Charge #1: Continue work to develop, implement, and monitor a new CoE GEC policy.
The Committee is to survey students in the First-Year Seminar to gauge student interest in specific hands-on creative courses from the UI Arts units to obtain information that can be used to effectively plan with these departments for implementation.

- Committee has evaluated and approved a handful of new courses that petitioned for listing as “Be Creative” courses.
- ADAP Hornbuckle informed the committee that freshman survey data from Fall 2015 on what students intended to take to satisfy the “Be Creative” requirement was not a good predictor of what was actually taken.
- Committee has received and analyzed data collected by ADAP Kuhl’s office to date (three semesters of information) on what students are taking to satisfy the “Be Creative” requirement.
- The Committee discussed a policy on acceptance of transfer GEC credits since most universities from which students are transferring will not have the creative requirement. Committee view is that if a student has completed their GEC requirements at another university, and if those GEC credit hours exceed 15 hours, they should be accepted as fulfilling our GEC requirements even if they don’t have anything that would appear to satisfy the “Be Creative” requirement.

Charge #2: Monitor course quality for the mathematics, physics, and chemistry courses that are part of the engineering core curriculum.
The Committee should develop and implement strategies for (1) assessing course quality, (2) gathering any information that is needed for monitoring, and (3) engaging in direct communications with the relevant departments.

- A perceived problem course, at least for a time, was MATH:2550 Engineering Math III: Matrix Algebra. A year or two ago, there was a discrepancy between the way different parallel sections of the course were taught, and the material covered leading to numerous student complaints. To address this, the committee liaison Prof. Shaoping Xiao and ADAP Hornbuckle met with the coordinator for the course and the DEO of Mathematics in Spring 2016 and reached an agreement that all parallel sections would follow the same syllabus and take common evening exams. First parallel sections under this agreement are being offered this semester (spring 2017).
- At this point, there are no known problems with other core courses in mathematics, physics, or chemistry.
- Key question: How would the committee know if there were problems?
  - ADAP Kuhl, informs the committee that when there are serious problems, students will file complaints with the Dean’s office.
  - Some on the Committee have discussed getting access to ACE scores of core course instructors. [Chair uncomfortable with this idea since the data is confidential.]
- This committee will propose a policy change to the EFC that drops the requirement that students complete Engineering Mathematics I and II with grades of at least C-minus in order to qualify for core courses that require these as pre-requisites. There are a number of reasons for this change, some of which are:
There are no other core courses which have such a requirement;
- Students who pass the course with D’s and who move on to take the subsequent courses cannot retake the math course in question since it is regression, which is not permitted.
- It is often not caught, according to Jon Kuhl, until the final review for graduation when it is too late to do anything about it.

Committee has also considered the problem of students taking core courses, even when they failed the pre-requisites. Policy already forbids this, but some instructors still permit the students to enroll. This creates potential problems during ABET reviews since it represents not following our own academic policies. No new policy is required, but instead reminders need to be sent to instructors of core courses at the start of each semester, reminding them not to admit students who have failed the pre-requisites, and why it is important. ADAP Jon Kuhl has committed to having his office begin sending out such reminders at the start of each new academic term.

**Charge #3: Review and consider whether the College of Engineering should continue to offer Honors Courses.**

- Committee has: (1) discussed this quite extensively internally; (2) met and discussed it with instructors of honors sections of engineering core courses; and (3) held a forum on the subject for interested CoE faculty Tuesday December 13, 2016.
- Committee sees evidence that there is considerable interest among UI undergrads for participation in a University Honors program.
- However, participation in the University Honors program (Honors at Iowa) requires that honors sections of courses be open exclusively to students in the program. This creates a number of issues but primarily equity and efficient usage of resources.
- Refer to supplemental attachment with synopsis of discussion at the forum. Distillation of that summary:
  - Concept of advanced/supplemental sections open to all who wish to participate is attractive to multiple people.
  - Additional breadth and depth should be available to all, not just honors students
  - Honors credit for breadth and depth is a separate issue.
- For present time committee has passed the following motion: "The Curriculum Committee recommends that the College of Engineering continue to offer honors courses with the additional recommendation that changes to the structure of such courses be considered in accordance with the concerns and positive changes discussed at the faculty forum of 13 December 2016."
- EFC may wish to appoint an ad-hoc committee to explore changes that preserve CoE involvement in Honors at Iowa while also offering additional breadth and depth not just to honors students, but all who desire it.

**Charge #4: Study and make recommendations regarding the TA resources needed to maintain the quality of undergraduate instruction in light of increased enrollments.**

- Before taking up this charge, it was learned that the Teaching Committee has the same charge and is actively pursuing it. This committee has decided to pass on it.

**Charge #5: Look into the possibility of renaming current EPS I and II to something like Engineering Problem Solving and Engineering Computations.**
The perception currently is that EPS I must be taken before EPS II. By renaming the courses it’ll be clear to the students that they can take them in any order.
After consulting with the faculty who instruct these courses, new names were found:

- New name for EPS II is “Introduction to Engineering Computing”
- New name for EPS I is “Introduction to Engineering Problem Solving.”

**Charge #6: Recommend specific charges for the 2017-2018 College Curriculum Committee.**

1. The EFC should appoint an ad-hoc committee to reinvent the honors courses offered by the CoE in conjunction with the Honors at Iowa Program. The committee should be charged to address a number of the issues and ideas raised at the CoE forum on this topic 13 December 2016. Key participants in this forum should be among those considered for the committee.

2. Charge #1 from 2016-17 should be renewed since continued monitoring of the new GEC policy is important and issues are continuing to arise.

3. Charge #2 should be renewed. Measures have been taken to address past problems, and follow-up is needed to ensure that those measures were effective.