

COLLEGE OF ENGINEERING EXECUTIVE COMMITTEE

Criteria for Evaluating Proposals for Curriculum Revision

The College of Engineering Executive Committee is charged with evaluating proposals for curriculum revisions advanced by the departments. The following list includes some of the criteria the Executive Committee will consider in reviewing curriculum revision proposals. In some cases, the demands of one criterion might appear to be in conflict with the requirements of one or more of the others. No single criterion is to be interpreted as an absolute requirement. However, a proposed revision should represent a serious and balanced attempt to advance the overall mission and policies of the College of Engineering, as reflected in the following list of criteria.

1. Each curriculum in the College should produce well-educated engineers or scientists able to meet the evolving challenges of their professions or to pursue further education.
2. The standards of content and rigor in each curriculum should meet or exceed the standards of peer institutions, at both the national and international levels. The engineering curricula should consider ABET accreditation standards where applicable and thereby provide graduates the eligibility to pursue professional registration and licensure.
3. Each curriculum should include a strong component of basic science and mathematics. As a minimum, this should include the following core courses: MATH 120, 130, 242 (or equivalent), differential equations, PHYCS 111, 112, CHEM 101, and CS 101 or 125.
4. Each curriculum should expose the student to design problems and methodology where appropriate.
5. Each curriculum should ensure appropriate breadth and reasonable depth in both technical and non-technical subjects.
6. As interdisciplinary or unconventional engineering career paths are now common, each curriculum should incorporate considerable flexibility to support interdisciplinary study and minors. As a minimum, every curriculum should allow and encourage at least at least twelve hours of engineering, math, or science courses (beyond the University general education requirements, the mandated minimum six hours of free electives, and the core list in item three above) to be taken outside of the department.
7. Each curriculum should be designed so that the typical entering freshman can reasonably be expected to complete the program in four years.
8. Each curriculum should be designed to minimize the impact of the student's decision to transfer between departments on the time required to complete his or her graduation requirements. Transfer between departments during the freshman and sophomore years should typically not delay graduation. Maximizing the overlap between the courses required by the various departments in the freshman year, and flexibility in each curriculum, are important means to achieve this goal.
9. Each curriculum should be designed to accommodate transfer students who have completed 60 sem-hrs and all their basic math, science, and rhetoric requirements at a community college. Any increase in the total number of college years required for transfer students to graduate, beyond that of four-year UIUC students, should be avoided or kept to a minimum.
10. Entrance requirements should consider secondary education practice, as observed in a spectrum of Illinois high schools, to provide the State's diverse population with fair access to the University. This should not always be interpreted as a requirement to maintain the status quo. However, the impact of a proposed change on accessibility and on the time to complete degree requirements should be carefully considered.
11. Each curriculum must include a statement of purpose and educational objectives. Each proposal for revision should align with these objectives and be explained to aid the Executive Committee in its evaluation.