

RIT

Kate Gleason College of Engineering
Department of
Mechanical Engineering

INFORMATION GUIDE FOR PARENTS OF PROSPECTIVE STUDENTS

MECHANICAL ENGINEERING DEPARTMENT
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Mechanical Engineering – We Design the Future!

WELCOME TO THE M.E. DEPARTMENT

Dear Parent,

Thank you for working with your son or daughter as they go through the process of selecting a university and a program of study. I realize that the process is time consuming, can be frustrating at times, and is also full of opportunity, and trepidation. I hope that this information guide will help to answer the questions that you may have, and facilitate discussion about career choices and college selection with your child. Your child – a young man or woman – is trying to make one of the most important decisions that they have been faced with up to this point.

Rochester Institute of Technology offers a unique educational experience, one that we feel is of high quality, and embraces certain core philosophies. Only your son or daughter can decide if these core philosophies are in line with their own goals and aspirations. Above all, we believe that individuals learn to become engineers by practicing engineering – not just by talking about it.

The first cornerstone of our educational program is our mandatory co-operative education program. Through this program, students completing the five year Bachelor of Science degree in Mechanical Engineering will complete a full four years of academic study, complemented by one equivalent year of full-time practical experience.

The second cornerstone of our educational program is our focus on career-oriented education. Our program seeks to be a leader in higher education in preparing our mechanical engineering students for successful careers in a global society. We believe that our graduates must possess technical strength in their chosen discipline, and be able to work with individuals from other disciplines in an effective manner.

We seek to engage and motivate our students through stimulating and collaborative experiences. Our mission is to provide technology-based educational programs for personal and professional development. We rigorously pursue new and emerging career areas. As one example of this process of continuous improvement, we have recently partnered with Bendix Corporation to build the University's first mechatronics lab. In addition to general mechanical engineering we have four options, to offer our students; Bioengineering Option, Energy and the Environment Option, Aerospace Engineering Option and our Automotive Engineering Option. We have lots to share with you, and I welcome you to read this guidebook to learn more about our academic programs, co-curricular offerings, and campus life at RIT.

We hope that this guidebook will provide you with the information that you need as you help your son or daughter through their decision process. Thank you for considering RIT, and best wishes on your college search!

Sincerely,



Risa J. Robinson, Ph.D.
Professor and Department Head

PROGRAM EDUCATIONAL OBJECTIVES

The Program Educational Objectives are broad statements that describe what graduates are expected to attain within a few years of graduation. The Program Educational Objectives of the Bachelor of Science degree program in mechanical engineering at Rochester Institute of Technology are to have graduates who will:

- Practice mechanical engineering in support of the design of engineered systems through the application of the fundamental knowledge, skills, and tools of mechanical engineering.
- Enhance their skills through formal education and training, independent inquiry, and professional development.
- Work independently as well as collaboratively with others, while demonstrating the professional and ethical responsibilities of the engineering profession.
- Successfully pursue graduate degrees at the Master's and/or Ph.D. level, if they choose.

The ME Department achieves these objectives by:

- Integrating cooperative education into the program for all students,
- Providing a strong foundation in mathematics and science with a balance between liberal studies and technical courses,
- Establishing balance between the engineering science, an appropriate computational experience, experimental work, and engineering design components of the program,
- Incorporating a strong laboratory component in the program with outstanding laboratory facilities,
- Having a diverse faculty committed to engineering education,
- Making available a combined BS and Masters option to academically stronger students. This option allows a student to complete the requirements of both the BS and Master's degree in a five-year period. A student in this option completes three co-op work-blocks, and three courses count toward both BS and Master's degree

STUDENT OUTCOMES

In order to help our graduates achieve the objectives of our academic program, we have adopted a number of educational outcomes. Every graduate is expected to demonstrate competency in each outcome by the time that they complete their B.S. degree. The outcomes of the career-oriented Bachelor of Science degree program in Mechanical Engineering at Rochester Institute of Technology are such that all graduates of the program will demonstrate:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility

- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

RIT AND THE KATE GLEASON COLLEGE OF ENGINEERING

Rochester Institute of Technology

As noted in the RIT Archives at Wallace Library, Colonel Nathaniel Rochester and other Rochester community leaders founded the Athenaeum in 1829 as an association “for the purpose of cultivating and promoting literature, science, and the arts.” Later, in 1847, the Athenaeum merged with the Mechanics Literary Association, which had been founded in 1836 by William A. Reynolds (son of Abelard Reynolds), to form the Rochester Athenaeum and Mechanics Association. Distinguished speakers during this time period included Charles Dickens, Ralph Waldo Emerson, Oliver Wendell Holmes, and Frederick Douglass. The Athenaeum remains a viable program still today, focusing on educational and cultural experiences for RIT emeritus faculty and staff. As the Rochester Athenaeum and Mechanics Association matured, this led to the founding of the Mechanics Institute in 1885 as city leaders, Henry Lomb, Max Lowenthal, Ezra Andrews, Frank Ritter, William Peck and others sought a school to provide technical training for skilled workers for their growing industries. The first class offered at the newly formed Mechanics Institute was mechanical drawing, held in the evening on November 23, 1885. The community response was overwhelming with more than 400 students enrolled. Thus, our department heralds its roots back to the very first class on the very first day of the Mechanics Institute.

