April 7, 2018

Provost Maurie McInnis
The University of Texas at Austin
MAI 201
Campus Mail Code: G1000

Dear Provost McInnis,

Enclosed for your consideration and action are proposed changes to the Electrical and Computer Engineering degree program in the Cockrell School of Engineering chapter in the Undergraduate Catalog, 2018-2020 (D 16411-16426). The proposal is classified as being of exclusive interest to one college or school and was approved by the Faculty Council on a no-protest basis on April 6, 2018. The authority to grant final approval resides with your office.

Please let me know if you have questions or if I can provide other information concerning this item.

Sincerely,

Alan W. Friedman, Secretary
General Faculty and Faculty Council
The University of Texas at Austin
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

AWF:dlr Enclosure

ec: Lydia A. Cornell, Administrative Program Coordinator, Provost’s Office
    Michelle K. George, Administrative Manager for Faculty Affairs, Provost’s Office
    Gerald E. Speitel, Associate Dean for Academic Affairs, Cockrell School of Engineering
    Sonya D. Shaffer, Executive Assistant, Cockrell School of Engineering
DOCUMENTS OF THE GENERAL FACULTY

PROPOSED CHANGES TO THE BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
DEGREE PROGRAM IN THE COCKRELL SCHOOL OF ENGINEERING CHAPTER IN THE
UNDERGRADUATE CATALOG 2018-2020

Dean Sharon L. Wood in the Cockrell School of Engineering has filed with the Secretary of the Faculty Council the following proposal to change the Electrical and Computer Engineering Degree Program in the Cockrell School of Engineering chapter in the Undergraduate Catalog. 2018-2020. The Electrical and Computer Engineering faculty and Chair approved the proposal on April 23, 2017; the Degrees and Courses Committee approved it on May 24, 2017 and on August 31, 2017; the Dean and the College faculty approved it on September 18, 2017. The Secretary has classified this proposal as legislation of exclusive interest to one college or school.

The Committee on Undergraduate Degree Program Review recommended approval of the proposal on December 6, 2017, and forwarded it to the Office of the General Faculty. The Faculty Council has the authority to approve this legislation on behalf of the General Faculty. The authority to grant final approval on this legislation resides with the Texas Higher Education Coordinating Board.

If no objection is filed with the Office of the General Faculty by the date specified below, the legislation will be held to have been approved by the Faculty Council. If an objection is filed within the prescribed period, the legislation will be presented to the Faculty Council at its next meeting. The objection, with reasons, must be signed by a member of the Faculty Council.

To be counted, a protest must be received in the Office of the General Faculty by April 6, 2018.

Alan W. Friedman, Secretary of the General Faculty and Faculty Council
The University of Texas at Austin
Arthur J. Thaman and Wilhelmina Doré Thaman Professor of English and Comparative Literature

Distributed through the Faculty Council Wiki site https://wikis.utexas.edu/display/facultycouncil/Wiki+Home on March 27, 2018.
PROPOSED CHANGES TO THE BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING
DEGREE PROGRAM IN THE COCKRELL SCHOOL OF ENGINEERING CHAPTER IN THE
UNDERGRADUATE CATALOG 2018-2020

TYPE OF CHANGE: ☑ Academic Change
☐ Degree Program Change (THECB form required)

PROPOSED CLASSIFICATION: ☑ Exclusive  ☐ General  ☐ Major

1. IF THE ANSWER TO ANY OF THE FOLLOWING QUESTIONS IS YES, THE COLLEGE MUST
CONSULT LINDA DICKENS, DIRECTOR OF ACCREDITATION AND ASSESSMENT, TO
DETERMINE IF SACSCOC APPROVAL IS REQUIRED.
   • Is this a new degree program? Yes ☐ No ☑
   • Is this program being deleted? Yes ☐ No ☑
   • Does the program offer courses that will be taught off campus? Yes ☐ No ☑
   • Will courses in this program be delivered electronically? Yes ☐ No ☑

