

# Master Course Description for EE-200 (ABET Sheet)

**Title:** Undergraduate Research Exploration Seminar

**Credits:** 1 (seminar)

**Goals:** This course is a weekly seminar featuring research mainly from within the UW ECE department. It is intended for sophomore and junior-level students. The course will feature speakers from across the different concentrations and speakers may include an introduction to the concentration their research falls under. Speakers will include senior PhD students and postdocs as well as faculty. Students will get the opportunity to connect with the broader research community in electrical and computer engineering.

**Coordinator:** Richard Shi, Professor, Electrical and Computer Engineering

**Learning Objectives:** Through the seminar series, students shall gain an appreciation of the current trends in research, and be exposed to various undergraduate research opportunities, within the department of electrical and computer engineering. They will also gain an understanding of the research experience and potential career paths related to academic research.

**Textbook:** No text is required for the course.

**Prerequisites:** None.

**Topics:** Seminar content will vary weekly by speaker.

**Course Structure:** The course meets weekly for one hour of seminar. The speakers will present on their research area and topic for 25-30 minutes. Students will then break out in groups for 5 minutes to form questions for the speaker. The remainder of the time will be spent on addressing questions that students have for the speaker.

**Computer Resources:** None.

**Grading:** This course is graded credit/non-credit. Grades are based on class participation (60%) and an interview paper (40%). The interview paper will be a 1-2 page reflection paper based on an interview with an ECE researcher.

**ABET Student Outcome Coverage:** This course addresses the following outcomes:

(4) *An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts (L = low relevance)*

(7) *An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (M = medium relevance)*

**Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>).

**Conduct:** The University of Washington Student Conduct Code (WAC 478-121) defines prohibited academic and behavioral conduct and describes how the University holds students accountable as they pursue their academic goals. Allegations of misconduct by students may be referred to the appropriate campus office for investigation and resolution. More information can be found online at <https://www.washington.edu/studentconduct/>

**Disability Resources:** Your experience in this class is important to me. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with Disability Resources for Students (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations. Contact DRS at [disability.uw.edu](mailto:disability.uw.edu).

**Academic Integrity:** The University takes academic integrity very seriously. Behaving with integrity is part of our responsibility to our shared learning community. If you're uncertain about if something is academic misconduct, ask me. I am willing to discuss questions you might have.

Acts of academic misconduct may include but are not limited to:

- Cheating (working collaboratively on quizzes/exams and discussion submissions, sharing answers and previewing quizzes/exams)
- Plagiarism (representing the work of others as your own without giving appropriate credit to the original author(s))
- Unauthorized collaboration (working with each other on assignments)

Concerns about these or other behaviors prohibited by the Student Conduct Code will be referred for investigation and adjudication by (include information for specific campus office). Students found to have engaged in academic misconduct may receive a zero on the assignment (or other possible outcome).

**Safety:** Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

**Prepared By:** Shruti Misra, Lillian Thiel, Richard Shi