In 1903, the Institute consisted of five departments: Industrial Arts, Mechanic Arts and Sciences, language, mathematics, science, Manual Training, Domestic Science and Art, and the Department of Fine Arts with a total enrollment of 3,000. The cooperative education program began in 1912 and continues to be a key component of many RIT degree programs today. In 1916 the first president, Carleton B. Gibson, was appointed, serving until 1916. In 1940 classes were offered all day and all night to train thousands for jobs in the defense industry and enrollment reached 4,565. In 1942 evening classes were opened to women to aid in the war effort as well. In 1944 the institute adopted the name Rochester Institute of Technology.

RIT became the first technical school to offer an associate degree in applied science in New York State in 1950 and in 1955 the first Bachelor of Science degrees were awarded. The first masters degrees were awarded in 1960 (all were master of fine arts). The 1960s also saw a reorganization of the institute into six colleges and the decision to move from downtown Rochester to a new campus in Henrietta, NY.

FACTS AND FIGURES

RIT Student Body		Degrees Awarded		Faculty and Staff (2016 School Year)	
Fall 2016 Total	18,606	2015-2016 Total	4,271	Full-time Faculty	1,068
Undergraduate	15,401	Assoc., Diploma, Cert	160	Part-time Faculty	24
Graduate	3,205	Bachelor's	2,771	Adjunct Faculty	452
Male	12,426	Advanced Certificates	98	Staff	2,310
Female	6,180	Master's	1,207	Total	3,854
		Doctorate	35		

RIT's campus occupies over 1,300 acres in suburban Rochester, the third-largest city in New York. RIT Libraries are comprised of Wallace Library, the Cary Library, and RIT Archives and Special Collections. RIT's Wallace Library is the primary information resource center on campus. It is a multimedia center offering a vast array of resource materials. The library provides access to 250 electronic databases, more than 36,000 electronic journals, and more than 100,000 e-books. Resource materials include 11,000 audio, film, and video titles and more than 500,000 books and print journals.

ALUMNI

RIT alumni number over 118,000 from all 50 states and more than 100 nations.

ATHLETICS

At RIT, men's hockey, basketball, lacrosse, and women's volleyball and hockey are often ranked nationally. Many other RIT teams receive recognition in the Northeast.

Men's Teams—baseball, basketball, crew, cross country, Division I ice hockey, lacrosse, soccer, swimming, tennis, track, and wrestling.

Women's Teams—basketball, crew, cross country, Division I ice hockey, lacrosse, soccer, softball, swimming, tennis, track, and volleyball.

RIT offers a wide variety of activities for students at all levels of ability. More than 50 percent of our undergraduate students participate in intramural sports ranging from flag football to golf and indoor soccer. Facilities include the Gordon Field House, featuring two swimming pools, a fitness center, indoor track and an event venue with seating for 8,500; the Hale-Andrews Student Life Center, with five multipurpose courts, eight racquetball courts, and a dance/aerobics studio; the Ritter Ice Arena; outdoor tennis courts; an all-weather track; and athletic fields. The newly built Gene Polisseni Center, which seats 4,200, houses RIT's new hockey arena.

ACCREDITATION

RIT is chartered by the legislature of the state of New York, accredited by the Middle States Association of Colleges and Schools. In addition, individual colleges have professional accreditation for specific programs. The BS in Mechanical Engineering degree program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

Kate Gleason College of Engineering

Mechanical drawing classes were offered at the Mechanics Institute in 1885 with classes in electrical engineering following in 1896. In 1912 the department of industrial arts was established to include mechanical, electrical and chemistry courses. By 1940 two departments were established – electrical and mechanical and five years later RIT offered associates degrees in electrical and mechanical technology. In 1953 RIT offered its first BS degrees in electrical and mechanical engineering.

In 1969 ABET accredited the electrical and mechanical engineering BS programs. The industrial engineering department was established in 1970 and the College of Applied Science changed its name to the College of Engineering in 1971. By 1975 the College of Engineering offered ABET accredited BS degrees in electrical, mechanical and industrial engineering, and MS degrees in electrical and mechanical. The year 1975 saw the establishment of computer engineering in conjunction with the School of Computer Science, residing solely within the College of Engineering by 1980. In 1987 ABET accredited the BS in computer engineering program and the newly established microelectronic program – the first of its kind in the world.

The college began joint programs with other colleges at RIT—software engineering with the department of computer science, and design, development and manufacturing with the college of business. In 1998 the college was renamed the Kate Gleason College of Engineering. During the first decade of the new century the college has enjoyed steady growth in enrollment and the establishment of a PhD program in Microsystems engineering – the first of its kind anywhere as well as the new BS degree programs in biomedical and chemical engineering. The engineering complex has expanded several times with the last expansion taking place in 2013. The last 10 years have seen a growth in the enrollment of women and minorities and the college is enjoying an increase in retention. In 2008, the RIT mechanical and electrical programs launched master’s programs in Dubai followed up in 2010 with bachelors of science degree programs in ME and EE which received their first ABET accreditation in 2015. In 2013, the Rochester Institute of Technology converted from quarters to semesters. In 2014, the College of Engineering launched its PhD in Engineering, a program which has enjoyed success beyond expectations in terms of enrollment, diversity and faculty financial support from external funding.

