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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Establish a Master of Engineering Degree in the College of Engineering

**SPONSOR:** Professor Victoria Coverstone, 265-4561, [vcc@illinois.edu](mailto:vcc@illinois.edu)

**COLLEGE CONTACT:** Victoria L. Coverstone, Associate Dean, Office of Graduate and Professional Programs, College of Engineering, 265-4561, [vcc@illinois.edu](mailto:vcc@illinois.edu)

**BRIEF DESCRIPTION:**

The establishment of a Master of Engineering (M.Eng.) degree in the College of Engineering (CoE) is proposed. The M.Eng. is a course work only master's degree that provides advanced technical knowledge as well as experiences in the application of technical knowledge in preparation for careers as practicing engineers in industry or government. No thesis is required, and the M.Eng. is not considered a pathway to a doctoral program. The majority of students will pay tuition and will not receive tuition waiver-generating assistantship appointments.

The CoE is proposing this new degree for the following reasons:

*To provide CoE departments with a consistent framework for a course work only master's degree that will meet the demonstrated demand of our constituents for practice-oriented education in engineering.*

The CoE awards a significant number of non-thesis master's degrees per year (~165). Approximately 75% of these non-thesis master's degrees are currently earned by students in Civil and Environmental Engineering (CEE) and Computer Science (CS). The majority of these students need more depth beyond the BS degree in their chosen discipline to be competitive in an entry-level position or to keep current with the latest technology developments in their field. Counter to what may be typical in many other disciplines, professional development for engineers (defined as "the process of obtaining the skills, qualifications, and experience that allow you to make progress in your career"<sup>1</sup>) may mean developing further technical expertise beyond that for the B.S. degree via advanced course work as evidenced by the demand for students in these programs. The Department of Computer Science determined that the Master of Science (M.S.) non-thesis degree would not allow them sufficient flexibility to meet the needs of their students for practice-oriented education and therefore established a new degree, the Master of Computer Science (MCS).

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<sup>1</sup> <http://www.macmillandictionary.com/dictionary/american/professional-development>

The Department of Civil and Environmental Engineering is using the M.S. non-thesis degree framework but organized the curriculum into a one-year “Professional” M.S. degree. Many of the remaining departments in the CoE are considering new curricula for non-thesis master’s degrees or have proposals in process. The Departments of Materials Science and Engineering (MatSE) and Nuclear, Plasma, and Radiological Engineering (NPRE) have submitted proposals to the CoE to establish new non-thesis master’s degrees. These departments feel that new degrees are necessary due to the constraint of maintaining similar course requirements for the thesis and non-thesis M.S. degrees. There is a need to keep the curriculum for the M.S. non-thesis consistent with the thesis M.S. because many curricula use the M.S. non-thesis as a degree obtained on the way to the Ph.D. This limits the ability to provide the flexibility and breadth of experience needed for entry into professional practice. Put differently, the CoE wishes to establish the M.Eng. degree with a common framework to be used by all departments in the CoE for non-thesis, course work only master’s degrees to serve the needs of those who are or who will become practicing engineers and believe the B.S. does not provide them with sufficient background. MatSE and NPRE have agreed to suspend efforts to develop new degrees and instead to propose a major or concentration for the M.Eng. These proposals accompany the proposal for the M.Eng. The existing course work only master degree programs in CEE and CS will be allowed to continue in their current form. However, CoE administration promotes the idea of these two degrees transitioning to the M.Eng. framework over time. Discussions with the CS and CEE departments are underway

*To provide an academic home for an interdisciplinary curriculum to meet the need for expertise in emerging technical areas which require multi-department collaboration, e.g., energy systems, systems engineering, and information trust systems.*

The CoE Industrial Advisory Board recommended that the CoE pursue ways to make a curriculum available that provides expertise in emerging technical areas. The topics of most interest, energy systems, information trust systems, and systems engineering, require interdisciplinary course work. Given the above-mentioned need to keep the thesis M.S. and non-thesis M.S. degrees the same within each unit, there is currently no way to implement a degree curriculum at the graduate level that crosses disciplines. The M.Eng. would provide a framework that would facilitate multi-department collaboration in developing interdisciplinary course work and degrees.

