# 2021-2022 CWRU SCHOOL OF ENGINEERING BULLETIN

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CASE SCHOOL OF ENGINEERING

Engineering seeks to create new processes, products, methods, materials, or systems that impact and are beneficial to our society. To enable its graduates to lead the advancement of technology, the Case School of Engineering (http://engineering.case.edu/) offers fourteen degree programs at the undergraduate level (twelve engineering degrees, plus the BS in computer science and the BS in data science and analytics). At the post-graduate level, the School of Engineering offers Master of Science programs and the Doctor of Philosophy for advanced, research-based study in engineering. The Case School of Engineering offers two specialized degrees at the master’s level: a Master of Engineering specifically for practicing engineers, and an integrated Master of Engineering and Management jointly administered with the Weatherhead School of Management. The Case School of Engineering also offers two dual degrees at the graduate level jointly administered with the School of Medicine: a Doctor of Medicine/Master of Science and a Doctor of Medicine/Doctor of Philosophy. The faculty and students participate in a variety of research activities offered through the departments and the interdisciplinary research centers of the university.

At the core of its vision, the Case School of Engineering seeks to set the standards for excellence, innovation, and distinction in engineering education and research prominence.

Statement of Educational Philosophy

The Case School of Engineering prepares and challenges its students to take positions of leadership in the professions of engineering and computer science. Recognizing the increasing role of technology in virtually every facet of our society, it is vital that engineering students have access to progressive and cutting-edge programs stressing five areas of excellence:

- Mastery of fundamentals
- Creativity
- Societal awareness
- Leadership skills
- Professionalism

Emphasizing these core values helps ensure that tomorrow’s graduates are valued and contributing members of our global society and that they will carry out the tradition of engineering leadership established by our alumni.

The undergraduate program aims to create life-long learners by emphasizing engineering fundamentals based on mathematics, physical, and natural sciences. Curricular programs are infused with engineering innovation, professionalism (including engineering ethics and the role of engineering in society), professional communications, and multidisciplinary experiences to encourage and develop leadership skills. To encourage societal awareness, students are exposed to and have the opportunity for in-depth study in the humanities, social sciences, and business aspects of engineering. Undergraduate students are encouraged to develop as professionals. Opportunities include the Cooperative Education Program, on-campus research activities, and participation in the student chapters of professional societies. Graduates are prepared to enter the workforce and be strong contributors as practicing engineers or continue for advanced study in engineering.

At the graduate level, the Case School of Engineering combines advanced classroom study with a rigorous independent research experience leading to significant results appropriate for publication in archival journals and/or presentation at leading technical conferences. Scientific integrity, engineering ethics, and communication skills are emphasized throughout the program.

Brief History

The Case School of Engineering was established on July 1, 1992, by an action of the Board of Trustees of Case Western Reserve University as a professional school dedicated to serving society and meeting the needs of industry, government and academia through programs of teaching and research.

The Case School of Engineering continues the tradition of rigorous programs based on fundamental principles of mathematics, science and engineering that have been the hallmark of its two predecessors, the Case School of Applied Science (1880) and the Case Institute of Technology (1947). The formation of the Case School of Engineering is a re-commitment to the obligations of the gift of Leonard Case, Jr., to serve the citizens of Northern Ohio. The Case School of Engineering has been a leader in many educational programs, being the first engineering school to offer undergraduate programs in computer engineering, biomedical engineering, polymer engineering, and systems and control engineering.

Statistics

Enrollment Statistics by Degree Program (Fall 2016 through Fall 2020). Data reflects sophomore, junior and senior declared Majors.

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<tr>
<th>CSE Degree Program</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Fall 2020</th>
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Graduation Statistics by Degree Program (AY 2016-17 through AY 2020-21)

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Assistant Dean of the Division of Engineering Leadership and Professional Practice

Kurt R. Rhoads, PhD, PE
(Stanford University)
Faculty Director of the First-Year Engineering Experience

Bachelor of Arts

The Bachelor of Arts in Computer Science (p. 77) is granted by the College of Arts and Sciences and administered by the Department of Computer and Data Sciences.

Bachelor of Science

The Bachelor of Science degree is available with the following majors:

- Computer Science (p. 77)
- Data Science and Analytics (p. 77)

Bachelor of Science in Engineering

Majors are available in the following subjects, and the curricular requirements for the major are given in the links.

- Aerospace Engineering (p. 181)
- Biomedical Engineering (p. 34)
- Chemical Engineering (p. 52)
- Civil Engineering (p. 64)
- Computer Engineering (p. 123)
- Electrical Engineering (p. 120)
- Engineering Physics (p. 101)
- General Engineering (p. 14)
- Materials Science and Engineering (p. 159)
- Mechanical Engineering (p. 181)
- Polymer Science and Engineering (p. 107)
- Systems and Control Engineering (p. 123)

In addition to the major department requirements, each engineering undergraduate degree program includes the Engineering Core (Engineering General Education Requirements), which provides
a foundation in mathematics and sciences as well as aspects of engineering fundamentals for programs in engineering. The Engineering Core is also designed to develop communication skills and to provide a body of work in areas of study outside of engineering, science, and mathematics. Requirements of the Engineering Core can be found in the Undergraduate Studies (http://bulletin.case.edu/undergraduatstudies/csedegree/) section of this bulletin.

Students enrolled in other majors may elect to pursue a minor. The minor program advisor's approval is required. The successful completion of a minor will be indicated on a student’s transcript. Minors are available in all of the subjects listed above except General Engineering and Engineering Physics, and the curricular requirements for the minor are given in the links above. In addition, minors are available in the following subjects:

- Artificial Intelligence (p. 77)
- Applied Data Science (p. 159)
- Biomolecular Engineering (p. 52)
- Computer Gaming (p. 123)
- Electrochemical Engineering (p. 52)
- Mechanical Design and Manufacturing (p. 181)

For a full list of engineering and university minors, go to the Office of Undergraduate Studies (https://case.edu/ugstudies/programs-requirements/majors-minors/) website.

**Bachelor of Science in Engineering/Master of Science**

The integrated BS/MS program is intended for highly motivated and qualified undergraduate students who wish to pursue an advanced degree. Students admitted to the program may, in the senior year, take up to nine credits of graduate courses that will count toward both BS and MS requirements.

**Bachelor of Science in Engineering/Master of Engineering**

Students who have received a BS degree in engineering or computer science from the Case School of Engineering, and who are accepted for admission into the Master of Engineering (ME) degree program within a period of 24 months after graduation, are entitled to transfer up to 6 credit hours of course work from their BS degree to their ME degree program.

The courses to be considered for transfer should be specified at the time of application to the ME program, and require approval by the director of the Master of Engineering Program and the Dean of Engineering. Once approved, a request for an internal transfer of credit will be sent to the Registrar, and these courses will be included in the student’s Academic Program for the ME degree.

**Master of Engineering**

The Master of Engineering Program is a graduate degree program that targets engineers currently employed in industry. The objective of this program is to provide engineers in industry with technical as well as business, management, and teamwork skills. The program differs from a traditional Master of Science degree in engineering by combining core courses that focus on the engineering-business environment and technical elective courses that concentrate on contemporary industrial practice rather than on research.

- More details on the Master of Engineering (p. 23)
- For more details about the exclusively online Master of Engineering degree program, visit online-engineering.case.edu/masters/ (http://online-engineering.case.edu/masters/).

**Master of Engineering and Management**

The Master of Engineering and Management (MEM) program provides business acumen and leadership skills to uniquely position graduates for rapid advancement in technology-oriented organizations. The MEM curriculum is the result of nearly 20 years of ongoing research and interviews with hundreds of industrial stakeholders and more than 600 graduates in our thriving alumni network. This interdisciplinary, joint degree program combines the analytical expertise and rigor from the Case School of Engineering and the organizational insights of the Weatherhead School of Management. MEM is a 1 year, cohort program that starts every year in June. This program is designed for undergraduate engineering majors and is focused on developing high-impact talent, which companies are actively seeking. Students can enter this program after their junior year or upon graduation.

- More details on the Master of Engineering Management (p. 24)

**Master of Science**

The Master of Science degree is available with the following majors:

- Aerospace Engineering (p. 185)
- Biomedical Engineering (p. 40)
- Chemical Engineering (p. 57)
- Civil Engineering (p. 69)
- Computer Engineering (http://bulletin.case.edu/schoolofengineering/elecengcompsci/#graduatetext)
- Computing and Information Science (p. 86)
- Electrical Engineering (p. 132)
- Engineering (Undesignated) (p. 23)
- Macromolecular Science and Engineering (p. 111)
- Materials Science and Engineering (p. 164)
- Mechanical Engineering (p. 185)
- Systems and Control Engineering (p. 132)

Recognizing the different needs and objectives of resident and non-resident graduate students pursuing the master’s degree, three different tracks are offered. In all plans, transfer of credit from another university is limited to six hours of graduate-level courses, taken in excess of the requirements for an undergraduate degree, approved by the student’s advisor, the department chair, and the dean of graduate studies.

By the end of the second semester of enrollment, all Master of Science degree programs require an approved Planned Program of Study or a defined Academic Requirements Report, hereafter referred to as the student’s Academic Program, via the Student Information System. Revisions must be submitted and approved via the Student Information System when any change in the Academic Program occurs.
A cumulative quality point average of 3.0 or above in all courses taken for credit as a graduate student at Case Western Reserve University (excluding grades in thesis research and grades of R) is required for the award of the master's degree.

The University requires all foreign applicants to show English Proficiency by achieving a TOEFL score of at least 90 on the internet-based exam for a thesis-focused or a project-focused track. For a course-focused track, a minimum TOEFL score of 80 is required. If there is any professional student-to-student interaction, e.g. as a teaching assistant, a lab instructor, or a tutor, then a minimum TOEFL score of 90 is required.

**Master's Thesis-Focused Track**
Minimum requirements for the degree of Master of Science in a major field under this plan include a total of 30 hours of coursework and thesis work with the:

1. Completion of at least 18 hours of graduate coursework at the 400 level or higher. The courses must be approved by the department offering the degree.
2. Completion of at least 9 hours of thesis work culminating in a thesis examination given by at least three professors, plus approval by the chair of the department offering the degree. A student with research experience equivalent to a thesis may petition the Graduate Committee of the Case School of Engineering for substitution of nine hours of coursework for the thesis requirement. In this case, the thesis examination above is replaced by a similar examination covering the submitted research work and publications. Additional requirements may be specified by individual degree programs.

**Master's Project-Focused Track**
Completion of 30 hours of approved coursework including three to six hours of Special Problems. At least 18 (21) hours must be at the 400 level or higher corresponding to a 6 (3) hour Special Problems coursework. Special Problems coursework must consist of an engineering project approved by the chair of the department offering the degree and may be carried out at the student's place of employment with nominal supervision by a faculty advisor or in the school's laboratories under direct supervision. The project must culminate in a written report and examination by at least three professors plus approval by the chair of the department offering the degree. The Special Problems course may be waived for students who have had industrial design or research experience and who submit sufficient evidence of this experience in the form of a publication or internal report. For these students, a minimum of 30 hours of coursework and the final oral examination covering the submitted publications or reports as well as related course material will be required for the master's degree.

**Master's Course-Focused Track**
Completion of 30 hours of approved coursework. At least 24 hours must be at the 400 level or higher, satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student's curriculum program, and additional requirements as specified by the program. Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Online MS Degree Options**
The Case School of Engineering offers three MS degree programs exclusively online, giving working engineers the opportunity to advance their careers from anywhere:

- Master of Science in Biomedical Engineering (https://online-engineering.case.edu/biomedical/)
- Master of Science in Mechanical Engineering (https://online-engineering.case.edu/mechanical/)
- Master of Science in Systems & Control Engineering (https://online-engineering.case.edu/systems/)

The programs are designed for working professionals and can be completed in less than two years. All courses are taught by the same faculty who teach graduate students on campus. With the same in-depth, rigorous content delivered in a convenient online format, students who participate in the online programs receive the same robust education and training as traditional on-campus master's students.

Learn more and apply. (https://online-engineering.case.edu)

**Additional Distance Learning Opportunities**
In addition to the online-exclusive programs, the Case School of Engineering offers select classes in its campus-based graduate degree programs in a convenient online format designed for students who need additional flexibility.

Learn more about available online courses. (http://engineering.case.edu/current-students/distance-learning/registration/)

**Doctor of Medicine/Master of Science**
Medicine is undergoing a transformation based on the rapid advances in science and technology that are combining to produce more accurate diagnoses, more effective treatments with fewer side effects, and improved ability to prevent disease. The goal of the MD/MS in Engineering is to prepare medical graduates to be leaders in the development and clinical deployment of this technology and to partner with others in technology-based translational research teams. For further information, see the MD/MS Program in the Biomedical Engineering graduate section of this bulletin (p. 40). Interested students should apply through the biomedical engineering department.

**Doctor of Philosophy**
The Doctor of Philosophy degree is available with the following majors:

- Aerospace Engineering (p. 185)
- Biomedical Engineering (p. 40)
- Chemical Engineering (p. 57)
- Civil Engineering (p. 69)
- Computer Engineering (http://bulletin.case.edu/schoolofengineering/electrical/computer)#graduetext)
- Computing and Information Science (p. 86)
- Electrical Engineering (p. 132)
- Macromolecular Science and Engineering (p. 111)
- Materials Science and Engineering (p. 164)
- Mechanical Engineering (p. 185)
- Systems and Control Engineering (p. 132)

The student's PhD program should be designed to prepare him or her for a lifetime of creative activity in research and in professional engineering practice. This may be coupled with a teaching career. The mastery of a significant field of knowledge required to accomplish this purpose is demonstrated by an original contribution to knowledge embodied
in a thesis and by satisfactory completion of a comprehensive course program which is intensive in a specific area of study and includes work in other areas related to, but not identical with, the major field. The necessity for breadth as well as depth in the student's education cannot be overemphasized. To this end, any engineering department may add additional requirements or constraints to ensure depth and breadth appropriate to its field.