STUDENTS

- Energizing, innovative students who collectively create a vibrant campus community
- Average class size is 36
- Study abroad opportunities while maintaining progress towards degree
- An honors program that is designed to enhance the academic and professional experiences of qualifying students.
- A first to second year retention rate over 95%
- An award winning Formula SAE Team.

FACULTY & STAFF

- KGOE faculty are passionate about engineering and focused on student success. Faculty are approachable and engaged in teaching.
- Over 90% hold a doctorate degree and many hold one or more patents.
- RIT's cooperative education program is the 4th oldest and 5th largest in the world; with over 2000 co-op placements for engineering students at 500 different companies each year. Our Co-op Education and Career Services Office maintains solid relationships with our industry partners

and provides our students with superior advice and mentoring on obtaining co-ops and permanent positions after graduation.

- Our Student Services office provides academic advising for engineering exploration students and counseling for all engineering students who seek it. They help students find the resources they need to be successful.
- Extraordinary "Women in Engineering" program that is nationally recognized for its success in attracting and retaining women students.

FACILITIES

- Outstanding, high tech facilities, expanded labs for true hands-on experiences
- The largest and most well equipped micro-fab clean room facility in the nation for undergraduate education
- Industry-standard CAD and CAM software tools for design and analysis
- State-of-the-art classroom technology and an Engineering Learning Center, staffed with tutors, to help students achieve their very best
- Wifi throughout the engineering complex

FACTS AND FIGURES

Fall 2016 Enrollment	Degree Levels Offered	Areas of Study Offered
2,815 Undergraduate Students	Bachelor of Science (BS)	Mechanical Engineering
666 Graduate Students	Master of Science (MS)	Chemical Engineering
	Master of Engineering (MEng)	Electrical Engineering
	Advanced Certificate (AC)	Computer Engineering
	Doctor of Philosophy (Ph.D.)	Microelectronic Engineering
		Biomedical Engineering
		Industrial Engineering

ABOUT KATE GLEASON

Born on November 25, 1865, Kate Gleason was the daughter of a machine-tool factory owner. By the age of twelve, Kate began working in her father's factory. Kate studied mechanical arts at Cornell University, at Sibley College of Engraving, and at Mechanics Institute, now known as the Rochester Institute of Technology. Shortly thereafter, Kate joined her father at Gleason Works, helping to promote her father's business, which became one of the leading sellers of machine tools in the United States. During World War I, Kate Gleason became the first woman president of a national bank and was also named the first woman member of the American Society of Mechanical Engineers. Following her tenure at the bank, Kate concentrated her efforts on developing low cost housing in various locations across the nation. Kate Gleason died on January 9, 1933. Our College is the only College of Engineering in the USA named after a woman.

DEPARTMENT OF MECHANICAL ENGINEERING

While the "Mechanical Department" was one of the original departments in the Mechanics Institute, we are a relatively young department when we consider the size of our program as it has evolved. For example, our Bachelor of Science degree program in Mechanical Engineering was first accredited in 1969, upon arrival at our new campus in Henrietta, now under the name of the Rochester Institute of Technology. More than half of our alumni base has graduated in the last 20 years. This suggests that we have a large population of alumni who are in early or mid-career stages of their career, and a relatively small population of alumni that have had opportunity to move into senior executive positions.

Mechanical Engineering is a broad discipline, covering such diverse topics as aerospace systems, bioengineering applications, energy systems, systems & controls, transportation, and vehicle systems engineering. The Mechanical Engineering Department at RIT offers a solid foundation in ME fundamentals as well as the opportunity for students to concentrate their studies in one of several specific areas of engineering. In ME classes, students will be exposed to a balance of theory, hands-on experiment, and design. Our laboratory facilities are primarily intended for student use, although most professors participate in ongoing research projects in these same labs. Undergraduate students can become involved with these projects through classes, co-op experiences, or through participation in the dual degree program which allows students to earn both Bachelor's and Master's degrees in a five-year period. With a faculty that includes several recipients of teaching awards, RIT has demonstrated commitment to excellence in education.

The Mechanical Engineering Department offers programs at the undergraduate and graduate level. The undergraduate program is a five year (including one year of co-op) accredited program leading to a B.S. degree. Our program requirements include 4 elective courses. This gives students an opportunity to focus in an area of interest. Options described below are available in Aerospace, Automotive, Bioengineering, and Energy and the Environment, and combined programs leading to both the BS and Master's degrees simultaneously. At the graduate level, the department offers a Master of Science degree in Mechanical Engineering or a Master of Engineering degree in Mechanical Engineering. A Master of Science degree in Materials Science and Engineering is also offered jointly with the College of Science. Students may pursue a Master Science in Public Policy concurrently with their B.S. Degree.

Students may also attain a minor in many areas at RIT. Most of the departments in the KGCOE offer a minor. Other common minors are in the College of Liberal Arts, College of Science, and the College of Business. The Mechanical Engineering Department is proud to announce a new minor in Chemical Engineering Systems Analysis as well.