A minimum total of 32 hours is required for the M.Eng. degree. As per Graduate College policy, at least 12 of the 32 hours must be at the 500 level. The curriculum is arranged as follows:

- The major will reside in the CoE or in a department in the CoE.
- A major in a CoE department may include a concentration. A major in the CoE is required to have a concentration.
- A concentration in a CoE department major is disciplinary. A concentration in the CoE major is interdisciplinary.
  - Concentrations must designate a home unit (CoE department).
  - Admissions, advising, and course requirements must be defined by each concentration based on the home unit.

- Total hours in a concentration must equal a minimum of 24 hours; at least 8 hours must be at the 500 level.

Additionally, in order to ensure that students will be provided with breadth of experience for professional development in engineering, the College of Engineering requirement for professional development, as defined for the M.Eng. degree, is as follows:

At least 12 credit hours of the total 32 hours must be technical (engineering or related) course work as designated by the CoE sponsoring unit for the major or concentration. The majority of the 12 credit hours should be in the same primary area, but at least one course must be in a different area than the primary area. Of the remaining 20 hours, at least 4 credit hours must be in one of the following activities: an internship with a company, laboratory, or agency with a subsequent archiveable report; a design project; or a business-oriented or leadership course(s). The CoE believes that 4 credit hours is a reasonable minimum requirement for enhancing professional development. As each major or concentration is proposed, this requirement will be examined in detail while undergoing program review from the College. Providing experiences in the application of technical knowledge is a very important component of professional preparation. Many graduate programs in CoE include courses which incorporate the application of engineering practice. For some curricula, the addition of an internship to this course work may be beneficial. Some curricula may need the flexibility to utilize a design project if an internship cannot be guaranteed for all students. For others, a business-oriented course or courses may be the most effective way to provide advanced preparation for engineering practice in that discipline especially if a graduate level option of internship or project is not feasible or appropriate. The Technology Entrepreneur Center in CoE offers an interdisciplinary set of courses (including business and leadership) that engages a vast pool of faculty, students, and alumni to provide the education, experiences, and resources that students need in order to become innovative managers and leaders. The CoE has established a policy (refer to Appendix C) for ensuring the graduate-level content of internships in M.Eng programs and will develop a similar policy for design projects. In either case, a faculty person who is a member of the Graduate College would be responsible for ensuring that the resulting internship or project report meets the standards for graduate credit.

#### **JUSTIFICATION:**

The M.Eng. degree will assist graduate students and faculty by providing a degree program clearly aligned with the goals and intentions of students oriented to professional practice. Many disciplinary and interdisciplinary knowledge areas are not adequately covered within the traditional engineering B.S. CoE alumni and industrial leaders have expressed an interest to have students exposed to additional course work beyond the B.S. especially if the courses can be concentrated in areas of national interest such as energy systems, aerospace systems engineering, and information trust systems. The M.Eng. degree proposed herein will provide the framework to allow students the opportunity to broaden their knowledge beyond a B.S. while concentrating their studies in specific topical areas; including areas that may cross disciplines. The M.Eng. will provide the flexibility for academic units to provide knowledge in emerging technical areas so they can more quickly respond to employers' needs and facilitate multi-department collaboration in forming interdisciplinary concentrations, alleviating the need for individual departments to develop their own degree program proposals for the same topical area.

The employment outlook for engineers continues to change as rapidly as the technological landscape. An advanced degree or continued engineering education is becoming increasingly necessary for engineering employees to remain competitive. According to the U.S. Bureau of Labor Statistics, "Engineers who have not kept current in their field may find themselves at a disadvantage when seeking promotions or during layoffs."<sup>2</sup> The primary candidates for the M.Eng. degree will be students who desire an upgrade to their technical skills from those obtained during the pursuit of a B.S. degree or who are looking for specialized cross-disciplinary technical expertise (e.g. in areas such as energy systems or information trust systems).

