
language courses, our survey indicated that 80% planned to use the language in
their careers; 65% expected to be working abroad someday; and 44% indicated
an interest in an MS degree in their language of study.

The School of Modern Languages does not currently have a graduate degree and,
thus, during its 2015-2016 Self-Study and concurrent search for a new School
Chair, ML faculty identified as among the School’s highest priorities the
development of an intellectually rigorous graduate program that would also
serve the need of professionals who wish to enhance their careers in the global
marketplace through strong communication skills and intercultural knowledge.
Indeed, the School’s Academic Program Review (2015-16) identified a need for
faculty development in graduate instruction as key to a research active, top-tier
institution’s stature. External reviewers for the APR commended the ML
faculty’s "in-depth expertise in cultures and societies of a whole range of
countries around the world," stressing it as "an asset that the Institute has not
fully appreciated and used to its advantage," but noting that the "faculty's robust
research activities are not reflected in the curriculum or the identity of the
School." Reviewers encouraged the Institute "to make the scholarly expertise in
cultural and area studies that the faculty in Modern Languages possess
available" to new constituencies.

The MSALIS degree specifically provides the skills and competencies of the
workforce of the future such as the ability to network efficiently, to communicate
effectively, and think critically and creatively, to display intercultural
competence and linguistic expertise. The MSALIS will appeal especially to
undergraduate students with high intermediate-level language skills, including
BSALIS majors and alumni, IAML and GEML majors, students who have
completed one of the Schools 14 intensive LBAT (Language for Business and
Technology) programs abroad, and ML language minors. For instance, in any
given semester the number of Spanish minors alone averages approximately
100. Foreign students who are native speakers of the target languages and
language majors/minors from area colleges and universities are also expected to
enroll. While our survey data indicates that the MSALIS degree will be attractive
to current GT students, the program has the potential to reach new audiences.
Those include in-service teachers or employees in the fields of international
business or in government agencies and international service organizations; that is, professionals who would like to combine skills in one discipline with in-depth language and culture skills that complement and enhance their existing expertise.

Our plan is to offer an MSALIS track in each of the major languages offered by the School of Modern Languages. The Spanish track is the language unit in which we foresee the largest graduate enrollments, and hence that curriculum will be the first option for the MSALIS, and this is the track that we are proposing now. Tracks in French, German, Russian, Chinese, and Japanese are planned to be implemented in the future. Moreover, if approved for the MSALIS, it is our intention to seek approval as well of a 5-year BS-MS ALIS to offer our ALIS/IAML/GEML undergrads an accelerated path toward the MSALIS degree.

Modeled after the successful B.S. program in ALIS in structure, curriculum and implementation approach, the MSALIS degree will allow students to select their language track/concentration, to enjoy maximum flexibility in course options and research focus and to integrate theory and practice in both campus and overseas environments. The undergraduate ALIS B.S degree was first implemented with Spanish and Japanese language concentrations in 2010 and by 2013 had expanded to include Chinese, French, German, and Russian tracks. It continues to be unique in the country in its departure from the traditional “literature and pedagogy” curriculum toward a focus on practical use of the language, processes and intercultural knowledge and proficiencies applied to real-world problem-solving in professional contexts and a curriculum--reaching from campus to local community to overseas--that is interdisciplinary, content-based, performance oriented and regional context-authentic across three thematic strands: industry and technology, arts and media, society and culture. Graduates of the BS-ALIS program complete 12 credits abroad, 15 hours in a second discipline, and demonstrate at least Intermediate High proficiency on graduation.

**Primary program objectives for the MSALIS are:**

A. To serve the need of current undergraduates and post-graduates who wish to extend or reframe their post-baccalaureate majors in ways that respond to increasingly precarious career environments.

B. To prepare students to identify and critically analyze complex social issues based on multidisciplinary and intercultural skills, competencies, and knowledge.

C. To foster the connection of theory, application and real-life experiences for the development of deep cultural sensitivities and knowledge of cultured self.