2. EXPLAIN CHANGE TO DEGREE PROGRAM AND GIVE A DETAILED RATIONALE FOR
EACH INDIVIDUAL CHANGE:

   Item A: The requirements for the advanced portion of the degree are changing. In the existing
requirements, students are required to select a primary area of specialization within the department and a
secondary area of specialization within the department. Students can optionally choose the secondary area
outside of the department using the “academic enrichment” specialization. In the new requirements,
students will select only the primary area of specialization. The previous primary technical core and the
primary technical electives are renamed to be the “advanced technical component” and “advanced technical
component electives”; the actual requirements remain the same. The secondary technical component
(comprising 14 SCH) is replaced entirely with a requirement of a set of free electives that meet some
explicitly stated conditions of rigor, depth, and coverage of math and science (still comprising 14 SCH).
These free electives can otherwise be chosen from courses within the department or elsewhere in the
university. Finally, the “other requirement” of a “free elective” (3 SCH) is replaced with a requirement of
an additional (in-department) advanced technical elective (3 SCH). The number of semester credit hours
required for the degree remains the same.

   The suggested arrangement of courses is actually the same for both the Electrical Engineering and the
Computer Engineering degrees; the heading for Electrical Engineering has been revised to combine the
two.

   Item B: Added a new academic track title Data Science and Information Processing to provide an
additional area of concentration under Computer Engineering.

3. THIS PROPOSAL INVOLVES: (Please check all that apply)
   ☐ Courses in other colleges  ☐ Courses in proposer’s college that are frequently taken by students in
   other colleges  ☐ Flags
   ☐ Course in the core curriculum  ☐ Change in course sequencing for an existing program
   ☐ Change in admission requirements (external or internal)  ☐ Requirements not explicit in the
catalog language (e.g., lists of acceptable courses maintained by department office)
   ☐ Courses that have to be added to the inventory

4. SCOPE OF PROPOSED CHANGE:
   a. Does this proposal impact other colleges/schools? Yes ☐ No ☑
      If yes, then how would you do so?
b. Do you anticipate a net change in the number of students in your college? Yes ☐ No ☒
   If yes, how many more (or fewer) students do you expect?

c. Do you anticipate a net increase (or decrease) in the number of students from outside your college taking classes in your college? Yes ☐ No ☒
   If yes, please indicate the number of students and/or class seats involved.

d. Do you anticipate a net increase (or decrease) in the number of students from your college taking courses in other colleges? Yes ☐ No ☒
   If yes, please indicate the number of students and/or class seats involved.

If 4 a, b, c, or d was answered with yes, please answer the following questions:
If the proposal has potential budgetary impacts for another college/school, such as requiring new sections or a non-negligible increase in the number of seats offered, at least one contact must be at the college-level.

   How many students do you expect to be impacted?
   Impacted schools must be contacted and their response(s) included:
   Person communicated with:
   Date of communication:
   Response:

e. Does this proposal involve changes to the core curriculum or other basic education requirements (42-hour core, signature courses, flags)? If yes, explain:
   If yes, Undergraduate Studies must be informed of the proposed changes and their response included:
   Person communicated with:
   Date of communication:
   Response:

f. Will this proposal change the number of hours required for degree completion? No
   Note: THECB Semester Credit Hour Change Form required, download from URL:
   If yes, explain:

5. COLLEGE/SCHOOL APPROVAL PROCESS
   Department approval date: April 23, 2017 Adult and Computer Engineering Faculty and Chair
   College approval date: May 24, 2017 (Item A) CSE Degrees and Courses Committee
   College approval date: August 31, 2017 (Item B) CSE Degrees and Courses Committee
   Dean approval date: September 18, 2017 CSE Faculty and Sharon L. Wood, Dean

PROPOSED NEW CATALOG TEXT:

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Students seeking the Bachelor of Science in Electrical Engineering pursue one of two curricula—electrical engineering or computer engineering. Both curricula contain the fundamentals of electrical engineering and computer engineering; they differ in technical core requirements in order to suit different career objectives.