The M.Eng. will be a distinct path differentiated from the Master of Science (M.S.) degree (thesis option or non-thesis option) which has been traditionally oriented toward research for many of the departments in CoE. There are graduate students in the CoE who enroll in an M.S. with thesis; work with and receive research funding from a faculty advisor, and then opt for the M.S. without thesis degree. This scenario is of concern to departments and faculty whose investment in students is then not realized when students do not complete the research component of their degree program. For this reason, The CoE feels strongly that students should not be allowed to petition between a traditional M.S. program and the M.Eng. M.S. students who do not wish to complete a thesis will continue to have the M.S. non-thesis degree (if offered by their academic unit) as an alternative.

The proposed M.Eng. degree supports recommendations made by the CoE Budget Advisory Group and Faculty Leadership Retreat that the CoE pursue the establishment of a framework offering academic units the flexibility to bring forward tuition revenue-generating, course work only master's degrees to provide more in-depth preparation for students pursuing professional careers in industry or government. The second part of the recommendation was that these degree programs be evaluated for transition to an online delivery format to expand the pool of students who can take advantage of graduate degree programs. The Marketing Specialist in the CoE Office of Graduate and Professional Engineering Programs will be responsible for developing and executing marketing strategies and programs for M.Eng. degree programs.

#### HISTORICAL BACKGROUND:

Up through the 1960's, many U.S. universities offered "professional master's" degrees in engineering, usually with the title "Master of Engineering," "Master of Engineering in Mechanical Engineering," "Master of Civil Engineering," etc., which distinguished them from the "Master of Science" (M.S.) degrees offered by the same institutions. These professional degrees were typically offered in all (or almost all) of the engineering disciplines in which B.S. degrees were offered. They typically involved no research or thesis, and were largely full-time residential programs directed to engineers with some work experience. Most involved a "project," while others were "course work-only." In many cases, this education was paid for by employers, and was regarded as a "benefit" by the employee. At some schools, the number of students in professional degree programs exceeded the number of M.S. students.

In the years following World War II, these programs started to become less popular. At the best U.S. engineering schools, a combination of reasons led to their gradual elimination. First, federal support for engineering research at U.S. universities grew rapidly after the war,

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<sup>2</sup> <http://www.bls.gov/oco/ocos027.htm#outlook>

reducing the incentive for colleges of engineering and their faculty to offer these programs. Second, changes in corporate culture resulted in a strong preference for part-time nonresidential graduate education. It became much more attractive for large companies to offer tuition reimbursement and slightly reduced working hours or "flex-time" for employees seeking graduate education, rather than to pay a full (or even somewhat reduced) salary to an employee who was not working at all. To accommodate these trends, engineering schools near major employers offered significant numbers of graduate courses in the late afternoon and early evening, which over time increasingly led to awards of non-thesis M.S. degrees. By the end of the 20th century, only a few major engineering schools retained professional master's degree programs, and it is instructive to discuss those programs before proceeding. They were (and are) at Cornell, Stanford, and MIT.

The professional master's programs at Cornell (with the title "Master of Engineering") are offered in 15 areas (including a few in which Cornell offers no other degree). These programs are one-year residential programs, and involve course work and a significant project, frequently design-oriented. Most of the students come directly from undergraduate school, with the remainder typically being industrial employees whose education is paid for by their employer. Tuition costs are about \$37,000/year. In many cases, specialized programs (e.g., "Medical and Industrial Biotechnology") with significant structure have been developed.

At Stanford, all M.S. programs are course work only. Essentially all of the students admitted directly from undergraduate school are supported by fellowships (from the U.S. government or Stanford funds) and will continue on into the Ph.D., program. Almost all of the other students are industrial employees for whom the employer is paying "full freight," and are terminal M.S. students. To quote the Stanford Web site, "The Master's program is designed principally for students who wish to enter industry as practicing professionals."

The "David H. Koch School of Chemical Engineering Practice" operated at MIT has, since 1916, offered a unique graduate education in chemical engineering, with a major component (now one semester) being on-site experience at one or more of industrial "practice stations" staffed by MIT personnel at industrial facilities. It offers a "Master of Science in Chemical Engineering Practice." Students from this program have always been in high demand, and typically command starting salaries higher than those of MIT's M.S.Ch.E. graduates. MIT now also offers the Master of Engineering degree in the Department of Civil and Environmental Engineering and in Manufacturing.