No student may be admitted to candidacy for the PhD degree before approval of his or her Academic Program via the Student Information System. After this approval has been obtained, it is the responsibility of the student's department to notify the dean of graduate studies of his or her admission to candidacy after the student has fulfilled any additional department requirements. Minimal requirements in addition to the university requirements are:

1. The minimum course requirement beyond the BS level is 36 credit hours of courses taken for credit, at least 18 hours of which must be taken at Case Western Reserve University. The following courses taken for credit will be acceptable for a PhD program of study:
   i. All 400-, 500-, and 600-level courses
   ii. Approved graduate-level courses taken at other institutions
2. A minimum depth in basic science equivalent to six semester hours (for credit) is required. This requirement is to be satisfied by courses that have been previously approved by the faculty of the department in which the student is enrolled.
3. The requirement for breadth is normally satisfied by a minimum of 12 semester hours of courses (for credit) outside the student's major area of concentration as defined by the student's department and does not include courses taken to fulfill the basic science requirement.
4. A minimum of three teaching experiences as defined by the student's department. All programs of study must include departmental 400T, 500T, and 600T courses to reflect this requirement. All students fulfilling teaching duties must complete UNIV 400A or UNIV 400B.
5. The minimum requirement for research is satisfied by at least 18 hours of thesis (701) credits.
6. A cumulative quality point average of 3.0 or above in all courses taken for credit as a graduate student at Case Western Reserve University (excluding grades in thesis research and grades of R) is required for the award of the doctoral degree.

Qualifying Examination
The student must pass a qualifying examination relevant to his or her area of study as designated by the curricular department with which he or she is affiliated. For students who obtain the MS degree from Case Western Reserve University, the qualifying examination should be taken preferably before the end of the student's fourth semester of graduate study but no later than the end of the fifth semester at the university. For students entering with the master's degree, the examination should be taken no later than the end of the third semester at the university.

Program of Study
Before registering for the last 18 credit hours of the program, all Doctor of Philosophy degree programs require an approved Program of Study or a defined Academic Requirements Report, hereafter referred to as the student's Academic Program, via the Student Information System. Revisions must be submitted and approved via the Student Information System when any change in the Academic Program occurs.

If the student is pursuing the PhD degree without acquiring the MS degree, a petition to waive the requirement of the MS degree should be approved by the departmental advisor and the chair and submitted to the dean of graduate studies. All required courses taken at the university beyond the BS degree should be shown on the Academic Program with the grade if completed. If the requirements are to be fulfilled in ways other than the standard described above, a memorandum requesting approval should be submitted to the dean of graduate studies.

The Academic Program must be submitted within one semester after passing the qualifying examination.

Doctor of Medicine/Doctor of Philosophy
Students with outstanding qualifications may apply to the MD/PhD program (http://mstp.case.edu/). Students interested in obtaining a combined MD/PhD with an emphasis on basic research in biomedical engineering are strongly encouraged to explore the Medical Scientist Training Program (https://case.edu/medicine/admissions-programs/md-phd-program/) (MSTP), administered by the School of Medicine. For further information, please see the Medical Scientist Training Program (MSTP) section of this bulletin (http://bulletin.case.edu/schoolofmedicine/dualegreeprograms/#medicalsciencestrainingprogramtext). Interested students should apply through the MSTP office (mstp@case.edu) in the School of Medicine. The Doctor of Medicine/Doctor of Philosophy program is available with PhD majors in Biomedical Engineering and Mechanical Engineering.

Interdisciplinary Research Centers
Interdisciplinary research centers act as intensive incubators for students and faculty doing research and studying applications in specialized areas. Research centers and research programs at the Case School of Engineering have been organized to pursue cutting-edge research in collaboration with industrial and government partners. The transfer of technology to industry is emphasized in all the centers.

The educational programs of these centers encompass the training of graduate students in advanced methods and strategies, thus preparing them to become important contributors to industry after graduation; the involvement of undergraduates in research; the presentation of seminars that are open to interested members of the community; and outreach to public schools to keep teachers abreast of scientific advances and to kindle the interest of students in seeking careers in engineering.

Advanced Manufacturing and Mechanical Reliability Center (AMMRC)
White Building (7205)
Phone: 216.368.4234
John J. Lewandowski, Director
john.lewandowski@case.edu

Website: http://ammrc.case.edu

The Advanced Manufacturing and Mechanical Reliability Center (AMMRC) was established to provide advanced manufacturing (e.g. deformation processing, extrusion, forming, etc.) and mechanical characterization (e.g. mechanical testing, reliability testing, fatigue, etc.) expertise to the CWRU campus, medical, industrial, legal, outside university, and government laboratory communities. The center, housed in the Charles M. White Metallurgy building, currently maintains equipment
valued in excess of $4.5M and has been accessed by the local, national, and international communities. The CWRU campus community can access the facility via the use of a valid CWRU university account number that will be charged at an internal rate for machine time, including set up and any technician time involved. Long-term testing can be provided at pro-rated charges in consultation with the center directors. Arrangements can be made to train users on the equipment and reserve time for equipment use by contacting the center co-director. Outside (i.e. non-CWRU) users can access the facility via a number of different mechanisms by contacting the center director.

In general, the center is capable of mechanically evaluating and deformation processing materials that range in size scale from the micrometer range up through bulk quantities. This unique facility enables mechanical characterization at loading rates as low as one micrometer/hour (i.e. rate of fingernail growth!) up through impact (e.g. 3-4 meters/sec) at temperatures ranging from -196°C (i.e. liquid nitrogen) up to 1400°C. Hot microhardness testing up to 1000°C is available. Monotonic as well as cyclic fatigue testing is possible in addition to evaluations of mechanical behavior and processing with superimposed pressures up to 2 GPa. Novel high-rate and multiple-deformation sequence forging simulations are possible with the use of a multi-actuator forging simulator, in addition to sheet metal forming experimentation with independent control of forming rate and blank hold down force. Hot extrusion is also possible at temperatures up to 900°C on 0.5” diameter billets. Materials systems that have been investigated span the range of organic and inorganic materials, including metals, ceramics, polymers, composites, electronic materials, and biomedical materials sytems. Descriptions of specific equipment and capabilities are provided with the website link.

**Advanced Platform Technology (APT) Center**

Louis Stokes Cleveland VA Medical Center
10701 East Boulevard, Mail Stop 151 W/APT
Cleveland, Ohio 44106
Phone: 216.707.6421 Fax: 216.707.6420
Ronald J. Triolo, Executive Director
ronald.triolo@case.edu

The Advanced Platform Technology (APT) Center at the Louis Stokes Cleveland VA Medical Center is a designated Center in the Rehabilitation Research and Development (RR&D) Service. Established in 2005 as a collaboration between the Cleveland VA Medical Center and Case Western Reserve University (CWRU), the APT Center focuses on addressing the medical needs of veterans with sensorimotor dysfunction, cognitive impairment, or limb-loss through the application of cutting-edge technologies or rehabilitation techniques and translating them from proof of concept to viable clinical options. The APT Center captures advances in material science, microfabrication and microsystem design, neural engineering, mechanics, and communications that are organized into four thematic clinical Application Areas: Prosthetics & Orthotics, Health Monitoring & Maintenance, Neural Interfacing, and Activity-Based Neurorehabilitation. Over 50 engineers and clinician scientists at the Louis Stokes Cleveland VA Medical Center, CWRU, Cleveland Clinic, Cleveland State University, Kent State University, University of Michigan, and Cornell University are affiliated with the APT Center and contribute to its mission. The APT Center is able to provide or facilitate access to the following resources:

- Neural modeling and analysis of interface designs
- Polymer and bioactive material development
- Microelectromechanical (MEMS) systems design and fabrication
- 3-D and laser printing/prototyping, mechanical testing, and dynamic simulation
- Pre-clinical in vitro and in vivo verification of device performance
- Circuit, sensor, and software design and fabrication
- System validation and design control documentation
- Professional engineering support and project management
- Administrative support for intellectual property protection, regulatory affairs, and quality systems

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**Breakthrough Electrolytes for Energy Storage Energy Frontier Research Center**

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The Center for Breakthrough Electrolytes for Energy Storage is a DOE Office of Science EFRC center intended to identify new battery chemistries with the potential to provide large, long-lasting energy storage solutions for facilitating the introduction of intermittent renewable energy and for enhancing power grid efficiency. The research of the BEES focuses on understanding the fundamental underpinnings of electrochemistry, structure, and transport properties of several new classes of materials that can be tailored to give optimal properties. The EFRC BEES is led by CWRU and collaborates with several other universities and two National Labs.

**Case Metal Processing Laboratory (CMPL)**

Case Metal Processing Laboratory (CMPL)
105 White Building
Phone: 216.368.5070 Fax 216.368.3209
Matthew A. Willard, Faculty Director
matthew.willard@case.edu

The CMPL houses state-of-the-art, melting and casting capabilities for a wide range of ferrous and non-ferrous alloys. The facility has a unique combination of laboratory and industrial scale equipment. Research projects with federal and industrial support are carried out by teams of faculty, graduate, and undergraduate students. Computer Aided Design, flow and solidification simulation, and rapid prototyping tools are used to optimize our casting process. Sand and permanent mold castings are available on a moderate scale (to 1500 lbs) using our induction melters. Our facility provides hands-on experiential learning opportunities for engineering students in laboratory classes and summer research programs.

**Facilities**

- Industrial UBE 350 Ton Vertical Squeeze casting machine (with preheatable tooling for manufacturing of high integrity parts)
- Induction melting furnaces with a 350 kW/1000 Hz Inductotherm power supply (up to 1,500 lb. steel capacity)
• Vacuum induction melting and casting furnace using a 35 kW/10 kHz Inductotherm power supply (up to 50 lb. capacity)
• Lindberg 75 kW electrical melting furnace (up to 800 lb. of aluminum capacity)
• Thermal Fatigue Testing Unit for die material qualification in molten aluminum (a.k.a. Dunkers)
• Permanent molds for casting test bars and evaluation of molten metal quality
• Sand molding and sand testing equipment
• Equipment for melting and casting magnesium alloys
• Computer modeling workstation with flow and heat transfer finite element software

Center for Advanced Polymer Processing (CAPP)
Kent Hale Smith Building, 3rd floor
Phone: 216.368.6372 Fax 216.543.4202
Joao Maia, Director
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CAPP is a state-of-the-art center for advanced polymer blending and compounding and reactive extrusion at CWRU able to perform basic research and applied research and development in support of the Ohio and US plastics industry. The main tools of CAPP are:

• State-of-the-art sensors that allow multiple rheological, physical, chemical and morphological quantities to be measured along the screw axis of twin-screw extruders;
• Advanced multi-scale computational simulation capabilities to build physical-chemical-structural models of polymer systems under flow in realistic polymer transformation processes;
• Integration of on-line sensors and multi-scale softwares to develop new advanced and functional multiphase complex materials or optimize the performance of existing ones.

Center for Biomaterials
202 Wickenden Building (7207)
Phone: 216.368.4564
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Anirban Sen Gupta, PhD, Associate Director
Professor, Department of Biomedical Engineering
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The Center for Biomaterials carries out research and development projects to investigate new biomaterials, tissue engineered materials, and targeted drug delivery systems for use in cardiovascular applications and implants. The Center for Biomaterials also provides researchers access to shared use facilities, which includes high-resolution microscopy such as AFM, molecular spectroscopies, surface analysis, and polymer and peptide synthesis capabilities. The chemical and mechanical interface between the biomaterial and the host tissue are the focus of major study, with the goals being to improve biologic function and biocompatibility in the response of the human body to implants. Current projects include investigation of thrombosis (blood clotting) and infection mechanisms due to cardiovascular prosthesis, biomimetic design of novel biomaterials for cardiovascular and neural implants; and cardiovascular and neural tissue engineering based on biomimetic designs. Studies at the cell and molecular level assist our understanding of the underlying mechanisms so that novel biomedical materials may be designed, prepared, and characterized.

Center for Computational Imaging and Personalized Diagnostics (CCIPD)
Wickenden Building Room 523
Phone: 216.368.8519
Anant Madabhushi, Director
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The Center of Computational Imaging and Personalized Diagnostics at Case Western Reserve University is involved in various different aspects of developing, evaluating and applying novel artificial intelligence, quantitative image analysis, computer vision, signal processing, segmentation, multi-modal co-registration tools, pattern recognition, and machine learning tools for disease diagnosis, prognosis, and theragnosis in the context of more than 13 disease areas including cardiovascular, kidney, and eye disease; and multiple cancers: breast, prostate, lung, head and neck, brain tumors, colorectal, and others. The group is also exploring the utility of these methods in studying correlations of disease markers across multiple length scales, modalities, and functionalities -from gene and protein expression to spectroscopy to digital pathology and to multi-parametric MRI and CT. Utilization of multi-modal methodologies demonstrates that mined image biomarkers can be combined with multimodics data and interrelated health variables to differentiate disease among diverse populations for precision medicine.

The Center’s goals in precision medicine are to have societal impact, reduce health disparities, and improve global health, especially in low- and middle-income countries. The Center has a team of more than 65 (faculty, staff, and students) with more than 400 publications, more than 100 patents issued or pending, 16 patents licensed, $60 million in funding since its founding in 2012, and 40 active research, industry, and pharmaceutical collaborations on six continents.

Center for Dielectrics and Energy Storage (CDES)
312 Kent Hale Smith Building
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Lei Zhu, Director
lwx121@case.edu

CDES mission is to discover, develop, and translate novel dielectric technologies for energy storage and capacitor applications. Researching high energy density, high temperature, and low loss dielectric film capacitors, we integrate these innovations with storage devices, hybrid electric vehicles, multi-megawatt power conditioning, pulsed power, and high energy physics applications. Originating from the Center for Layered Polymeric Systems (CLiPS), a National Science Foundation Science and Technology Center focuses on research, innovation, and education through a unique multilayer film technology, CDES extends this technology into new energy frontiers.
CDES has access to state-of-the-art equipment, which includes process equipment for fabricating, stretching, and testing dielectric films, including:

- Novocontrol Concept 80 Broadband Dielectrics Spectrometer
- Radiant Premier II Ferroelectric Tester

In addition to research, CDES plays a significant role in educating undergraduate students, graduate students, and post-doctoral associates to work in advanced energy material fields.