ME PROGRAM OPTIONS

Students may select a number of course options to gain specialized study in a particular discipline of mechanical engineering. Options include aerospace engineering, automotive engineering, bioengineering, and energy and environment. Participation in one of these options is not required. However, they are offered for those students who seek to pursue a career in one of these specialized fields of mechanical engineering. Students must maintain a GPA of at least 2.0 within the option sequence of courses to remain in the option.

Students may elect to complete the major without an option and instead customize their academic study in support of their career plans. The mechanical engineering major is relatively flexible and allows students to pursue options, minors, and even multiple degrees.

Aerospace Engineering Option

This option focuses on engineering aspects of airborne and space vehicles. You'll take an introductory course on contemporary issues in aerospace engineering followed by courses such as composites, fatigue, aerodynamics, aerospace structures, propulsion, and flight dynamics. For your senior design project, you are expected to work on an aerospace engineering project. Your co-op experiences will take place in the aerospace industry.

Automotive Engineering Option

Modern automotive engineering entails the design of engines and components such as braking and lighting systems, transmission, and fuel economy. This option includes an introduction to automotive design and manufacturing as well as courses in vehicle dynamics, internal combustion engines, controls, fuel cell technology, and tribology. Your senior design project will relate to automotive engineering as will your co-op experiences.

Bioengineering Option

This option consists of a Contemporary Issues in Bioengineering course, biological science electives, and a focus on areas such as artificial organs, biomechanics, biomaterials, biosensors, and biomicrofluidics. You will work on a bioengineering senior design project and pursue co-op employment in a related field.

Energy and Environment Option

This option allows you to focus on contemporary issues in the fields of energy and the environment and modern technologies such as wind turbines, solar energy, geothermal systems, fuel cell technology and alternative energy systems. You will work on an energy systems senior design project, and pursue co-op employment in a related field and will have the opportunity to participate in our Human Powered Vehicle competition team.

PROGRAM OF STUDY

The checklist below provides a list of the course requirements each student needs to complete along their way to the BS Degree in mechanical engineering.

MECE 102 Engineering Mechanics Lab	One year of differential and integral calculus; MATH 181/182
MECE 104 Engineering Design Tools	MATH 219 Multivariable Calculus
MECE 103 Statics	MATH 231 Differential Equations
MECE 110 Thermodynamics I	MATH 241 Linear Algebra
MECE 117 Intro to Programming for Engineers	MATH 326 Boundary Value Problems
MECE 203 Strength of Materials	STAT 205 Applied Statistics
MECE 204 Strength of Materials Lab	Two Physical Science Electives
MECE 205 Dynamics	PHYS 211 University Physics II w/ Lab: Electricity & Magnetism
MECE 210 Fluid Mechanics I	Free Elective I
MECE 211 Engineering Measurements Lab	Free Elective II
EEEE 281 Circuits 1 + Lab (from the EE Department)	Writing Seminar
MECE 301 Engineering Applications Lab	Foundation Elective
MECE 305/306 Materials Science and Applications w/ Lab	Perspectives I (Artistic)
MECE 310 Heat Transfer I	Perspectives II (Ethical)
MECE 320 System Dynamics	Perspectives III (Global)
MECE 348 Contemporary Issues in Engineering	Perspectives IV (Social)
MECE 497 Senior Design I	Univ. A&S Immersion I
MECE 498 Senior Design II	Univ. A&S Immersion II
M.E. Extended Core Elective I	Univ. A&S Immersion III
M.E. Applied Elective I	Co-Op Preparation Course
M.E. Applied Elective II	Wellness Requirement I
M.E. Extended Core Elective II or Applied Elective III	Wellness Requirement II

Students are assigned to either A Block or B Block in terms of their schedule of classes versus co-op. The following Sample 5 Year Plans show the similarities and differences between the two blocks.

SAMPLE 5 YEAR PLAN/COURSE SEQUENCE-A BLOCK

A Block						
Fall			Spring			
Year 1		First Year Writing Course	3		Foundation Elective	3
	MATH-181	Project-Based Calculus I	4	MATH-182	Project-Based Calculus II	4
		Perspective I	3		Perspective II	3
	MECE-102	Engineering Mechanics Lab	3	MECE-117	Intro to Programming for Engineers	3
	MECE-104	Engineering Design Tools	3	MECE-103	Statics	3
Total 16			Total 16			
Year 2		Perspective III	3		Immersion I	3
		Perspective IV	3	MATH-231	Differential Equations	3
	MATH-219	Multivariable Calculus	3		Science Elective I	3
	MECE-203	Strengths of Materials I	3	MECE-210	Fluid Mechanics I	3
	MECE-204	Strengths of Materials I Lab	1	MECE-205	Dynamics	3
	MECE-110	Thermodynamics I	3	MECE-211	Engineering Measurements Lab	2
	EGEN-99	Co-op Prep	0			
Total 16			Total 17			
Year 3	MECE-499	Summer/Fall Co-op		PHYS-212	Physics II	4
				MATH-326	Boundary Value Problems	3
				MECE-320	System Dynamics	3
				MECE-305	Materials Science	3
				MECE-306	Materials Science Lab	1
				EEEE 281	Circuits I	3
					Wellness I	0
Total 0			Total 17			
Year 4	MECE-499	Summer/Fall Co-op		MECE-348	Contemporary Issues in ME	3
				MECE-3xx	ME Extended Core Elective I	3
				MATH-241	Linear Algebra	3
					Science Elective II	3
				MECE-310	Heat Transfer I	3
				MECE-301	Engineering Applications Lab	2
Total 0			Total 17			
Year 5	MECE-497	Senior Design I	3	MECE-498	Senior Design II	3
	MECE-4xx	ME Applied Elective I	3	MECE-4xx	ME Applied Elective II	3
		Immersion II	3	MECE-xxx	ME Applied Elective III (or Ext Core II)	3
	STAT-205	Statistics	3		Immersion III	3
		Free Elective I	3		Free Elective II	3
		Wellness II	0			
Total 15			Total 15			