During the last ten years or so, a number of universities have started (or restarted) professional master's degree programs in engineering. The stated goal of the majority of these programs is to provide in-depth and/or advanced technical knowledge with some focus on practical, real-world application. To that end, some of these programs are course work only (e.g. University of Maryland and Iowa State), and some require an internship or design project (e.g. Duke and Case Western). The University of Illinois at Chicago currently offers an online course work only M.Eng. degree. The M.Eng. at the University of Illinois at Urbana-Champaign will provide the flexibility CoE departments need to implement professional development into a master's degree curriculum in a way that is appropriate and achievable for all students enrolled in their programs.

## **PROGRAM ASSESSMENT:**

Departments offering M.Eng. programs will be reviewed annually by the Dean of the CoE for the first three years. If major changes are indicated, the Dean will request a formal review by the CoE Executive Committee (the faculty governance committee for the CoE). The evaluation will include student enrollment, course availability, student placement, shifts in student/faculty ratio, and student and faculty assessment (by survey or other means). After the initial implementation period similar assessments will be made every three years.

#### **BUDGETARY AND STAFF IMPLICATIONS:**

a) *Additional staff and dollars needed:*

The College of Engineering (CoE) will use graduate tuition dollars returned to the CoE from the Office of the Provost Budget and Resource Planning to fund additional instructional resources needed (if any) to support the curriculum in Master of Engineering programs. The CoE has developed a tuition distribution model for departments offering majors and/or concentrations within M.Eng (See Appendix A Tuition Distribution Model). Tuition funds returned to the departments will be used to cover the costs of developing new courses or provide additional resources to support faculty in teaching courses with increased enrollment due to M.Eng. students. Faculty hires could be made subject to the usual college and campus approval process once a clear need is demonstrated. Tuition funds returned to the departments can also be used to fund courses taught by other campus units, such as the College of Business, which would normally be guided by MOU's developed with those units.

Note: The standard return to any college at the University of Illinois at Urbana-Champaign is the total graduate tuition paid minus the 10% retained by campus. This was implemented by the campus several years ago to encourage units to recruit and enroll students who pay their own graduate tuition. Graduate tuition funds returned to the colleges are considered state, recurring dollars that may be used to fund faculty hires or support instruction in other ways. When faculty hiring lines are authorized by the campus, funds are not supplied with them from campus except in some specific cases such as TOP and Faculty Excellence authorized searches and hires. Instead, Colleges are expected to provide the recurring funds from the tuition and GRF dollars allocated to them by campus in the normal annual funding cycle. Thus, by returning self-paying graduate student tuition to colleges and departments, campus is providing funding that can potentially be used to hire faculty if needed to support these programs.

The majority of students in M.Eng. programs will pay their own tuition. Some M.Eng. majors may request self-supporting status. The M.Eng. programs which retain the option to offer teaching assistantships to M.Eng. students will include that consideration in their funding model and target enrollment.

The M.Eng. degree is primarily designed to group currently taught courses at UIUC into a marketable degree with focus in topics of national industrial interest. The major and/or concentration designate the majority of the hours required for the M.Eng. degree. Therefore the selection of courses within the major and/or concentration would most influence the need for additional staff and dollars to support the program. Each program proposal for a major and/or concentration within the M.Eng. will be required to provide information on any new courses required and an evaluation of the proposed impact of its projected student enrollment on currently offered courses included in the proposal. It is expected that each concentration

will have about 20 students and that each major will have an enrollment that represents a small fraction of the home unit's total graduate enrollment; students will be able to select electives from a sizable list of courses and therefore there will be no additional staff or dollars needed in a majority of cases.

b) *Internal reallocations (e.g., change in class size, teaching loads, student-faculty ratio, etc.):*

Graduate admission is managed at the department-level. Departments offering M.Eng. programs will consider impact to teaching loads and student-faculty ratios when setting admission targets for M.Eng. programs. It is anticipated that initially departments (with the exception of Civil and Environmental Engineering, if it should participate, since it has a more developed capability and market) will enroll about 20 students per M.Eng. program; these will represent only a small fraction of the department's total graduate enrollment and thus have minimal impact on existing course enrollments. Departments offering new M.Eng. programs will be required to include a review of the program in the annual review with the Dean for three years; with a review occurring in every third year after the first three years. If major changes in the degree program are needed those will be reviewed by the College of Engineering Executive Committee (the faculty governance committee for the college).