The curricula in electrical engineering and computer engineering are designed to educate students in the fundamentals of engineering, which are built upon a foundation of mathematics, science, communication, and the liberal arts. Graduates should be equipped to advance their knowledge while contributing professionally to a rapidly changing technology. Areas in which electrical and computer engineers contribute significantly are: communications, signal processing, networks and systems, electronics and integrated circuits, energy systems and renewable energy, fields, waves and electromagnetic systems, nanoelectronics and nanotechnology, computer architecture and embedded systems, and software engineering and design. Typical career paths of graduates include design, development, management, consulting, teaching, and research. Many graduates seek further education in law, medicine, business, or engineering.
The core requirements of the Bachelor of Science in Electrical Engineering provide a foundation of engineering fundamentals. Students then build on the core requirements by choosing a primary and a secondary advanced technical component and a set of free electives from within or outside of the department. Students also choose two advanced laboratory courses. Once the primary technical core area is chosen, the student is assigned a faculty adviser with expertise in that area to help the student select technical core courses that are appropriate to his or her career and educational goals. The curriculum thus ensures breadth through the core courses and the choice of a technical elective; technical core area coursework provides additional depth.

Student Outcomes

{Text unchanged}

Program Educational Objectives

{Text unchanged}

Portable Computing Devices

{Text unchanged}

Curriculum

{Introductory text unchanged}

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electrical Engineering Courses</strong></td>
<td></td>
</tr>
<tr>
<td>E E 302</td>
<td>Introduction to Electrical Engineering (part II science and technology)</td>
</tr>
<tr>
<td>E E 306</td>
<td>Introduction to Computing</td>
</tr>
<tr>
<td>E E 411</td>
<td>Circuit Theory</td>
</tr>
<tr>
<td>E E 312</td>
<td>Software Design and Implementation I</td>
</tr>
<tr>
<td>or E E 312H</td>
<td>Software Design and Implementation I</td>
</tr>
<tr>
<td>E E 313</td>
<td>Linear Systems and Signals</td>
</tr>
<tr>
<td>E E 319K</td>
<td>Introduction to Embedded Systems</td>
</tr>
<tr>
<td>E E 333T</td>
<td>Engineering Communication (writing flag)</td>
</tr>
<tr>
<td>E E 351K</td>
<td>Probability and Random Processes</td>
</tr>
<tr>
<td>E E 364D</td>
<td>Introduction to Engineering Design (writing flag)</td>
</tr>
<tr>
<td>or E E 364E</td>
<td>Interdisciplinary Entrepreneurship</td>
</tr>
<tr>
<td>One of the following senior design project courses:</td>
<td>4</td>
</tr>
<tr>
<td>E E 464G</td>
<td>Multidisciplinary Senior Design Project (independent inquiry flag)</td>
</tr>
<tr>
<td>E E 464H</td>
<td>Honors Senior Design Project (independent inquiry flag)</td>
</tr>
<tr>
<td>E E 464K</td>
<td>Senior Design Project (independent inquiry flag)</td>
</tr>
<tr>
<td>E E 464R</td>
<td>Research Senior Design Project (independent inquiry flag)</td>
</tr>
<tr>
<td>E E 464S</td>
<td>Start-Up Senior Design Project</td>
</tr>
</tbody>
</table>

[Primary technical core: Core courses (six-seven hours), core laboratory course (four hours), advanced]
Mathematics course (three-four hours)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus</td>
<td>8</td>
</tr>
<tr>
<td>&amp; M 408D</td>
<td>and Sequences, Series, and Multivariable Calculus (mathematics; quantitative reasoning flag)</td>
<td></td>
</tr>
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</table>

or

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408K</td>
<td>Differential Calculus</td>
<td>4</td>
</tr>
<tr>
<td>&amp; M 408L</td>
<td>and Integral Calculus</td>
<td></td>
</tr>
<tr>
<td>&amp; M 408M</td>
<td>and Multivariable Calculus</td>
<td></td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>3</td>
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</tbody>
</table>

or M 427K

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>M 340L</td>
<td>Matrices and Matrix Calculations</td>
<td>3</td>
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Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
</tbody>
</table>

Rhetoric and Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 306</td>
<td>Rhetoric and Writing (English composition)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature (humanities; in E 316L, 316M, 316N, and 316P)</td>
<td></td>
</tr>
</tbody>
</table>

Some sections carry
or E 316M  American Literature *(humanities; some sections carry a global cultures or cultural diversity flag)*

or E 316N  World Literature *(humanities; some sections carry a global cultures or cultural diversity flag)*

or E 316P  Masterworks of Literature *(humanities; some sections carry a global cultures or cultural diversity flag)*

American and Texas government *(some sections carry a cultural diversity flag)* 6