Program Total 129

SAMPLE 5 YEAR PLAN/COURSE SEQUENCE-B BLOCK

B Block							
Fall			Spring				
Year 1		First Year Writing Course	3		Foundation Elective	3	
	MATH-181	Project-Based Calculus I	4	MATH-182	Project-Based Calculus II	4	
		Perspective I	3		Perspective II	3	
	MECE-102	Engineering Mechanics Lab	3	MECE-104	Engineering Design Tools	3	
	MECE-117	Intro to Programming for Eng	3	MECE-103	Statics	3	
Total			16	Total			16
Year 2		Perspective III	3		Immersion I	3	
		Perspective IV	3	MATH-231	Differential Equations	3	
	MATH-219	Multivariable Calculus	3	PHYS-212	Physics II	4	
		Science Elective I	3	MECE-203	Strengths of Materials I	3	
	MECE-205	Dynamics	3	MECE-204	Strengths of Materials I Lab	1	
	MECE-211	Engineering Measurements Lab	2	MECE-110	Thermodynamics I	3	
				EGEN-99	Co-op Prep	0	
Total			17	Total			17
Year 3	MECE-210	Fluid Mechanics I	3	MECE-499	Spring/Summer Co-op		
	MATH-326	Boundary Value Problems	3				
	MECE-320	System Dynamics	3				
	MECE-305	Materials Science	3				
	MECE-306	Materials Science Lab	1				
	EEEE 281	Circuits I	3				
		Wellness I	0				
Total			16	Total			0
Year 4	MECE-348	Contemporary Issues in ME	3	MECE-499	Spring/Summer Co-op		
	MECE-3xx	ME Extended Core Elective I	3				
	MATH-241	Linear Algebra	3				
		Science Elective II	3				
	MECE-310	Heat Transfer I	3				
	MECE-301	Engineering Applications Lab	2				
Total			17	Total			0
Year 5	MECE-497	Senior Design I	3	MECE-498	Senior Design II	3	
	MECE-4xx	ME Applied Elective I	3	MECE-4xx	ME Applied Elective II	3	
		Immersion II	3	MECE-xxx	ME Applied Elective III (or Ext Core II)	3	
	STAT-205	Statistics	3		Immersion III	3	
		Free Elective I	3		Free Elective II	3	
		Wellness II	0				
	Total			15	Total		

Program Total 129

COOPERATIVE EDUCATION PROGRAM

The College of Engineering at RIT is firmly committed to a quality cooperative education program. The faculty and administration believe wholeheartedly in the value of cooperative work experience as it forms part of the undergraduate education at RIT. Cooperative education [co-op] gives students the opportunity to apply in the workplace what you learn in the classroom, and bring to the classroom what you learn in the workplace.

Students attend classes essentially from Labor Day to Memorial Day for their first and second year. Following the completion of the second year, students will alternate periods of study on campus with periods of required co-op employment. The philosophy of the co-op program is to integrate on-the-job work experience with in-the-classroom academic experience to achieve a more well-rounded education. Students are asked to complete at least two co-op blocks during the academic year, and no more than two co-op blocks during the summer session.

Co-op gives you many valuable opportunities. You will be able to undertake various mechanical engineering career options, which will help you make long-term decisions. While taking a break from the classroom, you will be earning a reasonable salary to help pay for your education. Students gain valuable expertise in areas such as oral and written communication, working in a team, and technical skills. Your co-ops will also provide networking opportunities which will give you an advantage when looking for a permanent position after graduation. More than half of our graduates are offered full time employment with one of their former co-op companies. In a recent survey, more than ninety percent of our alumni cited co-op as an excellent aspect of their career development.

RIT Mechanical Engineering students have access to hundreds of job openings each year through the co-op office. Students are also encouraged to seek out additional appropriate opportunities on their own. Most jobs available through the co-op office are in New York State and nearby areas. However, there are opportunities nationally and internationally. Being flexible is important for a successful search! Wages for most students on their first or second co-op period fall between \$12 and \$35 per hour; this typically increases in later co-ops. The average salary for all ME co-ops is approximately \$19 per hour.

Some employers who have recently recruited ME Students

AEROSPACE & DEFENSE

Joint Warfare Analysis Center
NAVAIR
Raytheon Company
US Navy
US Marine Corps
US Air Force
Defense Intelligence Agency
BAE Systems
Aerospace Corp.
GE Gas Turbines
Amphenol Aerospace
Boeing (PA, WA & CA)
Hamilton Sundstrand
Kidde Aerospace
General Dynamics
Goodrich Fuel & Utility
Hexcel Pottsville Corp.
Lockheed Martin
Moog
Naval Air Warfare Ctr.