c) *Effect on course enrollment in other units and explanations of discussions with representatives of those departments:* To be determined for each major and/or concentration. Each proposal for a new major and/or concentration will be required to provide an analysis of the projected impact of students on course enrollments outside of CoE.

d) *Impact on the University Library:* Letter Attached

e) *Impact on computer use, laboratory use, equipment, etc.:* M.Eng. students may take advantage of the college-wide computer laboratories, but the impact on research labs would be nonexistent since a thesis is not an option. CoE will use tuition funds generated by the M.Eng. students to address any additional support needed for these students in the computer laboratories.

**DESIRED EFFECTIVE DATE:** Fall, 2013

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:** See Appendix B

**CLEARANCES:**

Signatures:

*Victoria A. Covestone*

Unit Representative:

Date: 9/30/11

*Franklin [Signature]*

College Representative:

*10/2/11*  
Date:

*[Signature]*

Graduate College Representative:

*4/20/12*  
Date:

\_\_\_\_\_  
Provost Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Educational Policy Committee Representative:

\_\_\_\_\_  
Date:



## **Appendix A: (Budgetary and Staff Implications)**

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### **New Degree Programs – Required Budgetary Implication Questions**

This applies to all current M. Eng proposals.

1) *How does the unit intend to financially support this program?*

The majority of students in M.Eng. degree programs will pay tuition or be supported by corporate funding. The COE has developed a tuition distribution model for units offering majors or concentration for the M.Eng. (see Tuition Distribution Model in this Appendix)

2) *Will the unit need to seek campus or other external resources?*

No

3) *If no new resources are required, how will the unit create capacity or surplus to appropriately resource this program? (What functions or programs will the unit no longer support?)*

Tuition paid by M.Eng. students will be used by the CoE and participating departments to provide additional resources, if needed, to support course development and enrollment of M.Eng. students in existing courses. Admissions, advising, and course enrollment will be managed by the home unit of the major or concentration or by a designated program committee of the M.Eng. concentration. The CoE Office of Graduate and Professional Engineering Programs has recently hired a new Marketing Specialist. This position would be responsible for developing and executing marketing strategies and programs for M.Eng. degree programs among other duties. The position will be funded by the 20% tuition distribution that the CoE will receive from student-paid tuition in M.Eng. degree programs.

4) *Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?*

The market assessment will depend greatly on the M.Eng. major or concentration. Each proposed major or concentration will address the potential market and employment outlook. Students in the M.Eng. program will have the resources of the CoE Engineering Career Services office to assist with job placement.

5) *If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?*

M.Eng. students will not be eligible for waiver-generating appointments in most cases. However, participating units may reserve the option to offer teaching assistantships that may generate waivers where M.Eng. students are the best candidates to meet teaching needs or as cost sharing for external funding requiring matching contributions.

#### Tuition Distribution Model

Tuition returned to the CoE (net of campus overhead; currently 10% of total graduate tuition received) will be distributed as follows:

Single Department Major and/or Concentration: Tuition will be initially split 20% CoE and 80% Department.

Multi-Department Major and/or Concentration: Tuition split will be 20% CoE; the remaining 80% will be split among the participating departments as specified in a Memorandum of Understanding (MOU) based

on the resources each department is providing to support the major and/or concentration. As indicated under Additional staff and dollars needed, if the college or departmental reviews indicate the need for additional resources (faculty, staff, equipment, etc.) are needed for a given program, the department will be expected to contribute from their share of the tuition distribution.