D. To respond to the quickly increasing regional, national, and international need for a truly bilingual and multilingual workforce.

E. To afford language learners the opportunity for a higher and more challenging level of educational attainment and sharpened proficiencies.

F. To expand and deepen Georgia Tech's commitment to being a leader in the development of global citizens.
G. To increase scholarly productivity by involving faculty in graduate education and innovative research collaborations with students.

H. To reflect on a national level the Institute’s serious commitment to advanced language learning to the benefit of attracting external funding.

I. To present a model for the growth of applied language learning in Georgia and the nation.

**Admissions Criteria**

Applicants would have to meet all the standard Institute requirements for admission to graduate programs. (Committee suggested adding this statement.)

- Statement of Purpose
- Official Transcripts
- Two Letters of recommendation from Spanish-language faculty
- GPA in Spanish-language coursework of at least 3.
  * Graduate Record Examination (GRE) not required.
- No minimum required GPA
- Test of English as a Foreign Language (TOEFL) is required for non-native English speakers as per Institute policy ([http://www.grad.gatech.edu/international-students-toefl](http://www.grad.gatech.edu/international-students-toefl)). Minimum scores are as follows: internet-based TOEFL exam = 90, with minimum section scores of 19 or higher on each skill area; paper-based TOEFL exam = 577.
- Oral proficiency level in the language of at least Intermediate High according to American Council on the Teaching of Foreign Languages (ACTFL) standards and OPI procedures. This will be tested as part of an in-person interview or an ACTFL phone test. This testing mechanism is established in the ML curriculum. Each ML Language Program Director will be responsible for certifying compliance with ACTFL proficiency standards.
- No required GPA. All of the above will be taken into consideration for admission.

**Curriculum**

The MSALIS degree is a flexible program of 30 credits of coursework that can be completed in as few as three semesters. Three courses (9 credits) are required, but two of the three can be taken in any sequence, with one (the Portfolio Development course) being required in the final semester. Of the remaining elective courses, one graduate course not taught in the target language is allowed, as approved by the student’s MSALIS adviser. It is also worth noting that students can choose to complete a 6-credit thesis option, a 3- to 6-credit internship abroad option, or to use graduate courses to satisfy part of the 30-credit degree requirement.
Many of the new 6000-level courses are built from current 4000-level course offerings. We have conscientiously and carefully redesigned these courses with graduate students in mind. Course requirements and assignments have been altered; learning outcomes, grading rubrics, and assessment criteria have been adjusted.

Specific differences between the BS and MS assignments will vary according to the course but will, in general, combine higher expectations in four areas as illustrated in the basic examples below: *quantity* (greater production demand, additional topics or components), *quality* (greater depth; more stringent requirements or evaluation criteria), *role* (approach from different perspective or under different circumstances) and *type* (more challenging format or more comprehensive structure).

<table>
<thead>
<tr>
<th>Nature of Assignment</th>
<th>Quantity example</th>
<th>Quality example</th>
<th>Role example</th>
<th>Type example</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS 4000</td>
<td>Two 6-page essays</td>
<td>10-min presentation</td>
<td>3 of 5 research sources in Spanish</td>
<td>Present w/notes; evaluated on content and communication clarity</td>
</tr>
<tr>
<td>MS 6000</td>
<td>Three 12-page essays</td>
<td>40-minute presentation</td>
<td>All research sources in Spanish</td>
<td>Present w/out notes; evaluated on content, precision, style, engagement</td>
</tr>
</tbody>
</table>

**Sample Program of Study**

**FALL YR 1**
- SPAN 6501 (3) Theory and Foundations (new) (required)
- SPAN 6510 (3) Applied Language Practicum (new)
- SPAN 6XXX (3) elective
- SPAN 6XXX (3) elective

**SPRING YR 1**
- SPAN 6500 (3) Intercultural Seminar (taught previously as SPAN 4500) (required)
- SPAN 6503 (3) Professional Portfolio development (new) (required)
- SPAN 6XXX (3) elective
- SPAN 6XXX (3) elective OR Advisor-approved 6000-level complementary non-SPAN course