AUTOMOTIVE

Harley Davidson
General Motors (Several locations)
Moog
Magna Drivetrain
TRW
Pratt & Miller Engineering
Polaris
Daimler Chrysler
Valeo
Tesla
Toyota
Honda R&D
Borg Warner
Robert Bosch Corp
Cummins Engine
Delphi Automotive
Ford
ITT Automotive
American Axle & Manufacturing
Orion Bus

BIOENGINEERING/ BIOMEDICAL

Atlantic Testing Laboratories
McNeil Consumer & Specialty
Pharmaceuticals
Wilson Greatbatch Technologies
Bausch & Lomb
Johnson & Johnson
Orthoclinical Diagnostics
B.G. Sulzle
Biophan Technologies
Cambrex Bio Science

MANUFACTURING

Remington Arms
Nu-Kote International
Gleason
Cannon Industries
Alstom Signaling
Eastman Kodak
Hansford Manufacturing
Black & Decker (Emhart Power)

Northrup Grumman Corp.
Parker Hannifin
Pratt & Whitney
Raytheon Aircraft
NASA
SpaceX
Sikorsky Aircraft

ENERGY SYSTEMS

Con Edison
BME Associates
Pennsylvania Power & Light
Constellation Energy
Ostrow Electric
National Fuel Gas Company

OTHER

Everest VIT
Intel
Dupont Advanced Fiber Systems
Bose
Anheuser Busch
Procter & Gamble
General Mills
Fisher-Price

General Electric
Harris Corporation
IBM (Several Locations)
INSA (France)
ITT/Goulds Pumps
Johnson Controls
Motorola
Raymond Corporation
Lexmark
Xerox Corporation
Novelis

MECHANICAL ENGINEERING GRADUATE PROGRAMS

At the graduate level, we offer both the Master of Science (M.S.) and Master of Engineering (MEng.) degrees in Mechanical Engineering. Both the M.S. and MEng. degrees are available for study in a dual degree program mode. During the fall semester of their second year, undergraduate (B.S.) degree students are invited to apply for admission to the dual degree program. Those students who are accepted into this highly competitive, and demanding, program pursue a Bachelor's and a Master's degree concurrently. Students in the dual degree programs complete three co-op segments, rather than four, and typically spend a total of nine academic terms in classes. As the engineering marketplace becomes more globally competitive, we are finding that large numbers of our students elect to complete both the B.S. and the MEng. degrees, to place them in a stronger position as they start their careers.

The Master of Science degree program has a strong research oriented focus, and is primarily directed towards students planning on completing a doctoral degree or advanced research careers in industry. All students enrolled in the M.S. program are required to complete a graduate thesis and conduct scholarly research. Students are required to complete two courses Math I, Math II, and must select one focus area from among three offered. Each student must then complete three core courses specified in their selected focus area. The department currently offers three focus areas including: Mechanics and Design, Systems and Controls, Thermo/Fluids, Vibrations.

The Master of Engineering degree program has a strong career oriented focus, and is primarily directed towards students seeking additional technical training, career development, and broadening their skills base. The MEng. degree does not include a thesis. All students enrolled in the MEng. program are required to complete Math I and Math II, a graduate elective and a capstone experience. Students must select a focus area from one of numerous choices, such as thermo-fluids, controls, mechanics and design, manufacturing, business, and a customized program of study. The focus area may be significantly interdisciplinary. By design, a student's program may range over several colleges of the institute in assembling their desired focus area.

MECHANICAL ENGINEERING ADVISING

The Mechanical Engineering Department views academic advising as an essential component of the undergraduate experience. Students are assigned a faculty advisor and a professional staff advisor to assist with academic, social and professional needs.

Mechanical Engineering Academic Advisor

Your Academic Advisor is responsible for implementation of the overall advising program for the department. You should see your Academic Advisor if you need assistance with course scheduling, academic performance issues, learning community schedules, transfer credit or life at RIT. Academic Advisors are available by appointment, or simply by dropping in for a visit to the office during normal business hours. The Academic advisors are not engineers so they are not in a position to provide technical advice on specific courses, or how those courses may relate to your professional career opportunities, but they are very knowledgeable about degree requirement and registration processes. Academic advisors are well versed in the various resources available around the campus, and can help you connect with study centers and assistance resources of both an academic and personal nature. Your academic advisor can help you to develop a strong professional relationship with your faculty advisor which will be very important, particularly as you progress in this program.

Mechanical Engineering Faculty Advisor

Your faculty advisor is your first point of contact for anything that is related to the mechanical engineering field. You should see your faculty advisor for assistance with course selection, co-ops, course content or career choices. Faculty members are available during posted office hours and by appointment to discuss your advising questions. Each faculty member is an engineer, and they can help you to put some professional perspectives on your academic studies. In particular, your faculty advisor can help you select the appropriate applied courses and options that will help you achieve the personal and professional goals that you have established for yourself. Your faculty advisor has been through the courses you are taking, and may be able to suggest study skills and approaches to help you be successful. Your faculty advisor can share perspective on what has helped them to be successful, and some of the things that other students have done to succeed in their engineering courses. If you experience any problems related to your coursework, remember that the best time to see your advisor is before problems get big, so that the two of you can decide on a course of action to solve them while they are more easily manageable. Your faculty advisor may be able to serve as a professional reference for you as you look for your first co-op, and apply for full time positions as you near graduation.