**Center for the Evaluation of Implant Performance**
Wearn Building Room 511
Phone: 216.844.1745
Clare Rimnac, Director
clare.rimnac@case.edu

The mission of the Center for the Evaluation of Implant Performance is to pursue engineering, scientific, and economic analyses of joint replacement procedures, to evaluate the performance of implant devices during patient use, and to assess the medical and economic outcomes of joint reconstruction and related patient care. This mission is achieved in part through IRB-approved collection, maintenance, and protection of clinical and radiographic information and total joint replacement components obtained at revision or removal surgery. The primary goals are to advance the science of joint replacement surgery by improving the performance and durability of joint replacement devices through advances in implant materials and design and to innovate improvements in patient care processes that result in improved patient outcomes. To this end, the Center for the Evaluation of Implant Performance works in close partnership and collaboration with the Center for Joint Replacement and Preservation at University Hospitals Cleveland Medical Center.

**Center for Layered Polymeric Systems (CLiPS)**
NSF Science and Technology Center
420 Kent Hale Smith Building (7202)
Phone: 216.368.4203 Fax 216.368.6329
Eric Baer, Director
eric.baer@case.edu

CLiPS researchers and educators work together to accomplish the Center’s mission of advancing the nation’s science and technology agenda through development of new materials systems and for educating a diverse American workforce through interdisciplinary education programs.

CLiPS research focuses on exploration of multilayered polymeric systems at the micro- and nano-layer levels and has revealed unique properties and capabilities that are different, and often not predicted, from systems involving the same materials on a larger scale. Technology refined within CLiPS allows the production of films and membranes composed of hundreds or thousands of layers. These extremely thin layers promote interactions approaching the molecular level between the materials used in the process.

The research activities are organized to exploit the microlayer and nanolayer structures including the combination of rheologically dissimilar materials to create new polymer-based structures; science and technology initiatives that probe a fundamental understanding and explore new opportunities for layered structures; optical and electronic systems based on advanced layered materials; new combinations of polymeric materials that advance packaging options and address the need for sustainability; new combinations of polymeric materials created specifically for military and national security needs.

CLiPS was established in 2006 with funding by the National Science Foundation as a Science and Technology Center. It is the first NSF STC ever to be established at Case Western Reserve University. CLiPS is an evolving, multi-disciplinary center involving close partnerships with the Army Research Laboratory, the Naval Research Laboratory, and Université de Savoie in France.

**Cleveland Functional Electrical Stimulation Center (FES)**
10701 East Boulevard, Cleveland, Ohio 44106
Phone: 216.231.3257 Fax: 216.231.3258
Robert J. Kirsch, Executive Director
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Functional electrical stimulation (FES) is the use of small, artificially generated electrical currents that are safely and selectively applied to the central or peripheral nervous system to replace the actions of neurons that have been damaged by injury or disease. FES can produce and control the movement of otherwise paralyzed limbs, for standing and hand grasp, activate visceral bodily functions such as micturition, create perceptions such as skin sensibility, arrest undesired activity, such as pain or spasm, facilitate natural recovery, and accelerate motor relearning. The FES Center is the most comprehensive and cohesive program in the world performing FES investigation that spans from basic to applied, and the investigators work on many different applications within five research thrusts:

- **Movement Restoration**: Restoring limb and other body movements
- **Brain Health**: Brain stimulation for movement disorders, stroke and traumatic brain injuries, epilepsy and neuropsychiatric disorders
- **Pain**: Pain mitigation through stimulation of peripheral nerves and the spinal cord
- **Autonomic System**: Autonomic nervous system stimulation for restoration and/or regulation of internal body and visceral functions
- **Tools & Technology**: Development of implantable systems and electrodes, modeling & simulation tools and other rehabilitation approaches complementary to FES

The FES Center was established as a VA RR&D Center of Excellence in 1991 and is based at the Louis Stokes Cleveland VA Medical Center. The center is a consortium of five nationally recognized institutions: Louis Stokes Cleveland VA Medical Center, MetroHealth Medical Center, Case Western Reserve University, University Hospitals of Cleveland, and the Cleveland Clinic Neurological Institute. The FES Center strives to create an inquisitive and collaborative environment from which researchers, engineers and clinicians work in a unique alliance to develop innovative, patient-centric solutions that improve the quality of life of individuals with neurological or other musculoskeletal impairments. Through the use of neurostimulation and neuromodulation research and applications, the Cleveland FES Center leads the translation of this technology into clinical deployment.
Control and Energy Systems Center (CESC)

Olin Building, 6th Floor
Phone: 216.368.5122
Mario Garcia-Sanz, Director
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Website: http://cesc.case.edu

With an interdisciplinary and concurrent engineering approach, the Control and Energy Systems Center (CESC) focuses on bridging the gap between fundamental research and applied industrial projects in Advanced Control and Systems Engineering, with special emphasis in energy innovation, wind energy, power systems, water treatment plants, sustainability, spacecraft, environmental and industrial applications. Fundamental research is conducted to gain knowledge and understanding on multi-input-multi-output systems, distributed parameter systems and nonlinear plants with uncertainty, and to develop new methodologies to design quantitative robust controllers to improve the efficiency and reliability of such systems.

The CESC's expertise has been applied to real-world problems with industrial partners and space agencies in the following main areas:

- Multi-Megawatt Onshore and Offshore Wind Turbines
- Airborne Wind Energy Systems
- Renewable Energy Plants, Advanced Energy Systems
- Power System Dynamics and Control, Grid Integration, Energy Storage
- Large Radio Telescope Control, Optical Telescope Control
- Formation Flying Spacecraft, Satellites with Flexible Appendages
- Wastewater Treatment Plants, Desalination Systems
- Heating Systems, Fluid Dynamics
- Robotics, Parallel Kinematics

The CESC's capabilities and equipment include:

- Fully instrumented wind tunnel to test prototypes at wind speeds up to 20 m/s
- Lab-scale wind turbine blade manufacturing units
- State-of-the-art computer programs for commercial wind turbine design
- Aerodynamics, Solid Modeling, and Electrical Design CAD/CAE software
- Advanced software to design robust QFT control systems
- Software for analysis and simulation of dynamic systems
- Multiple laboratory scale wind turbines with a variety of collinear and orthogonal rotors, electrical generators, gearboxs, sensors, actuators and hierarchical real-time torque/pitch/yaw control systems
- Lab-scale wind farms with flexible configurations
- Fully-controlled 6-DOF Stewart platform for lab-scale Floating Wind Turbine experimentation
- Laboratory helicopter to test advanced control systems

Electronics Design Center (EDC)

iLab site: https://cwru.corefacilities.org/service_center/show_external/5609

The Electronics Design Center (EDC) is a multi-disciplinary educational and research center focusing on the applications of microfabrication processing to the advancement of chemical and biological micro systems specializing in application-oriented electrochemical-based biosensors. The center has complete thick film and thin film processing facilities, including screen printing, inkjet printing, and sputtering equipment. Other facilities supporting the microfabrication processing are also readily available. The EDC is a resource for industrial and academic researchers, offering access to equipment, laboratories, and trained staff.

Great Lakes Energy Institute (GLEI)

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The Great Lakes Energy Institute empowers faculty, students, and partners to catalyze breakthroughs in energy sustainability that address the most pressing problems facing our world. Since 2008, GLEI has helped catalyze a five-fold increase in energy research, won awards from NSF, DOE, (ARPA-E, EERE, OE), Ohio Third Frontier and other organizations, attracted over $110 million in awards, worked with over 100 different industry partners, and encouraged multidisciplinary proposals throughout the university. At the heart of these efforts are over 90 engaged faculty, hailing from engineering, arts & sciences, management, and law. And while GLEI's work supports all types of energy, the focus lies in five priority areas:

Energy Storage - Storage research builds on historical strengths in electrochemistry, materials and lifetime and degradation science. Recent research awards include ARPA-E and DOE.

Energy Materials - Research spans topics in areas of interest to industry and the U.S. Department of Energy, to include materials reuse and recycling, rare earths and critical materials, and materials use in renewable energy. A particular focus is on next-generation photovoltaics (PV), focused on organics and lifetime and degradation science, stemming from a strong reputation in materials, research, and development.

Future Power - CWRU's energy program is underpinned by research in power systems. Strengths in controls, sensors, and electronics provide a core foundation for smart grid connectivity of energy and storage.

Wind Energy - Wind energy emphasizes offshore deployment and is founded on wind and ice measurement, controls, power management, and grid interface expertise. Much of this work is supported by DOE awards and the State of Ohio.

Oil and Gas - Research focuses on technologies that enhance safe extraction, transport, and processing of shale gas and oil in Ohio. Strengths are present in macromolecules, sensors, corrosion-resistant casings, cementitious materials, and modeling and simulation of hydro-fracking process and its impact on the subsurface.
The role of CWRU in energy also touches economic development and education. Through research and investment, university spin-outs are poised to contribute to a new energy economy while working toward a clean and sustainable future. Students undertake key roles in the research and commercialization of the energy technologies contributing to worldwide impact.

Industrial Assessment Center (IAC)
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The Industrial Assessment Center (IAC) at Case Western Reserve University (CWRU), funded by the US Department of Energy, was established in 2019. The mission of the IAC is to improve energy efficiency, reduce wastes and enhance productivity at small and medium-sized manufacturing companies and water treatment plants in Northeast Ohio, part of the lower peninsulas of Michigan, and Western Pennsylvania.

The IAC is led by a multidisciplinary team including six faculty members from three Engineering departments (Mechanical and Aerospace Engineering; Electrical, Computer, and Systems Engineering; and Materials Science and Engineering). We work closely with many established partner organizations and stakeholders in the region, including utility companies, governmental agencies, industrial associations and Chambers of Commerce. Every year, the IAC works with 10-12 manufacturing companies/water plants, trains 6-10 engineering students on industrial energy efficiency, and graduate 2-4 of them as energy engineers.

The Industrial Assessment Centers program, formerly known as Energy Analysis and Diagnostic Centers, was created by the Department of Commerce in 1976. Today, the IAC program is managed through the Advanced Manufacturing Office under the Office of Energy Efficiency and Renewable Energy at the Department of Energy. Including the IAC at Case Western Reserve, there are 31 centers established at different universities all over the US.

Website: https://engineering.case.edu/research/centers/industrial-assessment-center/

Microfabrication Laboratory (MFL)
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Phone: 216.368.6117 Fax: 216.368.6888
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MFL houses a state-of-the-art facility that provides the latest in microfabrication and micromachining processes. The laboratory focuses on the applications of microfabrication and micromachining technology to a wide range of sensors, actuators, and other microelectromechanical (MEMS) systems. In addition to silicon-based technology, the laboratory has a unique strength in silicon carbide micromachining that is particularly valuable for applications in harsh environments. To support the development of flexible Microsystems, polymer micromachining is also available. Undergraduate students, graduate students, and post-doctoral assistants use the laboratory’s facilities to carry out their research or special projects.

Researchers not affiliated with CWRU can also use the laboratory through a facilities use agreement.

National Center for Space Exploration Research (NCSER)
21000 Brookpark Rd., MS 110-3
Phone: 216.433.5031
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The National Center for Space Exploration Research (NCSER) is an advanced research collaborative partnership between Case Western Reserve University (CWRU), Universities Space Research Association (USRA), HX5 Defense & Space, LLC, and NASA Glenn Research Center (GRC). Under the umbrella of the NASA Glenn Engineering & Research Support (GEARS) contract, NCSER provides NASA Glenn Research Center (GRC) with specialized science and technology development capabilities essential to sustaining its leadership role in NASA’s Space Exploration and Space Science Missions. In particular, the center provides fundamental scientific and research support to NASA’s Biological and Physical Sciences (BPS) Division in the NASA Science Mission Directorate (SMD) to perform microgravity experiments aboard the International Space Station (ISS) National Laboratory. Scientific and engineering expertise resident at NCSER include: reduced gravity fluid mechanics and combustion processes, heat and mass transfer, physiochemical fluid processes, multiphase flows, micro-fluidics, phase change and interfacial phenomena, Computational Fluid Dynamics (CFD), and multiscale fluid-structural-interaction modeling of human physiological systems. These expertise have been applied to numerous areas and research interests including:

- Microgravity thermal and fluid systems management and control
- Cryogenic fluid management
• Microgravity flow and pool boiling
• Microgravity combustion
• Spacecraft fire safety
• Energy storage
• Environmental systems monitoring/control
• On-orbit repair of electronics
• Astronaut life support systems
• Astronaut health and space disorder countermeasures
• ISS Integrated system health monitoring
• Performance of human cardiovascular, vestibular, musculoskeletal and renal physiologies in space
• Bio-Fluid mechanics
• Bio-Systems modeling
• Dust mitigation and management
• Planetary surface mobility
• In-situ resource utilization
• Materials synthesis

Neural Engineering Center (NEC)
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Dominique Durand, Director
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The research mission of the center is to bring to bear combined tools in physics, mathematics, chemistry, engineering, and neuroscience to analyze the mechanisms underlying neuronal function and to solve the clinical problems associated with neuronal dysfunction. Research areas include: Neuromodulation, Neuroprostheses, Quantitative Neurophysiology, Neural Dynamics, Neuro-Mechanical Systems, Neural Regeneration, Neural Interfacing, Neural Imaging and Molecular Sensing, Neuro-Magnetism, and Systems Neuroscience. The education mission of the center is to provide engineers and scientists with an integrated knowledge of engineering and neuroscience capable of solving problems in neuroscience ranging from the molecules to the clinic. The center is also an outlet for technology transfer of new ideas to be commercialized by industrial partners. The center’s goals are accomplished by fostering interdisciplinary research between clinicians, scientists, students and local industry, educational experiences including didactic material, laboratory experience, and clinical exposure, and close ties to industrial partners.

