

ECE Curriculum Committee Meeting

Thursday, April 13th, 2023

Attending: Arabshahi , Chen, Hussein, Hwang, Kirschen, Mizell, Moritz, Overly, Suresh, Thomas, Van Fossen, Wilson

Agenda:

1. Core Courses Group Process and Function (Wilson)
2. Discussion of proposed change to EE 215: Splitting 215 into an ECE majors and non-ECE majors sections (Overly)

Core Courses Group Process and Function (Wilson)

(See [Slides](#))

After its initial formation by the ECE Curriculum Committee, the Core Courses Group (CCG) has met times without a formal policy regarding purpose and process. To formalize the CCG's purpose within the ECE CC and the processes it is to follow, Wilson presented the group's proposal for its function and process structure.

- See [slides](#) for proposals
- The CCG would be an advisory body, with no authority to make final decisions.
- The CCG will take its direction from the larger ECE Curriculum Committee, and meet regarding topics passed to it by the ECE CC.
- The CCG will consider items brought to it by the ECE CC and return to the larger committee with recommendations. The ECE CC will consider the recommendations, and the approval of recommendations will be made by vote of the full committee.

Motion to approve proposal as presented: Approved

Discussion of proposed change to EE 215: Splitting 215 into an ECE majors and non-ECE majors sections (Overly)

In conversations regarding EE 215: Fundamentals of Electrical Engineering, the Core Courses Group (CCG) discussed the possibility of splitting EE 215 into two sections: one section for ECE students and another for non-ECE majors. EE 215 is a service course for the College of Engineering and is used by many of its majors, Mechanical Engineering in particular, as either a degree requirement or an optional course to fulfill a generic College of Engineering course requirement. Some faculty have found that non-ECE majors often strongly dislike the course, affecting how ECE students view the course and its foundational material. Splitting the courses would alleviate some of this issue, as well as allow for slight differentiation of the sections, with the ECE section being better able to serve the needs of its students. The topics and learning objectives would remain the same, as noted by the course MCD, but emphasis on certain topics could differ between the sections.

- Chen noted the split could allow for better orientation toward the upper-level courses in ECE
- Morale of ECE students is of primary concern, and low morale can affect the willingness of ECE students to push themselves in the course.
- Mizell raised the issue of which section should DTC students, who are not yet in a major, take.
 - The committee members agreed DTC students would take the ECE version.
- Arabshahi wondered why we could not simply change the course to the way the department wanted it

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- Wilson stated the concern was about morale, and that the non-majors disliked the material, and change would likely not make a difference for those students, who would still be in the course with ECE students.
- Wilson mentioned that other universities, such as Georgia Tech, separate the courses.
- Overly wondered what constraints departments had in revising service courses.
 - Arabshahi suggested that having a discussion with the College of Engineering would be a best first step.
 - It would be beneficial to get the backing of the college before reaching out to the other departments.

Resolution: Overly will reach out to Dan Ratner in the College of Engineering to set up a meeting to discuss the issue of revising EE 215, or possibly creating two sections.