MECHANICAL ENGINEERING STUDENT ORGANIZATIONS

Pi Tau Sigma

Pi Tau Sigma is the mechanical engineering national honor society. Membership, by invitation, is open to men and women ranked in the upper third of the class in their fourth and fifth years at RIT. Chapter activities are tailored to foster high ideals in the engineering profession, support departmental activities, and promote professionalism. Service activities are supported by fund-raising and social events. Professor Walter is the advisor.

Tau Beta Pi

This national engineering honor society was founded to mark in a fitting manner those who have conferred honor upon their Alma Mater by distinguished scholarship and exemplary character as students in engineering, or by their attainments as alumni in the field of engineering, and to foster a spirit of liberal culture in engineering colleges. Election to Tau Beta Pi is one of the highest honors that can come to an engineering student from his or her peers. Professor Nye is the advisor.

American Society of Mechanical Engineers [ASME]

The student chapter of ASME offers educational, technical, and social activities. It develops leadership skills and leads to contacts with engineers in industry and students at other colleges within the region. The student chapter is active and works closely with the senior section in Rochester. The faculty advisor is Professor Timothy Landschoot.

Society of Automotive Engineers [SAE] and FSAE Competition Team

The purpose of the RIT Society of Automotive Engineers is to give students the opportunity to meet with senior engineers in industry and provide students a chance to apply their classroom knowledge in various projects. The faculty advisor is Dr. Nye.

Society of Women Engineers [SWE]

The Society of Women Engineers at RIT is a student-run organization. SWE organizes several functions each semester such as guest speakers, high school outreach, community activities, tours, social events and events with other student organizations. The RIT chapter is strongly committed to the encouragement of women in pursuing a career in engineering or related fields. The faculty advisor is Professor Lam.

Engineers of Color Creating Opportunities [ECCO Center]

The ECCO Center is the engineering diversity initiative dedicated to assisting in increasing the number of AALANA (African American, Latino American and Native American) engineering students that are typically underrepresented. The ECCO Center programs at RIT are committed to expanding the representation of AALANA engineers and preparing students for leadership roles within the engineering profession. ECCO organizes several functions each year such as accepted student overnight retreat in the spring, guest speakers, social events and events with other student organizations. The ECCO Center director is Dr. Venessa Mitchell.

Society of Hispanic Professional Engineers [SHPE]

The Society of Hispanic Professional Engineers is an association of professionals and students in engineering, science, technology, business and other related disciplines at RIT. SHPE's basic thrust is to identify and promote professional growth opportunities for Hispanics. The advisors are Marcos Esterman and Ruben Proano.

National Society of Black Engineers [NSBE]

The student chapter of the National Society of Black Engineers is dedicated to the retention, recruitment, and successful graduation of its members. The advisor is Reginald Rogers.

Aero Design Club

The student chapter is dedicated to promoting careers and opportunities in the aerospace industry. The faculty advisor is Dr. Jason Kolodziej

UNDERGRADUATE ADMISSION TO MECHANICAL ENGINEERING

Undergraduate students may enter the RIT mechanical engineering program in several ways. These include:

1. Direct admission to the RIT mechanical engineering program as a first year student. The majority of our students enter the program in this manner. We admit an average of 140 students as first-year students annually.
2. Admission to the RIT Engineering Exploration Program which allows students to transfer into the M. E department after one semester of study. A significant number of students enter the program in this manner.
3. Admission to another program on the campus of RIT, and Change of Program (COP) into the ME department. Students wishing to enter the program through this process are evaluated competitively at the end of spring semester, and are admitted on a space-available basis. Students will be required to achieve certain GPA requirements in specified courses to be considered for a change of program into the ME department. Students may COP into mechanical engineering from another engineering discipline during the first year of study with very little, if any, "time penalty" towards completion of degree. Students who change programs after the first year of study may require additional time to graduate.
4. Transfer admission into the ME program from another campus. Students wishing to enter the program through this process are evaluated competitively, and on a space-available basis. Students transferring with an Engineering Science A.S. degree from another institution usually enter at the third-year level.

Undergraduate students are evaluated for admission by the RIT admissions office. Prospective students are assessed using a variety of metrics, including standardized test scores, high school performance, extracurricular activities, reference letters, and sometimes personal interviews. Questions about freshman admission should be directed to the RIT admissions office. For the past several years, there has been overwhelming interest in entry to the mechanical engineering department, and we have far

more applicants to our program than we can accommodate. As a result, all first year admissions to the ME department, and pre-matriculated changes of program into the ME department from another program, are managed by the RIT admissions office. If they request it, prospective students have an opportunity to tour the residential area of the campus and the academic areas of the campus through admissions office programs. Prospective students also regularly visit the department with their parents, as part of their day on campus, and have an opportunity to meet with a faculty member in the mechanical engineering department.