American history *(some sections carry a cultural diversity flag)* 6

Visual and performing arts *(some sections carry a global cultures and/or cultural diversity flag)* 3

Social and behavioral science *(some sections carry a global cultures and/or cultural diversity flag)* 3

UGS 302  First-Year Signature Course *(in UGS 302 all sections carry writing flag)* 3

or UGS 303  First-Year Signature Course *(in UGS 303 some sections carry a writing flag)*

*EE Option: [Primary] Advanced Technical [Core] Component *(mathematics)* is four hours and one

*CE Option: [Primary] Advanced Technical [Core] Component *(mathematics)* is three hours and one

Total Hours 125

### Integrated BSEE/MSE program

The integrated degree program results in simultaneously awarding a Bachelor of Science in Electrical Engineering: Integrated Option (BSEE) degree, and a Master's of Science in Engineering (MSE) degree in any one of the ten graduate tracks offered by the graduate program in electrical and computer engineering (ECE).

There are two stages to admission, an informal non-binding departmental based stage and a second stage in which the student formally applies to the Graduate School within the integrated BSEE/MSE program and within one of the available ECE graduate tracks. At stage one, undergraduate students in the ECE department may apply to the integrated degree program after qualifying for admission to the major sequence. The purpose of stage one is primarily to provide appropriate advising to students interested in and appropriate for the integrated program. Admission to the integrated program at stage one is based on the applicant's grade point average, letters of recommendation, a statement of purpose, and other relevant examples of academic ability and leadership. Students will be advised by the integrated program adviser about the appropriate courses to take and reserve for graduate credit in their senior year in order to complete the integrated program as efficiently as possible. As for admission to the regular standalone MSE program, all admissions decisions at stage two are made by the admissions committee in the respective graduate track, with admission requirements set by the graduate track, with the exception that Graduate Record Exam (GRE) test scores are not required of integrated program participants. While optimal, application and admission at stage one are not required for application and admission to the integrated program at stage two.

The integrated program requires 120 semester credit hours (SCH) for the BSEE portion of the integrated program, as opposed to the 125 SCH minimum required for the BSEE degree alone. Students in the integrated program begin taking graduate courses as seniors. Students admitted to the integrated program will normally take and reserve for graduate credit two graduate courses in place of approved electives from the [primary and secondary] advanced technical [cores] coursework that would otherwise be required in the regular/standalone BSEE program. However, precisely which BSEE electives are to be replaced by the graduate courses can be adjusted as approved by technical core faculty advisers.
Students in this program will receive the BSEE and MSE degrees simultaneously after successfully completing a minimum total of 150 semester credit hours, thirty [30] of which must qualify for the MSE program of work in electrical and computer engineering. Students unable to successfully complete the integrated program may obtain a BSEE degree by satisfying all of the requirements for the standalone BSEE degree. Since the regular BSEE degree requirements are a subset of the Integrated BSEE/MSE Program degree requirements, an undergraduate student should still be on a trajectory to graduate with the regular BSEE degree in the same timeframe that the student was on when applying to the Integrated BSEE/MSE Program. A student dismissed from the integrated program while a graduate student should already meet the degree requirements for the regular BSEE degree.

Information regarding the integrated program requirements and policies may be obtained from the ECE advising offices.

**Upper-Division Technical [Core] Component Areas**

Both electrical engineering and computer engineering students must choose [a primary and a secondary] an advanced technical [core] component area. Electrical engineering students must choose their primary advanced technical [core] component area from the electrical engineering technical [core] areas listed below; computer engineering students must choose their primary technical [core] component area from the computer engineering [core] technical areas. [For the secondary technical core area, students may choose any technical core area, including academic enrichment.]

For all technical [core] component areas, the student must complete all courses in the core area on the letter-grade basis. A course may not be counted toward more than one technical core area.

In cases where a single electrical engineering course appears on both the primary and secondary technical core area list, the student must replace the secondary technical core area course with an elective from the same secondary technical core area list or obtain approval from a faculty adviser for course substitution. In the case of a duplicate mathematics course, the student must choose an approved mathematics or science course to replace it.