**SUMMER**
- SPAN 7000 (6) MS Thesis

The three required courses of the MSALIS (SPAN 6500, SPAN 6501 and SPAN 6503U) are designed for the collection of task-performance data for grade-independent outcomes assessment. Student products from each of these courses will be compiled in online Portfolios as part of SPAN 6503U, Professional Portfolio Development. Spanish faculty meet annually for program assessment as part of the School’s routine Online Assessment Tracking System.
(OATS) procedures and assess students’ completed portfolios by applying the grade-independent outcomes rubrics (Section 12) to the data as outlined below.

Oral proficiency will be evaluated by the student’s advisor or other ACTFL-trained Spanish faculty member via a 20-minute face-to-face interview following nationally recognized ACTFL OPI procedures. A faculty-signed and -dated statement of the student’s oral proficiency assessment score will be included as part of the student’s Professional Portfolio. Students wishing to have an official “ACTFL-certified” OPI score conducted by phone or computer with an ACTFL-certified tester may contact Language Testing International for pricing and scheduling. Listening, Reading and Writing certifications are also available through LTI.

Program faculty will make written curricular and program recommendations to the Chair of ML based on annual review of student performance data.

A motion was made to approve a request from the School of Modern Languages for a new BS/MS Option in Applied Languages and Intercultural Studies. The motion was seconded and approved.

Notes: It was noted that the Admissions Criteria section include a note indicating that all Institute Admission requirements be met for consideration of admission. See sentence added on Page 7.

It was noted that all classes within the proposal should be listed as “new” in order to align with BOR/SACS guidelines for new degree proposals and to accurately reflect that although the material in some of the proposed new graduate courses has been taught at the undergraduate level, the graduate level content is new.

The Committee questioned the School to ensure that enough elective courses would be available so students would have a variety to select from for the elective requirement. The School advised that there are 9 faculty teaching Spanish and that the availability of electives would not be an issue.

There was some discussion as to whether the MSALIS would have or should have concentrations. At present, there is no sense that having concentrations would be beneficial to the program or to the students. From the transcript, it will be obvious as it is with the BSALIS degree which language was the focus. However, this is an option and the School could come back at a later point and request a degree modification to add concentrations if the need/desire arises to make that change.

NEW DEGREE TRACK OR OPTION – APPROVED
BS/MS Option for Applied Languages and Intercultural Studies (BS/MSALIS)

1. Rational and Justification.
The School of Modern Languages is prepared to capitalize on faculty research specialties, program development expertise and the growing popularity of the BSALIS at Georgia Tech in the offering of an advanced BS/MS ALIS degree alongside the MS ALIS degree. The proposed BS/MS in Applied Language and Intercultural Studies provides an accelerated path to the MSALIS degree for undergraduate ALIS majors via a fifth-year graduate-level extension that would allow students to enjoy maximum flexibility in course options and research focus and to integrate theory and practice in both campus and overseas environments. Graduates of our BSALIS program are well prepared to continue in their language track/concentration at the Master’s level, having completed 12 credits of coursework abroad in the language and demonstrating at least Intermediate High proficiency on graduation. Moreover, the professional orientation of the MSALIS is particularly suited to the population of BSALIS majors, 63% of whom pursue dual degrees, most commonly with Business Administration, Computer Science and Engineering, particularly Industrial, Mechanical and Biomedical.

On approval of the BS/MS ALIS degree, we propose an implementation strategy of gradual expansion that is both growth-oriented and resource sensitive. In a 2017 survey of senior Capstone students, 90% of Spanish ALIS majors indicated they would have been interested in a graduate degree in the language had one been available. In Fall 2018, we will initiate the offering of the stand-alone MS ALIS degree and the BS/MS ALIS degree in the Spanish track only, with French and German expected to follow in Fall 2019. Current numbers of BS-ALIS majors in Chinese, Japanese and Russian, however, are keeping pace with these more commonly taught languages, averaging 45% of the total number of ALIS majors, and tracks in these “critical languages” will be proposed for Fall 2020. Arabic and Korean tracks will be added in subsequent years.