If after visiting RIT, your daughter or son decides to apply to the mechanical engineering department, they need to be certain that they make the correct program selection. In the past, several students have ended up in different programs (particularly Mechanical Engineering Technology) by filling in the wrong program plan. Our current program plan is MECE-BS – Mechanical Engineering. The optional subplans are as follows: AEROSPC –Aerospace Option, BIOENGR; - Bioengineering Option, ENERGY - Energy and the Environment Option, AUTOMOT - Automotive Option. Please work with your son or daughter to make sure they choose the program of study carefully. Selecting the incorrect program may be irreversible.

We accept transfer students from other institutions into the RIT mechanical engineering department, and rely upon college-level articulation agreements with those programs from which we receive the most students. We have arrangements with Roberts Wesleyan University, Monroe Community College, Finger Lakes Community College, Jefferson Community College, and Alfred Tech.

MECHANICAL ENGINEERING POINTS OF CONTACT

Prospective students are encouraged to contact the Mechanical Engineering Department to learn more about the program. We would be very happy to arrange a time for you to meeting with Dr. Alan Nye, Associate Department Head, who regulary meets with prospective students. To set up an appointment, contact Senior Staff Assistant, Brittany Pasquale, at 585-475-5181 or email Brittany at bapeme@rit.edu.

Mechanical Engineering Faculty and Staff Directory

NAME	PHONE	OFFICE	E-MAIL
Risa Robinson, Dept. Head, Professor	56445	GLE/2107	rjreme
Alan Nye, Assoc. Dept. Head, Professor	56121	GLE/2109	ahneme
Michael Schrlau, Graduate Director, Assoc. Professor	52139	GLE/2111	mgseme
Craig Arnold, Sr. Mech. Technician	54295	GLE/2436	ceaeme
Jill Ehmann, Advisor	57213	GLE/2115	jceeme
Jen Kamish, Advisor	54595	GLE/2201	jdkiao
Christie Leone, ME Office Manager	57489	GLE/2113	chleme
Jan Maneti, Operations Manager	57718	GLE/2436	jameme
Brittany Pasquale, Sr. Staff Assistant	55181	GLE/2125	bapeme
Andrea Tuttle, Advisor	55829	GLE/2105	agkiao
Katarina Wayman, Sr. Staff Specialist	55788	GLE/2123	krweme
Rick Wurzer, Sr. Mech. Technician	56247	GLE/2436	reweme
FACULTY	PHONE	OFFICE	E-MAIL
Margaret Bailey, Professor	52960	GLE/2061	mbbeme
Stephen Boedo, Professor	55214	GLE/2031	sxbeme
Robert Carter, Sr. Lecturer	57098	GLE/2091	rncbme
Anthony Chirico, Lecturer	56254	HLC/2526	ajceme
Agamemnon Crassidis, Professor	54730	GLE/2081	alceme
Ghazal Dehghani, Visiting Lecturer	54737	GLE/2012	gxdeme
Ke Du, Asst. Professor	54256	GLE/2181	kxdeme
Amy Engelbrecht-Wiggans, Asst. Professor	52274	ENG/2543	aeeme
Bernhard Fischer, Lecturer	52473	ENG/2507	bafeme
Gerald Fly, Lecturer	55269	GLE/2171	gwfeme
Alfonso Fuentes-Aznar, Assoc. Professor	52917	ENG/2541	afeme
Hany Ghoneim, Professor	56414	GLE/2011	hngeme
Amitabha Ghosh, Professor	52191	GLE/2041	angeme
Mario Gomes, Sr. Lecturer	52148	GLE/2189	mwgeme
Surendra Gupta, Professor	52158	GLE/2071	skgeme
William Humphrey, Sr. Lecturer	55628	GLE/2051	waheme
Phillip Hutton, Lecturer	55778	ENG/2523	pnheme
Omar Ibrahim, Lecturer	57822	GLE/2132	otieme
Patricia Iglesias Victoria, Assoc. Professor	57694	GLE/2179	pxieme
Sarilyn Ivancic, Sr. Lecturer	56003	GLE/2138	srieme
Satish Kandlikar, James E. Gleason Professor	56728	GLE/2001	sgkeme
Jason Kolodziej, Assoc. Professor	54313	GLE/2021	jrkeme
Marca Lam, Principal Lecturer	56871	GLE/2191	mjlme
Kathleen Lamkin-Kennard, Assoc. Professor	56775	GLE/2185	kaleme
Timothy Landschoot, Principal Lecturer	57439	GLE/2134	tplme
Kate Leipold, Principal Lecturer	55372	GLE/2136	knleme
Rui Liu, Assistant Professor	56819	ENG/2533	rlme
Ali Ogut, Professor	52542	GLE/2015	adoeme
Isaac Perez-Raya, Asst. Professor	56255	ENG/3635	ibpeme
Michael Schertzer, Assoc. Professor	55715	GLE/2175	mjseme
Robert Stevens, Assoc. Professor	52153	GLE/2167	rjseme
Howard Qingsong Tu, Asst. Professor	56233	ENG/2155	qhteme
John Wellin, Sr. Lecturer	55223	GLE/2014	jdweme