**[Academic Enrichment Technical Core Area]**

[A student may choose the academic enrichment technical core area, but only as his or her secondary technical core area. For this core area, the student selects a minimum of 14 hours of elective coursework to support his or her personal or career goals, which must include an upper-division course in either mathematics or science. Before registering for these courses, the student must prepare a career plan statement and a list of relevant electives; this plan must be approved by the undergraduate adviser.]

[These electives may include traditional upper-division technical courses in electrical engineering and other engineering fields; courses in other fields at the University that satisfy degree requirements, such as business, economics, communication, music, and philosophy; or research done with a faculty member in Electrical Engineering 160, 260, 265, or 460; Special Problems in Electrical and Computer Engineering. The courses must be completed in residence; courses in an approved study abroad program require the approval of the undergraduate adviser. A minimum of 14 semester credit hours is required, which may include Electrical Engineering 155R, Undergraduate Research Seminar and 225L, Cooperative Engineering, or up to three hours in Electrical Engineering 125S, Internship in Electrical and Computer Engineering, but not both. Students selecting software engineering and design as their primary technical core and academic enrichment as their secondary technical core must also ensure that their program of work includes adequate hardware coursework. That is:]

1. If the senior design project consists of software only, then the electives include at least two of the following: Electrical Engineering 216, Electrical Engineering 445L, Electrical Engineering 445M.

2. If the senior design project involves a significant hardware design component, then the electives must include at least one of the following: Electrical Engineering 216, Electrical Engineering 445L, Electrical Engineering 445M.]
Electrical Engineering Advanced Technical [Cores] Component Areas

Communications, Signal Processing, Networks, and Systems

Communications, signal processing, networks, and systems broadly encompasses the principles underlying the design and implementation of systems for information transmission. The field considers how information is represented, compressed, and transmitted on wired and wireless links and how communication networks can be, and are, designed and operated. A student who chooses this technical [core] component area should recognize that communications and networking is a broad application domain where many engineering tools come into play: from circuit design for wireless phones to embedded network processors to system and application software for networked systems.

Students complete the following:
1. Either Electrical Engineering 325, Electromagnetic Engineering or Electrical Engineering 351M, Digital Signal Processing
4. Core mathematics course: Mathematics 427L, Advanced Calculus for Applications II
5. Four courses from the following list:
   Electrical Engineering 325, Electromagnetic Engineering
   Electrical Engineering 325K, Antennas and Wireless Propagation
   Electrical Engineering 445S, Real-Time Digital Signal Processing Laboratory
   Electrical Engineering 351M, Digital Signal Processing
   Electrical Engineering 360C, Algorithms
   Electrical Engineering 460L, Data Science Laboratory
   Electrical Engineering 360K, Introduction to Digital Communications
   [Electrical Engineering 361M, Introduction to Data Mining] Electrical Engineering 461P, Data Science Principles
   Electrical Engineering 362K, Introduction to Automatic Control
   Electrical Engineering 363M, Microwave and Radio Frequency Engineering
   [Electrical Engineering 370K, Computer Control Systems]
   [Electrical Engineering 370N, Introduction to Robotics and Mechatronics]
   Electrical Engineering 471C, Wireless Communications Laboratory
   Electrical Engineering 371R, Digital Image and Video Processing
   [Electrical Engineering 372N, Telecommunication Networks]

Electronics and Integrated Circuits

The electronics and integrated circuits technical [core] component area involves the design and analysis of the circuits that provide the functionality of a system. The types of circuits that students encounter include analog and digital integrated circuits, radio frequency circuits, mixed signal (combination of analog and digital) circuits, power electronics, and biomedical electronics. The design and implementation of integrated circuits and systems using analog and digital building blocks are included in this [core] area. A student should choose this technical [core] component area if he or she is interested in designing chips for applications, such as computing, telecommunications, and signal processing.