BS ALIS students will benefit from the BS/MS ALIS degree in several concrete ways: (1) they will continue to hone proficiency in the target language and advance beyond the ACTFL Intermediate High level to the Advanced level; (2) they will have the opportunity to gain valuable hands-on experience through the Applied Language Practicum and/or Applied Language Practicum Abroad courses; (3) they will have the chance to participate in graduate-level internships in the target language in domestic and/or foreign settings; (4) they will pursue graduate-level research in the required Foundations and Theory Seminar and optional Graduate Research or M.S. Thesis courses; (5) they will be encouraged to spend additional time abroad via coursework, research, or internships; and (6) they will improve future employment opportunities through the completion of the performance-based tasks in the culminating Professional Portfolio Development course.

Program of Study and BS/MS ALIS Curriculum:
Following the model of other BS/MS degrees at Georgia Tech, ALIS majors meeting and maintaining eligibility requirements for continuing with the BS/MS ALIS may double count up to 6 credit hours of language study at the 4000 level or higher toward both degrees. BS/MSALIS students must complete at least 146 hours (total hours for BSALIS = 122 credit hours and total hours for MSALIS =
30 credit hours equal 152 credit hours with 6 credit hours being shared = 146 credit hours.

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Name:</th>
<th>When Course is Required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 6500</td>
<td>Intercultural Seminar</td>
<td>to be taken in the final spring semester of the BS (satisfies BSALIS SPAN 4500 requirement)</td>
</tr>
<tr>
<td>SPAN 6501</td>
<td>Foundations and Theory Seminar</td>
<td>to be taken in the first fall semester of the MS</td>
</tr>
<tr>
<td>SPAN 6503</td>
<td>Professional Portfolio Development</td>
<td>to be taken in the final semester of the MS</td>
</tr>
</tbody>
</table>

BS/MS ALIS students also take credit hours of graduate electives (3 credits of this requirement will be completed at undergraduate level), of which 18 or more must be in the target language, while one advisor-approved course not in the target language is allowed (3 credit hours of graduate level coursework taken at the undergraduate level will satisfy both BSALIS ML elective and a MSALIS elective requirement). The graduate electives for the BS/MS ALIS in Spanish include the following courses:

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Course Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 6101</td>
<td>Advanced Communication Workshop</td>
</tr>
<tr>
<td>SPAN 6170</td>
<td>Spanish Applied Linguistics</td>
</tr>
<tr>
<td>SPAN 6236</td>
<td>Media, Markets, and Advertising</td>
</tr>
<tr>
<td>SPAN 6237</td>
<td>Food, Power &amp; Sustainability</td>
</tr>
<tr>
<td>SPAN 6244</td>
<td>Visual Culture &amp; Social Agenda</td>
</tr>
<tr>
<td>SPAN 6251</td>
<td>Hispanic Internship</td>
</tr>
<tr>
<td>SPAN 6270</td>
<td>Spanish Sociolinguistics</td>
</tr>
<tr>
<td>SPAN 6360</td>
<td>Covering LatinX Culture</td>
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<tr>
<td>SPAN 6401</td>
<td>Immigration/Migration</td>
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<td>SPAN 6405</td>
<td>Latin American Documentaries</td>
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<td>SPAN 6454</td>
<td>Latin America through Film</td>
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<td>SPAN 6460</td>
<td>Hispanic Digital Culture</td>
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<td>SPAN 6510</td>
<td>Applied Language Practicum</td>
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<td>SPAN 6511</td>
<td>Applied Language Practicum Abroad</td>
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<td>SPAN 6690</td>
<td>Intercultural Dialogue</td>
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<tr>
<td>SPAN 6693</td>
<td>Studies in Sustainable Development</td>
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<tr>
<td>SPAN 6695</td>
<td>Internship Abroad (3 or 6 credits)</td>
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<tr>
<td>SPAN 6698</td>
<td>Research Assistantship</td>
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<tr>
<td>SPAN 6699</td>
<td>Graduate Research</td>
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<tr>
<td>SPAN 6813</td>
<td>Special Topics</td>
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<tr>
<td>SPAN 6998</td>
<td>M.S. Master’s Project (1-9 credits)</td>
</tr>
<tr>
<td>SPAN 7000</td>
<td>M.S. Thesis (6 credits)</td>
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</tbody>
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Program of Study Sample
Students can choose to complete a 6-credit thesis option, a 3- or 6-credit internship abroad option, or to use graduate courses to meet degree requirements. New graduate course proposals and syllabi for French, German, Chinese, Japanese, and Russian will be submitted as each new language track is proposed for addition to the BS/MS ALIS degree; however, the following courses from the charts above will be common across all languages: 6500, 6501, 6503, 6510, 6511, 6690, 6693 (in “X” country/region), and 6695).