## **Appendix B**

### **STATEMENT FOR PROGRAMS OF STUDY CATALOG**

*This statement assumes the approval of proposals “Establish a Major in Engineering in the College of Engineering for the degree of Master of Engineering” and “Establish a Graduate Concentration in Energy Systems within the Master of Engineering Degree in the College of Engineering”*

#### **College of Engineering**

[engineering.illinois.edu](http://engineering.illinois.edu)

Victoria Coverstone  
Associate Dean for Graduate and Professional Programs  
402 Engineering Hall  
1308 West Green Street  
Urbana, Illinois 61801  
(217) 333-0678  
Fax: (217) 333-0015  
E-mail: [gpp@illinois.edu](mailto:gpp@illinois.edu)

**Major:** Engineering

**Degrees Offered:** M.Eng.

**Graduate Concentrations:** Energy Systems

#### **Graduate Degree Programs**

The College of Engineering offers a Master of Engineering (M.Eng.) degree program for students whose primary intent is a professional career in industry or government. This degree differs from the Master of Science (M.S.) degree in that it is a terminal degree and not a pathway to a doctoral program. The Major in Engineering for the M.Eng. degree requires the selection of an interdisciplinary concentration.

#### **Admission**

Students with bachelor's or master's degrees in engineering or related sciences will be considered for admission if they have a grade point average of at least 3.00 (A = 4.00) for the last two years of undergraduate study. Admission is possible for the spring semester, but most admissions are for the fall semester. Full details of admission requirements are on the Web page of the department offering the concentration. Currently a Concentration in Energy Systems is offered by the department of Nuclear, Plasma and Radiological Engineering.

All applicants whose native language is not English must submit a minimum [TOEFL](#) score of 103 (iBT), 257 (CBT), or 613 (PBT); or minimum [International English Language Testing System \(IELTS\)](#) academic exam scores of 7.0 overall and 6.0 in all subsections. Applicants may be exempt from the TOEFL if [certain criteria](#) are met. [Full admission status](#) is granted for those meeting the minimum requirements and having taken the TOEFL or IELTS since the scores required for admission to M.Eng. are above the minimum scores demonstrating an acceptable level of English language proficiency.

#### **Degree Requirements**

\* For additional details and requirements, please refer to the Web page of the concentration's home unit and the Graduate College Handbook.

**Master of Engineering, Major in Engineering with Concentration in Energy Systems**

<b>Requirements</b>	
<b>Credit Hours</b>	<b>Hours</b>
<b><i>Total Credit for the Degree</i></b>	<b>32</b>
Course Work	32
ENG 471 and ENG 571	4
Professional Development (One of three options): <ul style="list-style-type: none"> <li>• Practicum: ENG 572 as approved by an advisor</li> <li>• Project: ENG 573 as approved by an advisor</li> <li>• 4 credit hours of course work approved by an advisor from the Topical Breadth list or or other advisor approved course meeting the requirements for Professional Development.</li> </ul>	4
Primary Field courses from an approved list	12
Secondary Field courses from an approved list	6
Topical Breadth course from approved list	3
Electives courses – chosen in consultation with an advisor	3
<b>Other Requirements and Conditions (may overlap):*</b>	
ENG 572 or ENG 573 may be taken for variable credit up to a maximum of 8 credit hours subject to advisor approval. Additional credit hours exceeding the 4 credit hour requirement may be applied toward the Primary Field course work requirement or the Elective course work requirement.	
A minimum of 16 500-level credit hours applied toward the concentration, 8 of which must be in ENG or courses in the primary field	
A maximum of one 1-credit-hour course may be applied toward the minimum 16 500-level credit-hour requirement.	
The minimum program GPA is 3.0.	

**Appendix C:**  
**College of Engineering Executive Committee Guidelines on Graduate Credit  
for Internship Courses**

E.4—Executive Committee Guidelines on Graduate Credit for Internship Courses

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University of Illinois College of Engineering

Adopted March 27, 2012

The consensus of the CoE Executive Committee was that internships for graduate credit should include a written public and archiveable report that contains scholarly content of theory and practice of a scientific field of study. To as great an extent as possible—and taking into account the amount of credit offered—the report should resemble a normal MS thesis. It should contain a review of relevant literature, be written at the level of an MS thesis, be self-contained, and undergo a thorough review and approval by a Graduate Faculty member. There is flexibility in the form of the report, and in how much of it is public (we understand that such a report may contain some proprietary information), but there are two fundamental aspects of this policy: (1) The student must do some work, proportional to the credit given, beyond the internship; and (2) the proposal must include a mechanism for guaranteeing the quality of the product.