Nitinol Commercialization Accelerator (NCA)
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Matthew A. Willard, Co-Director
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Website: http://ammrc.case.edu/node/51/

The Ohio Third Frontier Wright Programs Project has funded the Nitinol Commercialization Accelerator (NCA), a collaborative effort between the Cleveland Clinic, CWRU, University of Toledo, NASA Glenn Research Center, and Norman Noble, Inc. in order to develop a better understanding of the metallurgical processing and mechanical characterization of nitinol for use in biomedical and aerospace applications. Biomedical applications range from orthodontia to implantable devices while higher temperature shape memory alloys are of interest for aerospace. The collaboration is designed to create synergy amongst collaborators in the research and development of nitinol products.

The laboratory housed at CWRU’s Material Science and Engineering Department contains processing and characterization (thermal and mechanical) equipment that allows for the manufacture and analysis of nitinol products. Processing equipment includes a vacuum arc casting unit, vacuum heat treatment system, and hot extrusion capabilities. Thermal characterization equipment includes a high-temperature Differential Scanning Calorimeter (DSC) while mechanical characterization equipment for testing wire/foil includes a number of flex bending fatigue machines, rotary bending fatigue machines, and tabletop tension testing machines.

The Cleveland Clinic and NASA Glenn Research Center also house equipment associated with the NCA program including Raydiance-Rofin Femtosecond Laser, Techne FB-08 Precision Calibration Bath, MTS Cryo-chamber and Grips, and an Aramis/Optotrak Certus 3D Strain Mapping system.

SDLE Research Center
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The SDLE Research Center was established in 2011 as a Wright Project Center with funding from Ohio Third Frontier and is dedicated to advancing the fields of lifetime and degradation science using data science. The research center activities have expanded to include research focused on the durability and degradation of environmentally exposed, long-lived materials and technologies such as photovoltaics (PV), coatings, energy efficient lighting, and building envelope applications, as well as broad-based collaborations in materials data science in reliability and degradation, carbon capture and storage, and geothermal energy applications.

A data science approach is needed to handle large scale data on materials, components, systems, modules, commercial power plants, and the grid. These approaches involve data ingestion into nonrelational data warehouses and data-driven modeling with a foundation in the underlying physics and chemistry of degradation and lifetime performance. Assembling FAIR (Findable, Accessible, Interoperable, Reusable) data and other data, developing and sharing codes and tools, and reporting research results along a materials value chain is a key component of the Center. The SDLE Research Center facilitates complex data-driven modeling, including geostatistical, geospatiotemporal modeling, graph network modeling, and degradation network models. The data analytics platform (CRADLE), an integrated distributed and high performance computing cluster, was developed in the center to facilitate large data storage and analysis with ease of access to team members enabling fleets of high performance computing jobs for improved data analytics.

The SDLE Center has developed a method to enable large-scale distributed analysis of commercial fleet scale photovoltaic (PV) power
plants for both performance loss rate (PLR) determination and power forecasting. This study includes a set of 4,000 PV plant inverters and determines the data quality of these plants in relation to prediction of PLR. Additionally, a multi-year benchmarking and review of the impact of data quality and filtering, power prediction algorithms, and PLR determination methods have defined the challenges in PLR determination. The data quality, data gaps, and filtering of timeseries data of commercial fleets of PV plants restrict which algorithms analyses can use and can bias results and reduces their accuracy. Data quality and data gaps can be improved with spatio-temporal graph neural network (st-GNN) models of PV power plant data including satellite weather data and autoencoders for data imputation of missing data. FAIR data principles are used to make FAIR data and models in order to improve transferability of data and models.

The SDLE Center has a focus on materials science in relation to long-lived materials. This work determines the degradation mechanisms in material systems, which can be mitigated to optimize lifetime performance of materials, components, and devices. Understanding these key degradation mechanisms in relation to the stress and stress level is fundamental to lifetime and degradation science (L&DS). By encompassing the knowledge from the experimental insights of the degradation of materials, the lifetime of materials can be predicted under multiple different stress conditions. Thus far traditional materials reliability has been flawed with costly failures in applications such as polyamide backsheet failure in photovoltaic (PV) modules. The Center has developed an epidemiological approach to understanding materials degradation which provides more scientific value by giving information on the standard deviation within a population. Additionally, by combining standard and modified accelerated exposures with real-world exposures, degradation can be more accurately predicted on a variety of different grades of materials or component structure. Then data-driven or network modeling provides insights into the impact of stress conditions on degradation and performance. Real-world degradation gives the information on the complex and synergistic nature of materials degradation compared to single or even combinational accelerated stressors. The unique environment that material exists in the real-world or in-use conditions is varied due to specific microstressors as well as the impact of climate change on climate zones.

Geostatistical geospatiotemporal modeling is an active area of research within SDLE which is a quantitative method for mapping phenomena that are inherently tied to geographic and/or temporal space. The method provides for estimating at unsampled locations and for simulating multiple equally probable realizations to assess the space of uncertainty in the subsurface, surface, or near surface environment. Applications include environmental, mineral resources, geothermal, hydrology, agriculture, climate, forestry, soil, air, and more.

The SDLE Research Center’s Core Facility has capabilities and equipment including:

- Outdoor solar exposures: SunFarm with 14 dual-axis solar trackers with multi-sun concentrators, and power degradation monitoring
- Solar simulators for 1-1000X solar exposures
- Multi-factor environmental test chambers with temperature, humidity, freeze/thaw, and cycling
- A full suite of optical, interfacial, thermo-mechanical, and electrical evaluation tools for materials, components, and systems
- CRADLE: two nonrelational data warehouses based on Cloudera’s distribution of Apache’s Hadoop, Hbase, and Spark
- High Performance Compute Cluster for data analytics

SCSAM, the Swagelok Center for Surface Analysis of Materials, is a multi-user facility providing cutting-edge major instrumentation for microcharacterization of materials. SCSAM is administered by the CSE (Case School of Engineering) and is central to much of the research carried out by CSE’s seven departments. The facility is also extensively used by the CAS (College of Arts and Sciences) Departments of Physics, Chemistry, Biology, and Earth, Environmental, and Planetary Sciences, as well as many departments within the School of Medicine and the School of Dental Medicine. Typically, more than 200 users, mostly academic, utilize the facility per year.

SCSAM’s instruments encompass a wide and complementary range of characterization techniques, which provide a comprehensive resource for high-resolution imaging, diffractometry, and spatially-resolved compositional analysis.

Current capabilities for high-resolution imaging include: an AFM (atomic force microscope) which can optionally be operated with an imaging nanoindenter scan head or a stand-alone automated nanoindenter; a Keyence optical microscope providing the next-generation of optical microscopy with a large depth-of-field and advanced measurement capabilities for inspection and failure analysis; two scanning electron microscopes, one equipped for FIB (focused ion beam) micromachining, and both equipped with XEDS (X-ray energy-dispersive spectrometry), TSEM (transmission scanning electron microscopy), and EBSD (electron backscatter diffraction) detectors.

For XRD (X-ray diffractometry), SCSAM provides two diffractometers with 1D and 2D detectors to allow for phase identification, phase fraction determination, crystal structure refinements, as well as stress and strain measurements of crystalline solids.

SCSAM’s surface analysis suite of instruments includes an instrument for ToF-SIMS (time-of-flight secondary-ion mass spectrometry), a SAM (scanning Auger microprobe) for spatially resolved AES (Auger electron spectroscopy), and an instrument for XPS (X-ray photoelectron spectroscopy, also known as ESCA, electron spectrometry for chemical analysis), that accomplishes high spatial resolution by operating with a focused X-ray beam.

SCSAM’s instruments are housed in a centralized area allowing users convenient access to state-of-the-art tools for their research. For more information, please visit the center’s website: https://engineering.case.edu/centers/SCSAM/*
Educational Facilities

MyApps
MyApps (https://myapps.case.edu/) provides a virtual desktop environment with access to run all of the software licensed to any CWRU community member based on program of study, course enrollment or role at the university, without the need for installation on a computer. MyApps is available to all current CWRU students, faculty and staff members. Users of MyApps can stream software instantly without having to install it from any device, even public computers, through the MyApps portal.

MyApps is compatible with Windows, Mac, iOS, Android, ChromeOS, and major Linux distributions and can be accessed via a computer running an up-to-date web browser (Google Chrome, Mozilla Firefox, Microsoft Edge, Safari). MyApps can also be accessed from any mobile device, such as an iOS or Android device, by installing the Citrix Workspace app from that device's app store.

https://myapps.case.edu
To begin using MyApps, go to https://myapps.case.edu.
For more information visit https://case.edu/utech/services/myapps/.

Nord Computer Laboratory
The Nord Computer Laboratory is a general purpose computer facility, provided by the Case School of Engineering, open 24 hours a day, available to all CWRU students. The lab contains 56 Thin Clients that connect to a Windows environment.

Larry Sears and Sally Zlotnick Sears think[box]
Housed in the Richey Mixon Building, the Larry Sears and Sally Zlotnick Sears think[box] (http://thinkbox.case.edu) houses all the resources budding innovators and makers need to bring their ideas to life. At 50,000 square feet, this maker space and innovation center is one of the largest such facilities at any university in the world. Six floors are now open, each dedicated to a specific stage of the innovation process, including open areas and meeting spaces for interaction, prototyping tools and equipment, a fabrication machine shop and project space, in addition to an incubator where students receive guidance as they start new ventures.

Vision
Inspiring, educating, and empowering an inclusive community to explore, innovate, and solve problems

Mission
The mission of Sears think[box] is to:

- Support people learning, refining, and utilizing skills to achieve their desired goal(s) in innovation, entrepreneurship, and making
- Cultivate and welcome a diverse community
- Create a culture that encourages persistence and values resilience

Think[box] is available to instructors from across the university to assist in their development and delivery of credit-bearing courses. In addition, think[box] resources can be accessed by undergraduate and graduate students pursuing course-related, research, or independent projects. In order to ensure accessibility, think[box] staff regularly offer training associated with the operation of specific equipment. Requests for custom training will be considered.

General Engineering
500 Nord Hall (7220)

Bachelor of Science in General Engineering

The primary purpose of the General Engineering major is to serve the needs of students who have multiple areas of interest in technical fields or who do not wish to pursue pure engineering careers but are looking to expand their technological background to include non-technical pursuits, such as, for example, in business, psychology, history, or art. Thus wanting to pursue an academic curriculum that includes a combination of basic engineering and a variety of courses in both chemical engineering and electrical engineering, but not desiring a dual major, might be a valid reason to choose a General Engineering major. Alternatively, wanting to pursue a combination of basic engineering courses and business courses might be another reason to choose this major. This is not an ABET accredited program.

A student choosing to pursue a General Engineering major must work with the Associate Dean of Academics in the School of Engineering to develop and submit a clear statement of career goals. These should be supported by a detailed course curriculum and sample schedule with a written justification for the selections. The program must then be approved by a committee consisting of the Associate Dean of Academics and two additional faculty members in the School of Engineering. A total of at least 129 semester credits are required for graduation.

As each student's program is unique, no typical curriculum can be shown. Every program must fulfill the requirements described below.

In addition to Engineering Core (http://bulletin.case.edu/undergraduatestudies/csedegree/) and CWRU General Education (http://bulletin.case.edu/undergraduatestudies/degreeprograms/) requirements, the program requires the following:

- 30 cr Engineering courses chosen in consultation with the Associate Dean (including a 3-cr hr capstone)\(^a\)
- 18 cr Courses chosen in consultation with the Associate Dean\(^a\)
- 9 cr Open elective courses

Hours required for graduation: 129

\(^a\) The chosen courses should be approved by a committee consisting of the Associate Dean of Academics and at least two additional faculty members.

Cooperative Education

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at engineering.case.edu/coop (http://engineering.case.edu/coop/). Alternatively or additionally, students may obtain employment as summer interns.
Five-Year Combined BS/MS Program
This program offers outstanding undergraduate students the opportunity to obtain an MS degree in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to 9 credit hours that simultaneously satisfy undergraduate and graduate requirements. Students in this program can begin their research leading to the MS thesis in the fall semester of the senior year. The BS degree is generally awarded at the completion of the senior year.

Application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of the Associate Dean of Academics. Interested students should contact Associate Dean Daniel Lacks. Review the Office of Undergraduate Studies BS/MS program requirements here (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#accelerationtowardgraduatedegreeext).

ENGR (ENGR)

ENGR 101. Engineering for Non-Engineers. 3 Units.
This course is an introduction to basic principles used in engineering and the application of these principles to the technology in the world around us. You will also explore social, economic, and political implications of this technology. The course is specifically geared to non-engineers. Mathematical concepts and tools that are needed to represent and analyze the scientific and engineering principles in the course will be developed in class. You will have the opportunity to learn about engineering principles, apply them in experiments, and then see how they are used in current technology. This is partly a lecture class, partly a discussion class, but largely a hands-on course. You learn about engineering by working with actual devices. Counts for CAS Quantitative Reasoning Requirement.

ENGR 131. Elementary Computer Programming. 3 Units.
Students will learn the fundamentals of computer programming and algorithmic problem solving. Concepts are illustrated using a wide range of examples from engineering, science, and other disciplines. Students learn how to create, debug, and test computer programs, and how to develop algorithmic solution to problems and write programs that implement those solutions. Matlab is the primary programming language used in this course, but other languages may be introduced or used throughout. Counts for CAS Quantitative Reasoning Requirement.

ENGR 131B. Introduction to Engineering and Programming. 3 Units.
Students will learn the fundamentals of engineering analysis and computer programming using a hands-on, project-based approach. During each project, students will apply engineering skills, such as data analysis or prototyping, in addition to programming, to complete a given task. MATLAB will be the primary coding language. Potential projects include building a motor, balancing a ball on a beam, and creating a water filter. In addition, students will learn about the engineering profession and practice presentation skills.

ENGR 145. Chemistry of Materials. 4 Units.
Application of fundamental chemistry principles to materials. Emphasis is on bonding and how this relates to the structure and properties in metals, ceramics, polymers and electronic materials. Application of chemistry principles to develop an understanding of how to synthesize materials. Prereq: CHEM 111 or equivalent.