II. Responses to Potential Concerns:

**How much would this cost?**

The BS/MS ALIS degree has been developed to be as resource-neutral as possible and impact on faculty has been a primary consideration. Our current seven tenure-track Spanish faculty currently teach only upper level 3000-4000 undergraduate courses, as we have placed all 1000-level courses online and have ample coverage of 2000-level by non-tenure-track Lecturers. In Fall 2017, we initiated our GLACT Postdoctoral Teaching Fellows Program through which we have one additional Ph.D. faculty member in Spanish who has competence to provide instruction in the BS/MS. Moreover, Danielle Geary, a full-time Lecturer in Spanish who oversees the online courses and is coordinator of the 1000- and 2000-levels, holds a Ph.D. in Education with a concentration in study abroad and language acquisition. She will be invited to supervise graduate student teaching assistants in 1001-1002 and advise thesis projects, the online internship abroad course, and the online professional portfolio development course.
We foresee the following types of impact on the Spanish faculty:

1. Shared responsibility for teaching SPAN 6501, Theory and Foundations. This course is modular in format and is expected to always be team-taught by three faculty members, each responsible for the instruction of one four-week component plus a one-week project. Tenure-track faculty who accept this assignment as an addition to their regular 2/2 course load will receive compensation in the form of one course release per three times teaching the 4-week component or through a salary stipend.
2. One faculty member will have to offer SPAN 6500 each spring semester, since it is a required graduate course. Whoever is teaching the undergraduate SPAN 4500 in the spring will also teach the graduate SPAN 6500 in the same semester.
3. Faculty will have shared responsibility for SPAN 6503, the online Professional Portfolio Development course, which will need to be offered each semester for maximum student scheduling flexibility. We have designed the course to be task-based, with each task contributing to the student’s professional portfolio. This is a course offered largely online that may be supervised by one of our post-doc GLACT Fellows.
4. Each semester all Spanish faculty will participate in the end-of-term public event at which MS-ALIS candidates present their projects/portfolios.

We anticipate meeting enrollment needs through current faculty. The BS/MS ALIS Program will not require reassignment of faculty, since current faculty staffing levels allow for graduate instruction within their regular teaching and advising loads.

*When do we want this program up and running?*

The BS/MS program in its Spanish track would be effective in May 2018 with enrollments beginning in Fall 2018. We plan to add additional language tracks as follows: French and German in Fall 2019; Japanese, Chinese and Russian tracks in Fall 2020; Arabic and Korean in subsequent years.

*Who would administer this program?*

Administration of the BS/MS ALIS Spanish-track Program would be shared by the School of Modern Language’s Director of Undergraduate Programs, the Director of Graduate Programs, and the Director of the Spanish Program (each of the language programs has a “Director”). The School has hired Jenny Strakovsky as an Academic Professional for Graduate Programming and Career Education, with a start-date of January 1, 2018. Dr. Strakovsky will be involved in the recruitment, outreach, and administration of the 5-year BS/MS alongside the faculty representatives listed above.