Students complete the following:
1. Electrical Engineering 325, Electromagnetic Engineering
2. Electrical Engineering 339, Solid-State Electronic Devices
3. Core laboratory course: Electrical Engineering 438, Fundamentals of Electronic Circuits I Laboratory
4. Core mathematics course: Mathematics 427L, Advanced Calculus for Applications II
5. Electrical Engineering 316, Digital Logic Design
6. Three courses from the following list:
   Electrical Engineering 321K, Mixed Signal and Circuits Laboratory
   Electrical Engineering 438K, Analog Electronics
   Electrical Engineering 338L, Analog Integrated Circuit Design
Students complete the following:

Electrical Engineering 440, *Integrated Circuit Nanomanufacturing Techniques*
Electrical Engineering 445L, *Embedded Systems Design Laboratory*
Electrical Engineering 445S, *Real-Time Digital Signal Processing Laboratory*
Electrical Engineering 460M, *Digital Systems Design Using HDL*
Electrical Engineering 460N, *Computer Architecture*
Electrical Engineering 460R, *Introduction to VLSI Design*
Electrical Engineering 360S, *Digital Integrated Circuit Design*
Electrical Engineering 361R, *Radio-Frequency Electronics*
Electrical Engineering 363M, *Microwave and Radio Frequency Engineering*
Electrical Engineering 374K, *Biomedical Electronic Instrument Design*
Electrical Engineering 374L, *Applications of Biomedical Engineering*

Energy Systems and Renewable Energy

This technical area provides the foundation for a career in electric power systems, generation, grid operation, motors and drives, and renewable energy sources. This area involves the study and design of reliable and economic electric power systems, including both traditional and renewable resources. Energy conversion involves conversion to and from electrical energy, including the study and design of electrical machines.

Students complete the following:
1. Electrical Engineering 325, *Electromagnetic Engineering*
3. Core laboratory course: Electrical Engineering 462L, *Power Electronics Laboratory*
4. Core mathematics course: Mathematics 427L, *Advanced Calculus for Applications II*
5. Electrical Engineering 362K, *Introduction to Automatic Control*
6. Three courses from the following list:
   - Electrical Engineering 339, *Solid-State Electronic Devices*
   - Electrical Engineering 339S, *Solar Energy Conversion Devices*
   - Electrical Engineering 341, *Electric Drives and Machines*
   - Electrical Engineering 362Q, *Power Quality and Harmonics*
   - Electrical Engineering 362S, *Development of a Solar-Powered Vehicle*
   - Electrical Engineering 368L, *Power Systems Apparatus and Laboratory*
   - Electrical Engineering 369, *Power Systems Engineering*
   - Mechanical Engineering 337C, *Introduction to Nuclear Power Systems*

Fields, Waves, and Electromagnetic Systems

Students in this technical area study different aspects of applied electromagnetics, including antennas, radio wave propagation, microwave and radio frequency circuits and transmission structures, optical components and lasers, and engineering acoustics. A student should choose the electromagnetic engineering area if he or she is interested in engineering that involves the physical layer in modern communication and radar systems. Graduates are well positioned for jobs in antenna design and testing, propagation channel characterization, microwave and radio frequency circuit design, electromagnetic emission testing from electronic devices and systems, radar system design and development, optical telecommunication, optical information and signal processing systems, and component design and development.

Students complete the following:
1. Electrical Engineering 325, *Electromagnetic Engineering*
2. Electrical Engineering 339, *Solid-State Electronic Devices*
3. Core laboratory course: Electrical Engineering 438, *Fundamentals of Electronic Circuits I Laboratory* or Electrical Engineering 462L, *Power Electronics Laboratory*
4. Core mathematics course: Mathematics 427L, *Advanced Calculus for Applications II*

6. Three courses from the following list:
   - Electrical Engineering 321K, *Mixed Signal and Circuits Laboratory*
   - Electrical Engineering 325K, *Antennas and Wireless Propagation*
   - Electrical Engineering 341, *Electric Drives and Machines*
   - Electrical Engineering 347, *Modern Optics*
   - Electrical Engineering 348, *Laser and Optical Engineering*
   - Electrical Engineering 361R, *Radio-Frequency Electronics*
   - Electrical Engineering 363M, *Microwave and Radio Frequency Engineering*
   - Electrical Engineering 363N, *Engineering Acoustics*
   - Electrical Engineering 369, *Power Systems Engineering*
   - Electrical Engineering 374K, *Biomedical Electronic Instrument Design*
   - Electrical Engineering 374L, *Applications of Biomedical Engineering*

*Nanoelectronics and Nanotechnology*

Students in this technical [**core**] component area learn about the materials and devices used in modern electronic and optoelectronic systems. Through required and electives courses, students learn about the fundamentals of charge transport and interactions with light in semiconductors. They learn about devices beginning with diodes and transistors, the building blocks of integrated circuits, and extending to photodiodes, semiconductor lasers, photodetectors and photovoltaic devices. They learn about microelectronics fabrication techniques. And they are introduced to quantum mechanics, particularly as it applies to electronic and optoelectronic materials and devices. Students may also explore device applications through digital and analog circuit design. With exposure to the topics in this area, students are well positioned to work in a wide variety of fields that rely on semiconductor devices, such as computers, telecommunications, the automotive industry, and consumer electronics.