ENGR 200. Statics and Strength of Materials. 3 Units.
An introduction to the analysis, behavior and design of mechanical/structural systems. Course topics include: concepts of equilibrium; geometric properties and distributed forces; stress, strain and mechanical properties of materials; and, linear elastic behavior of elements. Prereq: PHYS 121.

ENGR 200S. Statics and Strength of Materials - Supplemental. 0 - 1 Units.
This course allows students who are seeking transfer credit for ENGR 200 for a Statics course taken another educational institution to obtain missing content in the area of Strength of Materials and to show passing proficiency in this content.

ENGR 200T. Statics and Strength of Materials (in Tianjin, China). 3 Units.
An introduction to the analysis, behavior and design of mechanical/structural systems. Course topics include: concepts of equilibrium; geometric properties and distributed forces; stress, strain and mechanical properties of materials; and, linear elastic behavior of elements. Prereq: PHYS 121.

ENGR 210. Introduction to Circuits and Instrumentation. 4 Units.
Prereq or Coreq: PHYS 122.

ENGR 210S. Introduction to Circuits and Instrumentation - Supplemental. 1 - 3 Units.
This course allows students who are seeking transfer credit for ENGR 210 for a Circuits course taken at another educational institution to obtain missing Laboratory content and to show passing proficiency in this content.

ENGR 225. Thermodynamics, Fluid Dynamics, Heat and Mass Transfer. 4 Units.
Elementary thermodynamic concepts: first and second laws, and equilibrium. Basic fluid dynamics, heat transfer, and mass transfer: microscopic and macroscopic perspectives. Prereq: PHYS 121 or PHYS 123. Prereq or Coreq: MATH 223 or MATH 227.

ENGR 225B. Thermodynamics, Fluid Mechanics, Heat and Mass Transfer (abroad). 4 Units.
Elementary thermodynamic concepts: first and second laws, and equilibrium. Basic fluid dynamics, heat transfer, and mass transfer: microscopic and macroscopic perspectives. The course is taught as a faculty-led study abroad course, and engineering applications are discussed in the context of regional issues specific to the host country. Prereq: CHEM 111, ENGR 145, and PHYS 121. Coreq: MATH 223.

ENGR 225S. Thermodynamics, Fluid Dynamics, Heat and Mass Transfer - Supplemental. 0 - 2 Units.
This course allows students who are seeking transfer credit for ENGR 225 for a Thermodynamics course taken another educational institution to obtain possible missing content in the area of fluid dynamics, heat, or mass transfer and to show passing proficiency in this content.
ENGR 350U. Global Health Design in Uganda. 1 - 3 Units.
The CWRU Anthropology-Engineering Collaborative (AEC) offers this unique course applying social science and engineering skills and expertise to address global health issues in Uganda. The AEC is part of a longstanding collaboration between CWRU and Makerere University in Kampala, Uganda. Students collaborate with students at Makerere University in Kampala, Uganda and the CWRU student group, Global Health Design Collaborative (GHDC), to design and implement solutions to specific health issues in Luwero, Uganda. Students meet weekly during the semester to learn about global health technology design and anthropology. Students work with GHDC and program faculty on specific projects; activities may include conducting needs assessment, prototype development, design validation and verification, and preparation of a project report. Current projects focus on designing a pediatric pulse oximeter, identifying means to preserve the cold chain for vaccine outreach and improving medical waste disposal. In Uganda, students and their Makerere University counterparts travel together to Luwero district where they visit health centers to collaborate with local staff to review current design prototypes and issues. Activities include: talking to health center staff at different levels of the health care system, observing a community health outreach, and meeting with diverse stakeholders in Luwero and Kampala. Students gain hands-on experience in engineering design, social science methods, and working in transnational, interdisciplinary teams and contribute directly to ongoing efforts to address global health issues in Uganda. Students are encouraged to contribute to the projects through ongoing work with GHDC. The course may be taken as either ENGR 350U or ANTH 300. The course fee covers travel and on-the-ground expenses. The class is open to all majors but enrollment is by application and instructors’ consent. Students who enroll in 3 credits may count the class for the CSE humanities/social science requirement and/or the CAS Global and Cultural Diversity requirement. Offered as ENGR 350U and ANTH 300.

ENGR 390. Basic Visual Communication. 2 Units.
This course is focused on fundamental visual communication techniques for product development. Students will learn to explore and present their ideas through sketching, rendering, orthographic drawing and physical modeling. Drawing and modeling skills in this course will be practiced manually rather than digitally (i.e., pen and paper, hand-built models). Studio time will include group demos, in-class assignments and exercises, and one-on-one instruction. Coursework is tailored for Case students, however attempts will be made to align this course with the standard Industrial Design Communication Skills Course at The Cleveland Institute of Art (CIA). This will allow opportunities for networking and collaboration with CIA students. Prereq: Must be a Sophomore or above or in a declared Engineering major.

ENGR 395. Community-engaged, Interdisciplinary Team-based Design Projects. 1 - 3 Units.
Interdisciplinary, team-based design projects under faculty guidance and with professional mentorship as appropriate. Each enrolled student will be part of a project team. Class will meet weekly for training, design reviews and progress updates. Teams will additionally meet outside of class time. Engagement with community partner (customer) is expected. Projects may be long term, possibly preceding and extending beyond the engagement time of individual students. Team members will have individual roles and responsibilities. Course may be taken for 1-3 credits, and level of responsibility will be proportional. Course deliverables will include rigorous maintenance of project documentation, including a transition report, and oral presentations. Intended for second-year students and above. Students in all disciplines are welcome. Projects may involve international partnerships, but travel is not mandatory.

ENGR 397. Interdisciplinary Solutions to Global Health Issues. 3 Units.
This unique course brings together the expertise of engineers and social scientists to address global health issues through a combination of classroom-based learning and experiential learning through team-based design projects and field-based community assessments. Students will experience the process of engineering design by participating in teams organized around solutions to real-world health problems in the developing world. Methods from social sciences will be practiced and brought to bear in the process, including assessment of global health needs, and evaluation of success of interventions. Students will study and discuss current key issues in global health, and ethics surrounding health care, disparity, methods of intervention, and develop skills in how to define and frame problems and communicate effectively across disciplines. The course is organized around ongoing projects that seek to design technical solutions to global health issues, with a focus on Uganda. The teams will also work and learn with students and faculty of Biomedical Engineering and Social Sciences at Makerere University of Kampala (MUK), Uganda. Examples of interactions with MUK will include discussion of common readings, peer-review, and joint planning, implementation, and review of fieldwork. Students enrolled in ANTH 303/ ENGR 397 are eligible to travel to Uganda to participate in project activities over Spring Break. Travelers must be enrolled in ENGR 350U. This course is an approved SAGES Departmental Seminar. A student in the Case School of Engineering may use this course to meet an Engineering Core Breadth requirement, either in place of ENGL 398 and ENGR 398, or as a Social Science course (ANTH 303 cross-list). No student may count the course to satisfy both of these requirements. Offered as ANTH 303 and ENGR 397. Counts as SAGES Departmental Seminar. Counts for CAS Global & Cultural Diversity Requirement. Prereq: Passing letter grade in a first year seminar in FSCC, FSSO, FSSY, FSNA, FSCS or FSTS.

ENGR 398. Professional Communication for Engineers. 1 Unit.
Students will attend lectures on global, economic, environmental, and societal issues in engineering, which will be the basis for class discussions, written assignments and oral presentations in ENGL 398. Recommended preparation: ENGL 150 or FSCC 100 or equivalent and concurrent enrollment in ENGL 398 (ENGL 398 and ENGR 398 together form an approved SAGES departmental seminar). Counts as SAGES Departmental Seminar. Prereq or Coreq: ENGL 398. Prereq: Prereq: 100 level first year seminar in FSCC, FSNA, FSSO, FSSY, FSTS, or FSCS.

ENGR 400C. Graduate Cooperative Education. 0 Unit.
An academic opportunity designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Graduate Cooperative Education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment. Prereq: ENGR 400C.

ENGR 401C. Graduate Cooperative Education. 0 Unit.
An academic opportunity designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Graduate Cooperative Education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment. Prereq: ENGR 400C.
ENGR 410C. Graduate Cooperative Education Part-time. 0 Unit.
An academic opportunity designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Graduate Cooperative Education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. This is a 0 credit course that allows students to enroll in the co-op program while working up to 20 hours per week. Students must be enrolled as a full-time student to be eligible for this course. Proof of full-time enrollment is required.

ENGR 420A. Introduction to Advanced Statistics in Healthcare. 2 Units.
Healthcare has been disrupted by the entry of new technologies in the digital Age. Particularly with the advent and increased adoption of of automation, machine learning and artificial intelligence (AI), doctors, hospitals, insurance companies, and industries with ties to healthcare have all been impacted. This course will discuss various challenges and potential areas of automation, exposure to medical ethics including the Declaration of Helsinki. Students will learn different experimental techniques for collection of epidemiological and normative data, understand the difference between incidence and prevalence of a disease, between association and causation, and between validity and reliability of measuring techniques. Use of advanced statistics in hospital management and medical research will be covered. This course will cover use cases that require aspects like compiling and analyzing information (like electronic medical records, the international classification of diseases (ICD-10), etc), develop AI programs to collect, store, re-format, and trace data to provide faster, more consistent access. Additionally, the use of advanced statistical and AI techniques in Healthcare will be demonstrated via use cases such as analyzing tests, X-Rays, CT scans, data entry, and other mundane tasks that can potentially reduce the operational cost. Prereq: ENGR 420B and ENGR 420F.

ENGR 420B. Introduction to Applied Statistics for Decision Support in Data Science. 3 Units.
Statistics and Probability are tools that can be used to get insights from data and thereby solutions to engineering and business problems. It is mostly assumed that beginners who are learning Machine Learning have some background in statistics and this course will provide the required skills. Descriptive Statistics are used to transform raw data into information and inferential statistics are used to analyze the whole data from samples of data. These form the prerequisite to the field of applied machine learning. Recommended preparation: familiarity with calculus and linear algebra at the higher secondary level.

ENGR 420C. Artificial Intelligence: Sequential Decision Making. 2 Units.
This introduces advanced AI models in the areas of computer vision and natural language processing as well as reinforcement learning techniques along with their implementation for industrial applications. The primary focus is on deep learning based modeling with a brief introduction to traditional computer vision and NLP techniques. The course begins with introduction to ‘tensorflow’ a scalable and deployable programming platform for building neural network architectures. The first theory lecture introduces to the world of computer vision along with traditional approaches and a comparison is drawn between traditional methods and DL for computer vision. In the following lectures multiple advanced neural network architectures are taught along with their application usecases (visual inspection, medical imaging, object detection, OCR, Face recognition, video analysis, etc.). Computer vision is followed by introduction to NLP and traditional techniques like HMMs and CRFs followed by DL architectures for sequence (text, video, audio, speech etc.) modeling. Different application usecases (NER, language modeling, speech recognition, etc.) along with required theory are presented. Introduction to reinforcement learning and its combination with deep learning is presented towards the end of the course. During the labs all steps of building an application, from the training of the model to its deployment, are discussed. How to combine traditional methods with DL and possible usecases are also discussed. The objective of the course is to make the participants familiar with the state-of-the-art DL and RL techniques for real world problems along with the knowledge to implement solution pipelines. The participants are expected to have very good knowledge of programming platforms like Python (or others) and they must be familiar with machine learning, basic DL techniques (MLP, CNN, RNN and LSTM). Prereq: ENGR 420B, ENGR 420E, and ENGR 420F.

ENGR 420D. Introduction to Contemporary Issues in Data Mining and Big Data. 3 Units.
Eighty percent of the data available in the world since the dawn of Humanity has been generated in the last five years and it is not just structured but there is a variety to it (like, text, images, audio, video, etc.). Vast amount of data is being collected in medical and social research and in many industries. Such big data generates a demand for efficient and practical tools to analyze the data and to identify unknown patterns. This has created a lot of issues in building effective Data Mining and Data Science solutions. Hadoop technology platform deals with massive volumes/varieties and fast-growing data have come up in recent years to deal with such contemporary issues. Apache Spark, the unified analytics engine, has seen rapid adoption by enterprises across a wide range of industries. Data scientists, analysts, and general business intelligence users rely on interactive SQL queries for exploring data, deal with streams of data, build Machine Learning models to use the predictive power and draw business insights. This course will help students handle such issues in data science through use of Big data techniques and tools. Prereq: ENGR 420B, ENGR 420E, and ENGR 420F.
ENGR 420E. Introduction to Data Mining and Visualization Techniques. 3 Units.
Industry today is looking for someone who can develop data science solutions using open source tools and technologies. The languages such as "R" and "Python" play a significant role facilitating the building of statistical and data science models and approaches to visualize data and making predictions to support decisions. The languages are taught from basics such as objects, data types, functions, control structures, etc., that are essential to read and manipulate a lot of structured data. Some of the basic skills like data acquisition, analysis, dealing with inconsistencies within the data and cleansing, transforming the data as required for further modeling and several other traits to prepare the data will be taught. It is also a common practice to begin the data analysis by visualizing the data in addition to computing summary descriptive statistics. Well-designed visualization techniques can decrease cognitive workload, provide simpler perceptual inferences and improve comprehension of large sets of data to facilitate decision making. Techniques and algorithms for creating effective visualizations will be covered along with the required basics of R, Python and Tableau to generate descriptive statistics, run experiments and draw inferences, visualize the data and present a data story.