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

University Library  
Office of Dean of Libraries  
and University Librarian  
236 Main Library, MC-522  
1408 West Campus Drive  
Urbana, IL 61801



November 5, 2012

Victoria L. Coverstone  
Associate Dean, Office of Graduate and Professional Programs  
College of Engineering  
401 Engineering Hall  
MC-266

Dear Professor Coverstone:

Thank you for providing the University Library with the opportunity to review the College of Engineering's proposal to the Senate Committee on Educational Policy to establish a Master of Engineering (M.Eng.), the major in engineering, and the concentration in Energy Systems. Based upon the proposal that we reviewed, we do not believe that there will be any substantive impact on existing library offerings—either in terms of library materials or personnel.

The librarians in the Grainger Engineering Library have an excellent relationship with the College and if additional services or materials are required as the program develops, I have every confidence that we will be able to work together to meet the needs of the students.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Paula T. Kaufman'.

Paula T. Kaufman  
Juanita J. and Robert E. Simpson  
Dean of Libraries and University Librarian

c: Thomas Teper  
William Mischo  
Elizabeth Stovall, Graduate Programs Director, CoE

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

College of Engineering  
Executive Committee  
306 Engineering Hall, MC-266  
1308 West Green Street  
Urbana, IL 61801



March 4, 2011

Andrea Golato  
Associate Dean  
Graduate College  
204 Coble Hall  
MC-322

Via: Ilesanmi Adesida, Engineering College

Dear Ms. Golato:

The College of Engineering Executive Committee has reviewed and approved the following:

New Programs: "Establish a Master of Engineering Degree in the College of Engineering"  
"Establish a Graduate Concentration in Energy Systems within the Master of  
Engineering Degree in the College of Engineering"

Attached is a copy of the request.

Sincerely yours,

Brent J. Heuser, Secretary  
Executive Committee

Approval Recommended:

Ilesanmi Adesida, Dean  
College of Engineering

3/7/11  
Date

BJH/bro

Enclosure

c: Victoria Coverstone  
James Stubbins  
Brian Cunningham  
Sam Kamin  
Michael Pleck  
Elizabeth Stovall  
Becky Osgood

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

EP.13.07

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



July 25, 2012

Gay Miller, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the Graduate College and the College of Engineering to establish a Master of Engineering (M.Eng.) degree.

This proposal has been approved by the Graduate College Executive Committee and the College of Engineering Executive Committee. It now requires Senate review.

Sincerely,

A handwritten signature in cursive script that reads "Kristi A. Kuntz".

Kristi A. Kuntz  
Assistant Provost

KAK/njh

Enclosures

c: V. Coverstone  
P. Geil  
A. Golato  
M. Lowry  
E. Stovall



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Graduate College

204 Coble Hall  
801 South Wright Street  
Champaign, IL 61820-6210



Executive Committee

April 19, 2012

2011-12 Members

Debasish Dutta, *Chair*

Kristi Kuntz  
Office of the Provost  
207 Swanlund MC-304

Members

Barry Ackerson

Nicoline Ambrose

Naomi Bloch

Lin-Feng Chen

Kent Choquette

Jennifer Cole

Paul Diehl

Brooke Elliott

Margareth Etienne

Daniel McMillen

John Nerone

Uma Ravat

Rolando Romero

Albert Valocchi

Alex Winter-Nelson

Assata Zerai

Dear Kristi:

Enclosed are three proposals entitled "Establish a Master of Engineering Degree in the College of Engineering", "Establish a New Major in Materials Engineering in the Department of Materials Science and Engineering, College of Engineering for the degree of Master of Engineering", and "Establish a New Combined Bachelor of Science in Materials Science and Engineering-Master of Engineering with a Major in Materials Engineering in the Department of Materials Science and Engineering, College of Engineering." The Graduate College Executive Committee did vote unanimously to approve these three proposals.

I send them to you now for further review.

Thank you,

William G. Buttlar  
Associate Dean, Graduate College

cc: V. Coverstone  
P. Geil  
M. Lowry  
E. Stovall