**III. BS/MS Degree Eligibility Requirements**

1. Recommendation of two Modern Languages faculty members
2. Grade of 3.0 or higher in all BS-ALIS Spanish coursework as demonstrated through official GT transcript
3. Oral proficiency level of at least Intermediate High according to American Council of the Teaching of Foreign Languages (ACTFL) standards and OPI assessment procedures. This will be determined by in-person interview or ACTFL phone test.

4. Students must apply by March 15 of their junior year, so as to be accepted into the program and enroll in the graduate version of the required SPAN 6500 Intercultural Seminar (Capstone) course in the spring of their senior year.

5. Student acceptance will be recommended by a Graduate Committee comprised of members of the language programs to which students apply.

6. Students must maintain at least a 3.0 GPA throughout the MS ALIS program.

A motion was made to approve a request from the School of Modern Languages for new courses. The motion was seconded and approved.

**NEW COURSES – APPROVED with edits**

SPAN 6101: Advanced Communication Workshop
SPAN 6170: Applied Linguistics
SPAN 6236: Media, Markets and Advertising in the Hispanic World
SPAN 6237: Food, Power and Sustainability
SPAN 6244: Visual Culture and Social Agenda in Latin America
SPAN 6251: Hispanic Community Internship
SPAN 6270: Spanish Sociolinguistics
SPAN 6360: Covering LatinX Culture
SPAN 6401: Globalization and Migration
SPAN 6405: Latin American Documentaries
SPAN 6410: Media and Power
SPAN 6454: Latin America through Film
SPAN 6460: Hispanic Digital Cultures
SPAN 6500: Intercultural Seminar
SPAN 6501: Theory and Foundations
SPAN 6503: Professional Portfolio
SPAN 6690: Intercultural Dialogue
SPAN 6693: Studies in Sustainable Development
SPAN 6695: Spanish Internship Abroad
SPAN 6696: Internship Abroad
SPAN 7000: Master's Thesis
SPAN 8803: Special Topics

**Note:** The Committee approved the courses listed below with the appropriate updates:

- SPAN 6695: Spanish Internship Abroad
  NCP: The transcript title and descriptive title updated to ‘Internship Abroad A’; the course equivalencies should be updated to include SPAN 6696; and the course description should be updated to remove “3 or 6 credits”.
- SPAN 6696: Internship Abroad
NCP: The transcript title and descriptive title updated to “Internship Abroad B”; the course equivalencies should be updated to include SPAN 6695.

- SPAN 6510: Applied Language Practicum
  NCP: To accurately reflect the intention of the course, the credit format should be updated to 2-3-3 (Supervised Lab) versus 3-0-3.
  Syllabus: On page 2, item 4, the percentages for grading should equal 100% versus 110%.

- SPAN 6511: Applied Language Practicum Abroad
  NCP: To accurately reflect the intention of the course, the credit format should be updated to 2-3-3 (Supervised Lab) versus 3-0-3.

- SPAN 6690: Intercultural Dialogue
  NCP: Equivalency to SPAN 4690 should be removed from Box #9.
  Syllabus: Last sentence under Attendance should be updated or removed.

- SPAN 6693: Studies in Sustainable Development
  No updates recommended.

- SPAN 6500: Intercultural Seminar
  NCP: Box #9 – SPAN 4500 should be listed as equivalent.

All other courses will be reviewed by the Registrar’s Office, in conjunction with the School of Modern Languages, to ensure all NCPs and syllabi are appropriately completed. This action will be taken prior to presentation to the Academic Faculty Senate.

Discussion Item

1. The Registrar’s Office shared the results of the poll to Graduate Coordinators on whether they would prefer to allow no double counting between Tech MS degrees or whether they would prefer allowing up to 6 credits. The vote was split between the two options with one having no preference. This item will be placed on the next agenda for continued discussion before a policy statement is drafted.

Adjourned,

Reta Pikowsky,
Secretary