ENGR 420F. Introduction to Methods and Algorithms for Machine Learning. 3 Units.
Traditional statistical methods and Machine learning methods coexist, and it is essential for every Data Science enthusiast to learn both and exploit them as they deem fit. Machine Learning is an algorithm that can learn from data without relying on rules-based programming. In this course a variety of machine learning techniques (supervised learning and unsupervised learning), with data examples from biomedical and social research will be covered. Specifically, prediction model building and model-based feature selections, classification (tree-based methods, bagging, random forests, boosting, support vector machines, association rules, clustering and hierarchical clustering, k-nearest neighbors will be covered. Industry case studies will be used to provide students an overview of how a data science project is executed and help them learn all the components of the data science pipeline, and to carry out descriptive, predictive and prescriptive analytics. For a given use case, we teach how to choose between a variety of tools and techniques that suit the problem statement and at every stage how to validate the choice and tune the model performance. When it comes to solving real-world problems for any industry it is equally important to know how to work with all the stakeholders in the organization and build plugins that the business can use. Some of the important aspects like architecting a solution, production deployment and how to deal with challenges and some best practices will be covered. Additionally, this course is designed to broaden the learning horizons and introduce students to unstructured data (Natural Language and computer vision). Some of the state-of-the-art tools and techniques to build supervised and unsupervised approaches to build systems that can-do intelligent things will be introduced. It includes ANN, Deep learning, Convolution nets, RNN and LSTMs. The course goes into details of architecture, implementation and mathematical background of SOTA NLP and computer vision techniques and then build several interesting applications. This program provides a good overview of how learned techniques can be used to build interesting commercial applications in healthcare, medicine, biometrics, speech, OCR, etc. We also dive deep into the engineering aspects and enable participants to think of possibilities in other domains as well. Additionally, another branch of mathematical models, namely Optimization techniques will be covered to build intelligent systems. Recommended preparation: ENGR 420B or concepts covered in that class.
EPOM 409. Master of Engineering Capstone Project. 3 Units.
This is the capstone course for the Master of Engineering Program providing students with the opportunity to integrate the Program's topics through an intensive case study project. Interdisciplinary teams are assigned a major engineering project that covers the stages from design concept through development to final manufacture, including business and engineering decision making to maximize market penetration. Topics also include safety, environmental issues, ethics, intellectual property, product liability and societal issues. Recommended preparation: EPOM 401, EPOM 403, EPOM 405, and EPOM 407.

EPOM 410. Intellectual Property Management and Opportunity Assessment. 3 Units.
The goal of this course is to address issues relating to the commercialization of scientific inventions by exposing graduate students to the challenges and opportunities encountered when attempting to develop meaningful intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. These issues transcend disciplinary boundaries, requiring the integration of expertise in the fields of law, business, and biomedical research disciplines. For instance, comprehending the intricacies involved in the evolution of an upstream product from the lab to the marketplace requires an understanding of intellectual property management, namely the identification of optimal appropriability mechanisms, constructing an intellectual property portfolio (e.g., patents, trademarks, and trade secrets), and leveraging this portfolio in a competitive fashion. An emphasis of this course is to help students understand that intellectual property strategy is business strategy, and that IP is a strategic business asset that can be leveraged to create value and intellectual asset formation in the marketplace.

EPOM 411. Innovation - the Confluence of Need, Requirements and Creativity. 3 Units.
Innovation - the Confluence of Need, Requirements and Creativity: The purpose of this course is to familiarize students with tools and methods of facilitation necessary to move from a simple idea, to a validated development concept with commercial potential. Drawing from fundamentals of a range of programs, including Stanford’s BioDesign, Lean Launch, Requirements by Design and others, the course will lead students through the process of developing detailed perspectives on unmet need, validated design requirements, intellectual property analysis and commercialization fundamentals.

EPOM 412. Technology Transfer and Collaboration. 3 Units.
The overall goal of this course is to address the process of technology transfer. The course will build on an understanding of IP Management and Commercialization activities that follow a new discovery, and examine specific approaches to commercializing technology through the process of technology transfer both in the context of academic research and industry research and development. An overview of the drivers governing relevant industry standards will be discussed, along with specific tools that include sponsored research, licensing, and startup formation. The course will include hands-on assessments of two case studies that present applications of law and policy in the context of collaborative technology development, where each student team will provide a critique and overview of how they would handle the circumstances of the given case. Prereq: EPOM 410.

EPOM 413. Innovation, Strategy & Leadership: Contemporary Approach to Future Growth. 3 Units.
The overall goal of this course is to address the process of innovating in an enterprise context. Outside of the enterprise, global shifts, economic developments and technological evolutions all present opportunities and challenges for innovation-based organizations. Inside the enterprise, company culture, acceptable risk/reward profiles and strategic mindsets will all influence the effectiveness of valuable innovation. Building on an understanding of IP Management and Commercialization activities that follow a new discovery (see, e.g., EPOM 410), and needs-based innovation and design (see, e.g., EPOM 411) this course examines specific approaches and factors related to effectively responding to the challenge of innovation from strategic and leadership perspectives. This course will examine approaches to strategic leadership relative to innovative challenges, building an understanding of successful endeavors, flops that "should have worked" and an embrace of the myriad choices and factors that underlie competitive innovation. The course is three credit hours. During the semester, students will work individually, focusing on issues of the process of structuring innovation, applying tools and methodologies presented during the course. Course leaders and presenters will be drawn from across the university and industry. Analytical and philosophical understanding will be enhanced by hands-on assessments of two case studies that present applications of law and policy in the context of strategic technology innovation and leadership. The goal of each student team is to provide a critique and overview of what factors drove the circumstances and outcomes of the given case. The ultimate objective is to deliver a working understanding the strategic options available when attempting to lead an innovative enterprise through the process of converting innovative potential to strategically competitive solution.

IIME (IIME)

IIME 400. Leadership Assessment and Development (LEAD). 3 Units.
The goal of the course is to help students learn methods for assessing their knowledge, abilities, and values relevant to engineering and management, and for the acquiring of new professional knowledge and skills throughout their career. Recommended preparation: Senior status in engineering.

IIME 405. Project Management. 3 Units.
Project Management is concerned with the management and control of a group of interrelated tasks required to be completed in an efficient and timely manner for the successful accomplishment of the objectives of the project. Since each project is usually unique in terms of task structure, risk characteristics and objectives, the management of projects is significantly different from the management of repetitive processes designed to produce a series of similar products or outputs. Large-scale projects are characterized by a significant commitment of organizational and economic resources coupled with a high degree of uncertainty. Thus, the objective of the course is to understand what are the main issues and problems in the management of projects and to have a thorough knowledge of the conceptual models and techniques available to deal with them. Recommended preparation: Senior status in engineering.
IIME 410. Accounting, Finance, and Engineering Economics. 3 Units.
This class uses a combination of class lecture and discussion, in combination with problem-type and case-type assignments, to introduce you to key concepts and tools of financial economics. You are expected to use the resources at your disposal, such as the textbook or the accounting dictionary, to help you understand any unfamiliar concepts. Normally, each class will be divided into two sections. The first part of each class session will be devoted to discussions of selected problems and cases, with focus on the specific topics being covered. The second part of each class will be devoted to prepare you for the following session class assignments. Recommended preparation: Senior status in engineering.

IIME 411. New Venture Finance. 3 Units.
This course explores the financing and financial management of entrepreneurial new ventures. The course will focus on issues of financial management of new ventures (forecasting cash flows, cash flow management, valuation, capital structure) and the various financial methods and mechanisms available to entrepreneurs (bootstrapping, angel investors, venture capitalists, IPOs). This course is highly complementary to the existing IIME 410 Finance course which only briefly covers venture finance.

IIME 413. Strategic Intelligence for Technology Commercialization. 3 Units.
The accelerating rate at which major corporations are failing evidences the fact that longstanding assumptions regarding successful strategic planning are being challenged by the increasing rate of disruptive technological innovation. This course unpacks a toolbox of strategic planning methodologies to help students understand how to identify the core requirements of a durable business strategy from which investment (BAFI 460) and corporate risk management (MSFC 432) strategies would follow. The course focuses on the particular challenges faced by established corporations as opposed to entrepreneurial startups. It uses workshops to provide hands on experience in applying the tools to real world problems corporations are facing today.

IIME 415. Materials and Manufacturing Processes. 3 Units.
A survey course on contemporary and modern materials and their processing, the course begins with a review of traditional materials, including metals, ceramics, plastics, and composites. The evolution of the materials will be traced from their beginnings as raw resources and precursors to finished products. Topics will emphasize modern manufacturing methods and materials. Traditional and modern tools for materials and process characterization will be an important part of the course. Special attention will be directed to examples of statistical methodology and information technology. Visits to local industries and presentations by participating companies will reinforce the information presented in the classroom. Recommended preparation: Senior status in engineering.

IIME 418. Graduate Practicum. 0 Unit.
The General Practicum is designed for MEM students who graduate in December from their BS degree so that the student’s records can stay active at the University and register for their MEM fall classes when they return in the fall semester to complete the master’s degree.

IIME 419. Entrepreneurship and Personal Wealth Creation. 3 Units.
Course explores the accumulation of personal wealth utilizing entrepreneurial strategies. The underlying competencies of successful entrepreneurs are identified and applied to individual lives of students. Active entrepreneurs will be studied, and original case studies of start-ups and acquisitions provide the basis for class exercises. Offered as DESN 419 and IIME 419. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 420. Information, Design and Systems. 3 Units.
Everything about a business is designed, including the ways in which the organization uses information and the systems it uses to create and deliver its products and services, its supply chains, its ways of accounting for its use of resources, how it relates to its employees, industry and customers, and more. Understanding general principles that guide the design and use of systems, using systems effectively, and redesigning them to address changing circumstances are the foci of this course. This course will use readings, discussion, projects and occasional lectures to explore principles, methods, attitudes and tools that can be helpful to managers.

IIME 424. Chief Executive Officer. 3 Units.
This course will take the perspective of the CEO in deciding the actions that lead to sustainable competitive advantage. We will study decisions that span from starting a small business to expanding beyond the core using mergers and acquisitions. We will also study how CEOs decide to exit a market. The successful CEO not only has to design the strategy for success but has to also design an execution plan. As the organization grows the importance of delegation to the right subordinates becomes increasingly critical. The course material includes case studies, decision briefs and presentations (virtual and in person) by senior executives. Decision briefs are short notes that have the same information that the CEOs had when starting the business. You will develop the strategy based on these decision briefs and will compare your suggestions to what was actually done by both successful and unsuccessful CEOs. Offered as DESN 425 and IIME 424. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 425. Understanding People and Change in Organizations. 3 Units.
This course is intended to help students assess events occurring in organizations from a behavioral and human resources perspective and to help them develop strategies for managing these events. The course applies knowledge from the fields of organizational behavior and human resource management to provide an understanding and the skills needed to be effective in organizations. The fields of Organizational Behavior and Human Resource Management are devoted to the study of how human beings act in organized settings and how organizations can affect human behavior through a variety of policies, practices, structures, and strategies. In today’s environment, organizations are faced with high levels of international competition and an increasing pace of technological, market, and social changes. As an organizational member, you are expected to successfully operate within these increasingly complex demands as well as help create and guide change. The purpose of this course is to provide you with the framework and tools needed to analyze and operate in the changing organization. We will examine some of the features that characterize an emerging organizational form and contrast this to its traditional predecessor. The focus of the course will be on the skills you will need to operate in the “new” organization including skills for being a change agent working in entry level and early career managerial roles. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.
An integrated approach to the teaching of the complex relationship of customer to designer to manufacturer, this course will be taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 432. Operations Research and Supply Chain Management. 3 Units.
This course is an introduction to Operations Research, and then focusing on applying Operations Research tools to manage business and organizations’ Supply Chain Operations. Operations Research (also called Management Science) is the discipline of applying advanced mathematical methods to help make better decisions. By using techniques such as mathematical modeling to analyze complex situations, Operations Research gives executives the power to make more effective decisions and build more productive systems based on considerations of all available options, careful predictions of outcomes and estimates of risk, and the latest decision tools and techniques. Operations Research solves problems that arise in every business function (e.g., operations, finance, marketing, accounting, HR), every economy sector (e.g., financial, healthcare, industrial goods, technology, utilities), and every business type (e.g., for-profit and non-profit, start-ups and Fortune 500 companies), even government.

IIME 435. Enterprise Resource Planning in the Supply Chain. 3 Units.
Enterprise resource planning is the dominant system by which companies translate the needs from their customers into the detailed plans that the company must perform to meet the customer needs, and the resulting support the company will need from its suppliers. As such, it is a central player in the process of supply chain management. In this course, we study both the quantitative and qualitative concepts and techniques to help manage a company’s operations to perform these important translation and planning tasks in order to help the company be successful. The quantitative analysis will be supported by microcomputer software available in the Weatherhead computer lab. Student teams complete a series of integrated case studies from the same company to vividly see the relationships between various planning and control activities. A major emphasis during the course is the design of processes and procedures (algorithms) for solving very complex (wicked) problems as a part of both class discussions and while working on case studies, as well as critiquing the designs so as to clearly understand their limitations.

IIME 430A. Product Design and Development I. 3 Units.
An integrated approach to the teaching of the complex relationship of customer to designer and to manufacturer, this course will be taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams. Recommended preparation: IIME 430A.

IIME 430B. Product and Process Design, Development, and Delivery II. 3 Units.
An integrated approach to the teaching of the complex relationship of customer to designer and to manufacturer, this course will be team taught by faculty from WSOM and CSE, with participation of corporate representatives sponsoring projects for the teams. The course will be built on a series of projects, each emphasizing different aspects of the product/process design experience, selected to provide exposure to a wide variety of entrepreneurial activities. The project activities are expected to promote the development of realistic activities of cross-functional teams. Recommended preparation: IIME 430A.

