

# **VIP 2601, 3601, 3602, 4601, 4602, 4603, 6601, 6602, 6603: Vertically Integrated Project: AccessCORPS (VXM)**

## **Course Information**

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Term: 2026 Fall

## **Course Description**

This course is part of the Vertically Integrated Project team called “AccessCORPS”. Students participate in VIP teams as sophomores, juniors, seniors, or graduate students, and earn academic credit commensurate with their involvement. Students in the AccessCORPS VIP learn concepts and skills related to making academic teaching materials (and higher education in general) more effective for a broader range of learners. There is some training, some didactic material, and some hands-on learning, including research activities. The whole team meets weekly to check in on progress and to discuss goals and next steps; additional learning and work is completed outside of that meeting. There are weekly assignments, but no examinations.

*Note: The course number is used to indicate the level of the student (2601 is a 2000 or sophomore course) and the number of credits for which the student has registered (2601 involves 01 credit). This syllabus applies to all sections of the AccessCORPS VIP.*

## **Course Learning Outcomes**

By enrolling in this course, students will:

1. Learn about making education more effective for all learners.
2. Learn skills to help make educational materials better for all learners.
3. Work with the AccessCORPS team and with instructors to improve course materials.
4. Engage in research related to this topic, as part of a team, and under faculty supervision.

## **Required Course Materials**

No textbooks or materials are required. Training materials are provided. Resources for research are determined in consultation with the VIP advisors. Minimum requirements

include a personal computer that can connect to the internet and includes software for word processing, reference management, and data analysis.

## **Grading Policy**

Grades for this course will be determined based on student attendance, participation, effort, and communication throughout the semester. It is expected that each student will complete training modules and complete assigned tasks such as document improvement, research, and discussion.

## **Attendance Policy**

This course includes required weekly scheduled class meetings. In addition, students may have sub-team meetings to work on tasks. Students may also need to attend meetings with the instructors to discuss research and training activities. The frequency and format of student– instructor contact are determined by mutual agreement.

Undergraduate research students will participate in training and research activities on a weekly basis commensurate with registered credit hours and as discussed with faculty VIP advisors. Students earning research credit are expected to commit approximately 3hr of VIP-related work per credit hour earned. This includes all in-person or remote training, research, meetings, readings, writing, and any other work that is directly related to the student’s role in the VIP.

## **Academic and Research Honesty/Integrity Statement**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review the [Student Code of Conduct](#) and the [Academic Honor Code](#).

Students are expected to maintain the highest standards of academic integrity. All work submitted must be original and properly cited. Plagiarism, cheating, or any form of academic dishonesty will result in immediate consequences as outlined in the university’s academic honor code: <https://policylibrary.gatech.edu/student-life/academic-honor-code>

Students are expected to perform research in an ethical and responsible manner. Allegations of scientific or scholarly misconduct are handled in accordance with the procedures outlined by the [Policy for Responding to Allegations of Scientific or Other Scholarly Misconduct](#).

## **Core IMPACTS**

Not applicable.

## **Accommodations for Students with Disabilities**

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail the instructor as soon as possible in order to set up a time to discuss your learning needs.

## **Student-Faculty Expectations**

It is expected that research mentors and students will discuss and agree on expectations before beginning an undergraduate research course. Expectations will include the student's weekly time commitment; methods and frequency of communication between the student and mentor(s); and how research will be recorded, stored, and shared.

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class. To support mutual respect and understanding between students and faculty, Georgia Tech faculty and students collectively adopted a list of student-faculty expectations. See the full Student-Faculty Expectations agreement here: <https://catalog.gatech.edu/rules/22/>

## **Campus Resources**

The Undergraduate Research Opportunities Program (UROP) provides resources and support for undergraduate research students and their mentors. Visit <https://undergradresearch.gatech.edu/> or contact UROP at [urop@gatech.edu](mailto:urop@gatech.edu) for more information.