Students complete the following:

1. Electrical Engineering 325, *Electromagnetic Engineering*
2. Electrical Engineering 339, *Solid-State Electronic Devices*
4. Core mathematics course: Mathematics 427L, *Advanced Calculus for Applications II*
5. Four courses from the following list:
   - Electrical Engineering 438, *Fundamentals of Electronic Circuits I Laboratory*
   - Electrical Engineering 338L, *Analog Integrated Circuit Design*
   - Electrical Engineering 339S, *Solar Energy Conversion Devices*
   - Electrical Engineering 347, *Modern Optics*
   - Electrical Engineering 348, *Laser and Optical Engineering*
   - Electrical Engineering 360S, *Digital Integrated Circuit Design*
   - Electrical Engineering 438, *Fundamentals of Electronic Circuits I Laboratory*
   - Electrical Engineering 460R, *Introduction to VLSI Design*

**Computer Engineering Advanced Technical [**core**] Component Areas**

*Computer Architecture and Embedded Systems*

Computer architecture involves understanding the operation and design of computers on many different levels. These levels include the instruction set, microarchitecture, and logic design. Embedded systems represent the combination of software and hardware that are designed to perform specific functions. These systems may be stand-alone items or an integral part of a larger system. Within this technical [**core**] component area, students are exposed to logic design, programming, computer architecture, systems design, and digital signal processing. The student studying computer architecture will be well positioned to join the microprocessor design industry as a logic designer or a circuit designer. After a good deal of experience on the job, the student would be well positioned to become the chief architect of a new design.
Jobs in embedded systems involve defining, designing, and fabricating application-specific processors and computers in areas such as automotive electronics, consumer devices, and telecommunications.

Students complete the following:
1. Electrical Engineering 316, Digital Logic Design
2. Electrical Engineering 460N, Computer Architecture
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Electrical Engineering 360C, Algorithms
6. Three courses from the following list:
   - Electrical Engineering 422C, Software Design and Implementation II
   - Electrical Engineering 445M, Embedded and Real-Time Systems Laboratory
   - Electrical Engineering 445L, Embedded Systems Design Laboratory
   - Electrical Engineering 460M, Digital Systems Design Using HDL
   - Electrical Engineering 360P, Concurrent and Distributed Systems
   - Electrical Engineering 460R, Introduction to VLSI Design
   - Electrical Engineering 362K, Introduction to Automatic Control
   - Computer Science 375, Compilers

**Software Engineering and Design**

Courses in this area cover the engineering life cycle of software systems, including requirement analysis and specification, design, construction/programming, testing, deployment, maintenance, and evolution. Area courses are intended to teach students theory, practical methods, and tools for designing, building, delivering, maintaining, and evolving software to meet stakeholder requirements. Every software engineer must understand how software systems operate and how they can be used to solve engineering problems and deliver solutions. The courses in this area are designed to educate students about a diverse and relevant set of technologies and about the ways that technology can be used to design and build software systems.

Students complete the following:
1. Electrical Engineering 422C, Software Design and Implementation II
2. Electrical Engineering 360C, Algorithms
3. Core laboratory course: Electrical Engineering 461L, Software Engineering and Design Laboratory
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Four courses from the following list:
   - Electrical Engineering 316, Digital Logic Design
   - Electrical Engineering 445L, Embedded Systems Design Laboratory
   - Electrical Engineering 445M, Embedded and Real-Time Systems Laboratory
   - Electrical Engineering 360F, Introduction to Software Engineering
   - Electrical Engineering 460N, Computer Architecture
   - Electrical Engineering 360P, Concurrent and Distributed Systems
   - Electrical Engineering 361Q, Requirements Engineering
   - Electrical Engineering 372N, Telecommunication Networks
   - Electrical Engineering 360T, Software Testing
   - Electrical Engineering 461P, Data Science Principles

**Data Science and Information Processing**

This technical core trains students in information and signal processing, data mining as well as decision and control algorithms. Applications include data analytics, machine learning, sound and image processing as well as knowledge extraction and actuation.