IIME 440. Six Sigma and Quality Management. 3 Units.
The Six Sigma process is the standard for quality improvement in organizations around the globe. In this course, we study the details of the five steps in the Six Sigma process: DEFINE, MEASURE, ANALYZE, IMPROVE, and CONTROL (DMAIC). We introduce the concept of sustainability into the criteria to use to evaluate proposed solutions during the Six Sigma process. Many tools, concepts, and processes that are often an integral part of Six Sigma projects in companies are included in the course content. They range from the very basic tools of quality (such as cause-and-effect diagrams for brainstorming) to complete processes (such as benchmarking, quality function deployment, failure mode and effects analysis-FMEA). Statistical concepts that are central to Six Sigma including statistical process control and introduction design of experiments are also included. Once the Six Sigma process and its various components are understood, we study quality management including quality control, quality planning, quality improvement, strategic quality management, and quality strategy. Students meeting the required standards of performance will earn a Green Belt Certification in Six Sigma and Quality Management from the Weatherhead School of Management. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 446. Models of Health Care Systems. 1.5 Unit.
This course is for professionals who will pursue their careers in, or associated with, the health care industry; and therefore, need to understand the structure, operations and decision influences in the health care delivery system. The course is intended to develop competence and confidence in the participant’s ability to understand and operate in the industry, the largest and, perhaps, the most complex in the United States. It is applicable to the private and public, profit and not-for-profit sectors. In this course students are introduced to: the different systems of care delivery; their organization and operations; their markets and the nature of the demand for their services; and the dynamics of their interoperation among themselves and with other entities in the industry (e.g., payors/insurers, regulators and accreditors, technology and pharmaceuticals suppliers). Offered as HSMC 446 and IIME 446.

IIME 447. Regulatory Affairs for the Biosciences. 1.5 Unit.
This mini-course introduces students to the Food and Drug Administration (FDA) and the laws and regulations it enforces. A scientific regulatory agency with far reaching enforcement authority, FDA is the most powerful consumer protection agency in the world. This course will familiarize students with FDA’s mission, philosophy and organizational structure, as well as policy and procedure it uses to ensure the safety and effectiveness of the food, drugs, biologics, cosmetics, medical devices and radiation-emitting products it regulates. Recommended preparation: Enrollment in the MEM Biomedical Entrepreneurship Track. Offered as BIOS 447, HSMC 447, and IIME 447.
IIME 450. Engineering Entrepreneurship. 3 Units.
Entrepreneurship is an area of importance to business leaders, educators, politicians, and individual members of the society. It is a driver of economic development and wealth creation in organizational units ranging in size from the individual company to entire nations. Technology-based entrepreneurship is particularly important to economic development due to its impact on productivity (innovations in action) and its potential for exponential growth. This course will emphasize and explore a variety of issues related to innovation and entrepreneurship, demonstrating that there are not many "absolute truths," but there are numerous best practices. Successful students will conclude this course with new knowledge about opportunity analysis and insight on entrepreneurship & innovation, as well as having demonstrated measurable improvement in their critical thinking skills. This course is one-semester version of a course taught alternatively as a two-semester course. Recent growth in CWRU curricula centered on entrepreneurship and related subjects enables students to specialize in, say, wealth creation, leadership, and finance topics once included under the broader two-semester umbrella. The current Fall version of the course culminates with student projects and presentations on opportunity analysis.

IIME 450A. Technology Entrepreneurship: Market Opportunity Analysis. 3 Units.
The nature and importance of entrepreneurship is an area of importance to business leaders, educators, politicians, and individual members of the society. It is a driver of economic development and wealth creation in organization units ranging in size from the individual company to entire nations. Technology-based entrepreneurship is particularly important to this economic development due to its impact on productivity and its potential for exponential growth. To create something new and of value to both the organization and the market requires a technical individual who is willing to assume the social, psychic, and financial risks involved and achieve the resulting rewards whether these be monetary, personal satisfaction, or independence. This can occur while starting an enterprise (i.e., entrepreneurship) or while driving innovation in an existing organization (intrapreneurship). This course will also take students through a variety of issues related to enhancing innovation in the context of a technology-based organization. This is sometimes termed intrapreneurship and includes innovating new products and services within an organization. This is a very complex field and relatively young. Students will learn that there are not many "absolute truths," but there are numerous best practices and benchmarks that can assist the intrapreneur. Recommended preparation: Accredited Bachelor’s in Engineering plus summer job experience. Prereq: Enrolled in the Master of Engineering and Management program.

IIME 470. Independent Projects. 3 Units.
This course is designed for students wishing to expand experiential learning opportunities at the interface of engineering and management. Preferred focus areas in entrepreneurship and opportunity assessment, product design and development, and manufacturing planning and management. Project ideas along with milestone, deliverables, and potential corporate clients need to be arranged in advance.

IIME 472. BioDesign. 3 Units.
Medical device innovations that would have been considered science fiction a decade ago are already producing new standards of patient care. Innovation leading to lower cost of care, minimally invasive procedures and shorter recovery times is equally important to healthcare business leaders, educators, clinicians, and policy-makers. Innovation is a driver of regional economic development and wealth creation in organizational units ranging in size from the start-up to the Fortune 500 companies. In a broader context, the pace of translational research leading to product and service innovation is highly interdisciplinary, thus, new products and services result from team efforts, marked by a systematic, structured approach to bringing new medical technologies to market and impacting patient care. In this course we examine medical technology innovations in the context of (A) addressing unmet clinical needs, (B) the process of inventing new medical devices and instruments, and (C) subsequent implementation of these advances in patient care. In short, the student learns the process of "identify, invent, implement" in the field of BioDesign. Offered as EBME 472, IIME 472 and SYBB 472.

IIME 473. Fundamentals of Clinical Information Systems. 3 Units.
Technology has played a significant role in the evolution of medical science and treatment. While we often think about progress in terms of the practical application of, say, imaging to the diagnosis and monitoring of disease, technology is increasingly expected to improve the organization and delivery of healthcare services, too. Information technology plays a key role in the transformation of administrative support systems (finance and administration), clinical information systems (information to support patient care), and decision support systems (managerial decision-making). This introductory graduate course provides the student with the opportunity to gain insight and situational experience with clinical information systems (CIS). Often considered synonymous with electronic medical records, the "art" of CIS more fundamentally examines the effective use of data and information technology to assist in the migration away from paper-based systems and improve organizational performance. In this course we examine clinical information systems in the context of (A) operational and strategic information needs, (B) information technology and analytic tools for workflow design, and (C) subsequent implementation of clinical information systems in patient care. Legal and ethical issues are explored. The student learns the process of "plan, design, implement" through hands-on applications to select CIS problems, while at the same time gaining insights and understanding of the impacts placed on patients and health care providers. Offered as EBME 473, IIME 473 and SYBB 421.

IIME 475. Technology Marketing Strategy. 3 Units.
High technology products and services are unique in the levels of ambiguity and risk that challenge a manager’s ability to craft a marketing strategy. Understanding the customer, reading market trends, creating a compelling vision of value, and launching marketing programs (already foreboding tasks in traditional marketing situations) have a heightened sense of uncertainty in the context of high technology platforms such as nanotechnology and regulated medical devices. This course draws on contemporary ideas in literature by thought leaders in technology marketing. We work through several marketing models and methods in practice today to assist students synthesize and build appropriate conceptual and managerial frameworks for technology marketing practice.
IIME 476. Applied Statistics for Decision Support in Data Science. 3 Units.
In this intense summer application-oriented course, the goal is to bridge traditional statistical tools with the R language to prepare beginning graduate students for further study in data science. Managerial decision support involves the collection, analysis, and interpretation of data for understanding uncertainty and risk in decision-making; quite simply, decision support requires statistics! The "R" language plays a significant role facilitating the building of statistical and data science models and approaches to visualizing data and making predictions to support decisions, but absent a foundational knowledge in probability and statistics the impact of the tools and their use may not be fully realized. The course is project-based to provide direct application of probability and statistics to the extraction of knowledge from data. Prereq: Graduate level standing.

Master of Science in Engineering, Undesignated

500 Nord Hall (7220)
Phone: 216.368.4436
Daniel J. Lacks, Associate Dean of Engineering
cseinfo@case.edu

A student working toward a Master of Science in Engineering, undesignated must select a department. The student is responsible for submitting an Academic Program via the Student Information System where it will be routed for appropriate approvals. The Academic Program must contain a minimum of 9 semester hours of course work in the department approving the program. A minimum of 18 semester hours of course work for the degree must be at the 400 level or higher. The student must also meet all the requirements of the designated Master of Science degree in engineering.

Master of Engineering

The Master of Engineering Program is a graduate degree program that targets engineers currently employed in industry. The objective of this program is to provide engineers in industry with technical as well as business, management, and teamwork skills. The program differs from a traditional Master of Science degree in engineering by combining core courses that focus on the engineering-business environment and technical elective courses that concentrate on contemporary industrial practice rather than on research.

The Master of Engineering Program prepares students to enhance their role as corporate leaders and provides an environment in which practicing engineering professionals can address the increasingly wide range of technical, management, financial, and interpersonal skills demanded by an ever-expanding and diverse global industry base.

The Master of Engineering Program requires 30 credit hours of coursework that include 18 credit hours of online core courses and 12 credit hours of technical electives, taken either online or on-campus, that are chosen from focus areas (see below). It is possible to complete the Master of Engineering degree program within a two-year (six semester), part-time, program of study, although most students choose to complete the program over a seven to nine semester period.

The program is composed of online and traditional on-campus classes, with core courses aimed at equipping participants with knowledge on how engineering is practiced in contemporary industry, and technical electives that provide depth in a chosen specialty area. All core courses are provided in an exclusively online format. The technical elective sequences for Applied Data Science (ADS), Biomedical Engineering (EBME), Engineering Innovation, Management and Leadership (EIML), Mechanical Engineering (EMAE) and Systems & Control Engineering (SCS) are also in an online format. Other technical elective courses are held on campus in the late afternoon or evening hours, and in an online distance-learning format to minimize disruption at the workplace and home. Because the program makes extensive use of computers, participants need to have access to computer facilities.

For more details about the exclusively online Master of Engineering degree program, visit online-engineering.case.edu/masters/ (http://online-engineering.case.edu/masters/).

For local students wanting to take on-campus technical electives, please contact the Program Director, Sunniva Collins (Sunniva.Collins@case.edu) (skr@case.edu).

Curriculum

The program consists of a set of six core courses and a four-course technical elective sequence (a total of 30 credit hours are required). The core courses provide a common base of study and experience with problems, issues, and challenges in the engineering business environment. The technical elective sequence provides an opportunity to update disciplinary engineering skills and to broaden interdisciplinary skills. Up to six transfer credits may be approved for graduate-level courses taken at Case Western Reserve or another accredited university.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EPOM 400</td>
<td>Leadership and Interpersonal Skills</td>
<td>3</td>
</tr>
<tr>
<td>EPOM 401</td>
<td>Introduction to Business for Engineers</td>
<td>3</td>
</tr>
<tr>
<td>EPOM 403</td>
<td>Product and Process Design and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>EPOM 405</td>
<td>Applied Engineering Statistics</td>
<td>3</td>
</tr>
<tr>
<td>EPOM 407</td>
<td>Engineering Economics and Financial Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EPOM 409</td>
<td>Master of Engineering Capstone Project</td>
<td>3</td>
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</tbody>
</table>

Total Units: 18

Technical Electives

Four courses are chosen from concentration areas.

Concentration in Biomedical Engineering

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EBME 401D</td>
<td>Biomedical Instrumentation and Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>EBME 406</td>
<td>Polymers in Medicine</td>
<td>3</td>
</tr>
<tr>
<td>EBME 410</td>
<td>Medical Imaging Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>EBME 421</td>
<td>Bioelectric Phenomena</td>
<td>3</td>
</tr>
<tr>
<td>EBME 432</td>
<td>Quantitative Analysis of Physiological Systems</td>
<td>3</td>
</tr>
<tr>
<td>EBME 440</td>
<td>Translational Research for Biomedical Engineers</td>
<td>3</td>
</tr>
<tr>
<td>EBME 451</td>
<td>Molecular and Cellular Physiology</td>
<td>3</td>
</tr>
<tr>
<td>EBME 471</td>
<td>Principles of Medical Device Design and Innovation</td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration in Engineering, Innovation Management & Leadership

EPOM 410 Intellectual Property Management and Opportunity Assessment 3
EPOM 411 Innovation - the Confluence of Need, Requirements and Creativity 3
EPOM 412 Technology Transfer and Collaboration 3
EPOM 413 Innovation, Strategy & Leadership: Contemporary Approach to Future Growth 3

Concentration in Mechanical Engineering

EMAE 450 Advanced Mechanical Engineering Analysis 3
EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) 3
EMAE 460 Theory and Design of Fluid Power Machinery 3
EMAE 480 Fatigue of Materials 3
EMAE 481 Advanced Dynamics I 3
EMAE 487 Vibration Problems in Engineering 3
EMAE 494 Energy Systems 3

Concentration in Systems & Control Engineering

ECSE 401 Digital Signal Processing 3
ECSE 404 Digital Control Systems 3
ECSE 408 Introduction to Linear Systems 3
ECSE 416 Convex Optimization for Engineering 3
ECSE 468 Power System Analysis I 3

Master of Engineering and Management

The Master of Engineering and Management (MEM) program provides business acumen and leadership skills to uniquely position graduates for rapid advancement in technology-oriented organizations. The MEM curriculum is the result of nearly 20 years of ongoing research and interviews with hundreds of industrial stakeholders and more than 600 graduates in our thriving alumni network. This interdisciplinary, joint degree program combines the analytical expertise and rigor from the Case School of Engineering and the organizational insights of the Weatherhead School of Management. MEM is a 1 year, cohort program that starts every year in June. This program is designed for undergraduate engineering majors and is focused on developing high-impact talent, which companies are actively seeking. Students can enter this program after their junior year or upon graduation.

Curriculum

The program includes 36 credit hours of graded coursework. The 10-course core sequence makes up 30 of the required credit hours. For the remaining 6 credit hours, students can choose from any 400 level Case School of Engineering course for which prerequisites are met or select Weatherhead School of Management courses. Below is the list of required core courses and a representative sample of elective courses.

