May 23, 2011

Dean Udpa:

The Engineering Undergraduate Studies Committee mostly handled routine matters this year. We did do a review of how different programs handled ethics in order to see if there were common practices that could be adopted—that will continue into next year.

In an attempt to organize ourselves to consider broader curricular issues, for next year we created a list of items to consider in this order:

1. Assess EGR 102 and the implementation of MATLAB across the curriculum.
   a. Is sufficient programming being taught in EGR 102?
   b. Are programs integrating MATLAB?
   c. Is MATLAB being used as anything more than a calculator?
   d. Should MTH 235 Differential Equations be revisited now that students have the power of MATLAB to solve differential equations?

2. Assess EGR 100: is it doing what we want it to?

3. Program Curricular
   a. Are prerequisite chains sufficiently short and sparse, and are there sufficient offerings to enable students to graduate in four years?
   b. ABET is supposedly more flexible in its requirements: are we taking sufficient (or any) advantage of that flexibility?
      For example, would increasing free electives add breadth?

4. Nobel Laureate Herbert Simon: “The meaning of ‘knowing’ has shifted from being able to remember and repeat information to being able to find and use it.” How should that impact instruction?

5. Should we be doing more on the Web?

6. Revisit the “Evaluating Teaching” report, and examine impact, if any.

7. SIRS forms need revisiting (working with ECAC and Grad Studies).

Sincerely,

Richard J. Enbody
Associate Professor
Chair of EUSC