Agenda, December 6, 2002
CCGB Meeting

1. Approval of Minutes
2. Undergraduate Announcements
3. Vote on TAM 202 motion
4. Technical Writing Committee - recommendations
5. Summary of What is on CCGB’s Plate
6. January Retreat

CCGB Minutes, November 15, 2002


Absent: D. Cox, K. Fuchs, D. Worley

Ex-Officio: K. Athreya, P. Beebe, B. East, M. Hammer, D. Maloney Hahn, K. Smith

Other: J. Jenkins, C. Pakkala, J. Powell

Approval of Minutes: The minutes of November 8, 2002 were approved with a minor modification.

Math and Sciences Subcommittee Report: J. Bisogni (CEE) mentioned the possibility of eliminating Chemistry 211, and suggested that faculty members check with their fields to determine the importance of the course within their own curriculums. D. Grubb (MS&E) stated that his department could teach their own chemistry course, but they would prefer not to do that. F. Gouldin (M&AE) asked why MS&E should offer a replacement for Chemistry 211. J. Bisogni replied that if only 1 field wants Chemistry 211, it doesn’t make sense to continue to offer it.

D. Dalthorp (ORIE) distributed a supplement to the Math/Science Subcommittee progress report and mentioned that ORIE, CS and ECE faculty are concerned that the current math sequence is not well suited to the needs of their students. They feel that other topics would serve them better, perhaps advanced linear algebra or discrete math. C. Van Loan (CS) asked if a new math course would be taught by TAM or by the math department. He added that he would like to see TAM have their own math course in engineering, rather than rely on one taught by the Math Department. He said that the students deserve math courses that resonate with what they do, and other possibilities for meeting their needs should be discussed. T. Jordan suggested that we be aware of the ABET requirements for math prior to discussions of eliminating or substituting any courses. The current ABET requirements requires 32 credits (8 4-credit courses) in math and basic sciences, of which 3 courses minimum must be in chemistry and physics, and the other 5 courses could be math and/or science, as long as the math includes differential and integral calculus and differential equations. C. Seyler (ECE) stated that the systems people in ECE may want discrete math, but they won’t eliminate Math 293 in its present form because it is required of all ECE students. He added that the ECE students would probably like and could benefit from Math 295. J. Bisogni stated that the content of Math 293 is necessary for ABET. D. Dalthorp said that half of the topics in Math 293 would be contained in the proposed new course Math 295. J. Jenkins (TAM) suggested that his colleagues in the college decide what purpose math serves in the common curriculum. He added that the linear algebra course accommodates ORIE and CS students. D. Grubb stated that the faculty should decide what they need and not let those needs be driven by ABET. F. Gouldin (M&AE) said that nobody will exclusively require Math 295, and the central issue is whether there is a core of knowledge that students need to have. He suggested that the ramifications of adding the course be examined
carefully and that things be looked at from a broad perspective. D. Maloney Hahn (Advising) expressed concern that the possibility to choose between Math 293 and 295, followed by fields requiring that a student have made a particular choice in order to affiliate, would reduce a student’s flexibility in the freshman year. He explained that 40% of students take Math 192 when they arrive, and if the option of 293/295 were adopted, then the course they choose in the spring would be field dependent. He emphasized the importance of keeping the freshman year open, so that choices aren’t forced on the students. C. Van Loan said that he wants the fields to have the flexibility to decide what math courses are required of their students. T. Healey (TAM) suggested that we consider the broader question of the degree to which we dictate specific courses in the common curriculum, and suggested that the college look at an alternative approach. For example, Arts & Sciences guides a student through its “common curriculum” in a much more flexible manner. J. Jenkins said that the college should decide the impact that AP credit has on defining the core curriculum, examine the language of the college’s requirements, and use Arts & Sciences as a model because they have in-college requirements independent of AP credits. M. Louge (M&AE) stated that the fields are becoming more specialized in the lower years, and the college needs to reconsider the premise of a common curriculum. J. Bartsch (BEE) said that it would be helpful to see how engineering math dovetails with other programs and with transfer students. D. Dalthorp asked what the next step would be regarding the Math 295 decision. T. Healey said that the Math Department would have to be involved in the decision, and he suggested that a representative from engineering who favors the Math 295 option come to the next meeting of the Math Liaison Committee and bring a syllabus of the new course.

**Engrd/TAM 202:** T. Healey (TAM) distributed a handout regarding the proposed increase of credits in ENGRD 202, from 3 to 4 starting in Spring 2003. Currently ENGRD 202 is comprised of 2 courses that are taught separately at most other engineering schools within the U.S.: Statics and Mechanics of Deformable Solids. The current proposal would increase the lectures in the course from 2 to 3, which will enable the instructor to do a more thorough job in disseminating the course information. C. Van Loan (CS) suggested that ENGRD 202 be made into 2 courses and let the fields address any issues that arise from that. T. Healey responded that Physics 112 is a prerequisite and Math 293 is a co-requisite for ENGRD 202, and some fields can’t handle having additional courses added to their curriculums.

C. Van Loan asked what would happen now that the subcommittee reports have been presented to the CCGB. T. Healey replied that he and T. Jordan would create a summary of the reports and bring the summary to the CCGB at the end of the fall semester.

The meeting adjourned at 9:02 a.m.