Students complete the following:
1. Electrical Engineering 461P, Data Science Principles
2. Electrical Engineering 360C, Algorithms
3. Core laboratory course: Electrical Engineering 460J, Data Science Laboratory
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Electrical Engineering 351M, Digital Signal Processing
6. Three courses from the following list:
   Electrical Engineering 422C, Software Design and Implementation II
   Electrical Engineering 445S, Real-Time Digital Signal Processing Laboratory
   Electrical Engineering 360P, Concurrent and Distributed Systems
   Electrical Engineering 361C, Multicore Computing
   Electrical Engineering 461L, Software Engineering and Design Laboratory
   Electrical Engineering 362K, Introduction to Automatic Control
   Electrical Engineering 471C, Wireless Communications Laboratory
   Electrical Engineering 371R, Digital Image and Video Processing
   Electrical Engineering 379K, Architecture for Big Data Science

Alternate Mathematics Courses
For students who choose [both primary and secondary] an advanced technical [core] component area[s] in
computer engineering:
Mathematics 427L, Advanced Calculus for Applications II
Mathematics 328K, Introduction to Number Theory
Mathematics 343K, Introduction to Algebraic Structures
Mathematics 344K, Intermediate Symbolic Logic
Mathematics 348, Scientific Computation in Numerical Analysis (carries a quantitative reasoning flag)
Mathematics 358K, Applied Statistics (carries a quantitative reasoning flag)
Mathematics 374M, Mathematical Modeling in Science and Engineering
Computer Science 341, Automata Theory
Computer Science 346, Cryptography

For students who choose [both primary and secondary] an advanced technical [core] component area[s] in
electrical engineering:
Mathematics 325K, Discrete Mathematics
Mathematics 328K, Introduction to Number Theory
Mathematics 346, Applied Linear Algebra
Mathematics 348, Scientific Computation in Numerical Analysis (carries a quantitative reasoning flag)
Mathematics 358K, Applied Statistics (carries a quantitative reasoning flag)
Mathematics 361, Theory of Functions of a Complex Variable
Mathematics 362M, Introduction to Stochastic Processes
Mathematics 372K, Partial Differential Equations and Applications
Mathematics 374, Fourier and Laplace Transforms
Mathematics 374M, Mathematical Modeling in Science and Engineering
**SUGGESTED ARRANGEMENT OF COURSES: ELECTRICAL ENGINEERING AND COMPUTER ENGINEERING**

**Electrical and Computer Engineering Curriculum - Advanced Technical Component: [Electrical Engineering]**

**First Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<td>E E 319K</td>
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<td>E E 306</td>
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<td>M 408D</td>
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**Second Year**

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**Third Year**

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<th>Hours</th>
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**Fourth Year**
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<td>American history</td>
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<td>Free elective (satisfying constraints)</td>
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</table>

| Advanced [Primary] technical core component electives | 6 | [Primary] Advanced technical [core] component elective | 3 |
| [Approved elective] Free elective (satisfying constraints) | | 3 | |

15 16

Total credit hours: 125


## Suggested Arrangement of Courses: Computer Engineering

### Electrical and Computer Engineering Curriculum—Primary Technical Core: Computer Engineering

#### First-Year

<table>
<thead>
<tr>
<th>[First-Term]</th>
<th>[Hours]</th>
<th>[Second-Term]</th>
<th>[Hours]</th>
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| Total | 16 | 14 |

#### Second-Year

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<tr>
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| Total | 15 | 15 |

#### Third-Year

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<th>[Second-Term]</th>
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| Total | 17 | 16-17 |

#### Fourth-Year

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| Total | 17 | 16-17 |
[Total credit hours: 125-126]

[3 credit hours needed if choosing a secondary electrical engineering technical core.
EE Option: Primary Technical Core (mathematics) is 4 hours and one Primary Technical Core Requirement is 3 hours]

[CE Option: Primary Technical Core (mathematics) is 3 hours and one Primary Technical Core Elective is 4 hours]