Required Core Courses (30 credit hours)

IIME 400 Leadership Assessment and Development (LEAD) 3
IIME 410 Accounting, Finance, and Engineering Economics 3
IIME 425 Understanding People and Change in Organizations 3
IIME 430A Product Design and Development I 3
IIME 430B Product and Process Design, Development, and Delivery II 3
IIME 432 Operations Research and Supply Chain Management 3
IIME 440 Six Sigma and Quality Management 3
IIME 450 Engineering Entrepreneurship 3
IIME 475 Technology Marketing Strategy 3
IIME 476 Applied Statistics for Decision Support in Data Science 3

Total Units 30

Elective Courses (6 credit hours)

IIME 411 New Venture Finance
IIME 415 Materials and Manufacturing Processes
IIME 419 Entrepreneurship and Personal Wealth Creation
IIME 424 Chief Executive Officer
IIME 435 Enterprise Resource Planning in the Supply Chain
IIME 446 Models of Health Care Systems (*)
IIME 447 Regulatory Affairs for the Biosciences (*)
IIME 472 BioDesign
IIME 473 Fundamentals of Clinical Information Systems
DSCI 451 Exploratory Data Science
DSCI 452 Applied Data Science Research
DSCI 453 Data Science: Statistical Learning, Modeling and Prediction
MGT 467 Commercialization and Intellectual Property Management
MKMR 408 Marketing Metrics
OPMT 475 Global Supply Chain Logistics
ORBH 450 Executive Leadership
ORBH 491 Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace

*courses are 1.5 credit hours and are generally taken together in one semester.

Department of Biomedical Engineering

340 Wickenden Building
http://bme.case.edu
Phone: 216.368.4063; Fax: 216.368.4969
Robert F. Kirsch, Chair
The Department of Biomedical Engineering was established in 1968 at Case Western Reserve University, founded on the premise that engineering principles provide an important basis for innovative and unique solutions to a wide range of biomedical and clinical challenges. As one of the pioneering programs in the world, the department has established rigorous yet flexible educational programs that are emulated by many other institutions and is a national leader in cutting-edge research in several important areas. The cornerstone of the program is quantitative engineering and analytic methods for biomedical applications, a feature that distinguishes Biomedical Engineering from other biomedical science programs. The department’s educational programs provide training in cellular and subcellular mechanisms for understanding fundamental physiological processes, in dealing with biomedical problems at the tissue and organ system level, and in integrating this knowledge in systems approaches to solving clinical problems.

Current degree programs include the BSE, MS, ME, combined BS/MS, PhD, MD/MS, and MD/PhD in Biomedical Engineering. In all of the BME programs at Case, the goal is to educate engineers who can apply engineering methods to problems involving living systems. The Case School of Engineering and the School of Medicine are in close proximity on the same campus, and Biomedical Engineering faculty members carry joint appointments in both of these two schools, participating in the teaching, research, and decision-making committees of both. The department is also tightly linked with several major medical centers (University Hospitals, Cleveland Clinic, VA Medical Center, and MetroHealth Medical Center) that are nearby. As a result, there is an exceptional free flow of academic exchange and collaboration in research and education among the two schools and the four medical institutions. All of Case Western Reserve’s BME programs take full advantage of these close relationships, which adds significant strength to the programs.

Mission
To educate leaders who will integrate principles of both engineering and medicine to create knowledge and discoveries that advance human health and well-being. Our faculty and students play leading roles ranging from basic science discovery to the creation, clinical evolution, and commercialization of new technologies, devices, and therapies. In short, we are “Engineering Better Health.”

Background
Graduates in biomedical engineering are employed in industry, hospitals, research centers, government, and universities. Biomedical engineers also use their undergraduate training as a basis for careers in business, medicine, law, consulting, and other professions.

Research
Several research thrusts are available to accommodate various student backgrounds and interests. Strong research collaborations with clinical and basic science departments of the university and collaborating medical centers bring a broad range of opportunities, expertise, and perspective to student research projects.

Biomaterials/Tissue Engineering/Drug and Gene Delivery
Fabrication and analysis of materials for implantation, including neural, orthopaedic, and cardiovascular tissue engineering, biomimetic materials, liposomal and other structures for controlled, targeted drug delivery, and biocompatible polymer surface modifications. Analysis of synthetic and biologic polymers by AFM, nanoscale structure-function relationships of biomaterials. Applications in the nervous system, the cardiovascular system, the musculoskeletal system, and cancer.

Biomedical Imaging
MRI, PET, SPECT, CT, ultrasound, acoustic elastography, optical coherence tomography, cardiac electrical potential mapping, human visual perception, image-guided intervention, contrast agents. In vivo microscopic and molecular imaging, and small animal imaging.

Biomedical Sensing
Optical sensing, electrochemical and chemical fiber-optic sensors, chemical measurements in cells and tissues, endoscopy. Wearable sensor systems analytics and machine learning algorithm development for sports health and cardiovascular applications. Internet of Things (IoT) smart sensor and smart speaker systems translational research in support of medication management, dementia, and related patient care.

Big Data Analytics and Health Informatics
Radiomics, Radiogenomics, computer-assisted diagnosis, digital pathology, co-registration, cancer detection, decision making, precision medicine, bioinformatics, image informatics, machine learning, pattern recognition, artificial intelligence, deep learning.

Neural Engineering and Neural Prostheses
Neuronal mechanisms; neural interfacing for electric and magnetic stimulation and recording; neural dynamics, ion channels, second messengers; neural prostheses for control of limb movement, bladder, bowel, and respiratory function; neuremodulation systems for movement disorders, epilepsy, pain mitigation, visceral functions; computational modeling and simulation of neural structures.

Transport and Metabolic Systems Engineering
Modeling and analysis of tissue responses to heating (e.g., tumor ablation) and of cellular metabolism related to organ and whole-body function in health (exercise) and disease (cardiac).

Biomechanical Systems
Computational musculoskeletal modeling, bone biomechanics, soft tissue mechanics, control of neuroprostheses for motor function, neuromuscular control systems, human locomotion, cardiac mechanics.

Cardiovascular Systems
Normal cardiac physiology, pathogenesis of cardiac diseases, cardiac development, therapeutic technologies, including cardiac regeneration, electrophysiological techniques, imaging technologies, mathematical modeling, gene regulation, molecular biology techniques, cardiac bioelectricity, and cardiac biomechanics.

Primary Appointments
Robert F. Kirsch, PhD
(Northwestern University)
Professor and Chair; Executive Director, Functional Electrical Stimulation Center
Restoration of movement using neuroprostheses; neuroprosthesis control system design; natural control of human movements; brain-computer interfacing; biomechanics of movement; computer-based modeling; and system identification
A. Bolu Ajiboye, PhD  
(Northwestern University)  
Elmer Lincoln Associate Professor; Associate Chair-Undergraduate Programs  
Development and control of brain-computer-interface (BCI) technologies for restoring function to individuals with nervous system injuries

Jay Alberts, PhD  
(Arizona State University)  
Assistant Professor  
Research into how the brain controls skilled movements and how changes in brain function affect movement performance

James M. Anderson, MD (Case Western Reserve University), PhD (Oregon State University)  
Professor of Pathology, Macromolecular Science and Biomedical Engineering; Distinguished University Professor  
Blood and tissue/material interactions as they relate to implantable devices and biomaterials

Suneel Apte, PhD  
(Bombay University & University of Oxford)  
Associate Professor  
Examine how mutations in ADAMTS proteases cause birth defects that affect the heart, blood vessels, neural tube, eyes, palate and limbs

James P. Basilion, PhD  
(The University of Texas)  
Professor of Biomedical Engineering and Radiology  
High resolution imaging of endogenous gene expression; definition of "molecular signatures" for imaging and treatment of cancer and other diseases; generating and utilizing genomic data to define informative targets; strategies for applying non-invasive imaging to drug development; and novel molecular imaging probes and paradigms

Jillian Beveridge, PhD  
(University of Calgary)  
Assistant Professor  
Investigate joint biomechanics and injury, especially anterior cruciate ligament tear, with a combination of traditional marker-based motion capture, force data, and electromyography

Jeffrey Capadona, PhD  
(Georgia Institute of Technology)  
Leonard Case, Jr. Professor in Engineering; Associate Chair-Graduate Programs  
Advanced materials for neural interfacing; biomimetic and bio-inspired materials; host-implant integration; anti-inflammatory materials; and novel biomaterials for surface modification of cortical neuroprostheses

Margot Damaser, PhD  
(University of California at Berkeley)  
Professor  
Conduct regenerative medicine, tissue engineering and device development research aimed at improving the health of individuals with pelvic floor dysfunction, including urinary and fecal incontinence and pelvic organ prolapse

Kathleen Derwin, PhD  
(University of Michigan)  
Assistant Professor  
Investigating the factors that influence clinical outcomes following rotator cuff repair, including extracellular matrix scaffold technologies to enhance healing

Colin Drummond, PhD (Syracuse University), MBA (Case Western Reserve University)  
Professor and Assistant Chair  
Medical device design; wearable sensor systems in sports health, urology and cardiology; advanced simulation for clinical decision support systems; and, clinical information systems for patient-centered care.

Dominique M. Durand, PhD  
(University of Toronto, Canada)  
Elmer Lincoln Lindseth Professor and Distinguished University Professor; Associate Chair-MS Program Development; Director, On-line MS Programs; Director, Neural Engineering Center  
Neural engineering; neural interfacing with peripheral nervous system; electric and magnetic field interaction with neurons; neural prostheses for restoring motor function; neurophysiology and computational neuroscience of neural activity generation and propagation; neuromodulation; electrical stimulation and control of epilepsy; bioelectric medicine.

Steven J. Eppell, PhD  
(Case Western Reserve University)  
Associate Professor  
Biomaterials; instrumentation; nanoscale structure-function analysis of orthopaedic biomaterials; and scanning probe microscopy and spectroscopy of skeletal tissues

Ahmet Erdemir, PhD  
(Pennsylvania State University)  
Assistant Professor  
Pioneering surgical and device treatments for heart failure; investigating mechanical support devices, such as implantable heart pumps, the total artificial heart, and advanced heart valves

Emily L. Graczyk, PhD  
(Case Western Reserve University)  
Assistant Professor  
Pioneering surgical and device treatments for heart failure; investigating mechanical support devices, such as implantable heart pumps, the total artificial heart, and advanced heart valves

Kiyotaka Fukamachi, PhD  
(Kyushu University)  
Professor  
Cortical and peripheral neurostimulation to restore and augment human sensation; brain-computer interfacing; cognitive neuroscience; sensory neuroscience; computational modeling of neurostimulation; neuroprostheses for upper limb sensorimotor function
Linda Graham, MD  
(University of Michigan)  
Professor  
Investigating how oxidized lipids contribute to the build-up of scar tissue and block the movement of endothelial cells into an area of injury or onto a bypass graft

Miklos Gratzl, PhD  
(Technical University of Budapest, Hungary)  
Associate Professor  
Biomedical sensing and diagnostics in vitro and in vivo; electrochemical and optical techniques; BioMEMS for cellular transport; cancer multi-drug resistance at the single cell level; and sliver sensor for multi-analyte patient monitoring

Kenneth Gustafson, PhD  
(Arizona State University)  
Associate Professor  
Neural engineering; neural prostheses; neurophysiology and neural control of genitourinary function; devices to restore genitourinary function; and functional neuromuscular stimulation

Vincent Hascall, PhD  
(Rockefeller University)  
Professor  
Investigate how the sugar molecule hyaluronan forms normal and abnormal matrices that are required everywhere, from successful fertilization, to the protection and repair of tissues, to cancer development

Peter S. Hovmand, PhD, MSW  
(Michigan State University)  
Pamela B. Davis MD PhD Professor of Medicine  
Computer modeling and simulation of multiscale nonlinear feedback systems; model equivalence; community engaged system design; implementation science; structural violence (gender based violence, structural racism)

Michael Jenkins, PhD  
(Case Western Reserve University)  
Associate Professor, Pediatrics, Biomedical Engineering  
Development of new technology and therapies for investigating and treating autonomic dysfunction and congenital heart defects. Advancements fall into several categories - infrared neuromodulation, imaging, and drug development.

Efstathios (Statthis) Karathanasis, PhD  
(University of Houston)  
Associate Professor, Associate Chair School of Medicine  
Fabricating multifunctional agents that facilitate diagnosing; treating and monitoring of therapies in a patient-specific manner

Vijay Krishna, PhD  
(University of Florida)  
Assistant Professor  
Leveraging nanotechnology to design next-generation nano-engineered materials for non-invasive therapies and prevention of cancer, especially skin cancer

Vinod Labhasetwar, PhD  
(Nagpur University)  
Professor  
Explore the use of nanotechnology, such as nanoparticles that can find their way into specific cells or tissues to treat various diseases, including cancer, stroke, and cardiovascular conditions

Xiaojuan Li, PhD  
(University of California at Berkeley)  
Professor  
Exploring and developing advanced musculoskeletal imaging techniques to be applied in a range of orthopaedic and rheumatologic disorders

Zheng-Rong Lu, PhD  
(Lanzhou Institute of Chemical Physics, Chinese Academy of Sciences)  
M. Frank Rudy and Margaret Domiter Rudy Professor of Biomedical Engineering; Director, Case Center for Biomolecular Engineering  
Drug delivery and molecular imaging; novel targeted imaging agents for molecular imaging; novel MRI contrast agents; image-guided therapy and drug delivery; drug delivery systems; multi-functional delivery systems for nucleic acids; non-viral gene therapy

Dan Ma, PhD  
(Case Western Reserve University)  
Assistant Professor  
Magnetic Resonance Imaging (MRI); Magnetic Resonance Fingerprinting; Quantitative MR; MR Acquisition and Modeling; Neuroimaging

Anant Madabhushi, PhD  
(University of Pennsylvania)  
Donnell Institute Professor; Director, Center for Computational Imaging & Personalized Diagnostics  
Quantitative image analysis; Multi-modal, multi-scale correlation of massive data sets for disease diagnostics, prognostics, theragnostics; cancer applications, health disparities, computational pathology, radiomics, pathomics, digital pathology, radiogenomics, oncology, cardiovascular, nephrology, ophthalmology

Paul Marasco, PhD  
(Vanderbilt University)  
Investigating sensory integration with prosthetic devices to develop translational approaches for providing natural touch and movement feedback for artificial limbs

Edward Maytin, MD, PhD  
(University of Rochester)  
Associate Professor  
Study wound healing to learn how the extracellular matrix can regulate inflammation and fibrosis in healing wounds; also study skin cancer to improve photodynamic therapy for thicker and more serious skin cancers

Debra McGivney, PhD  
(Case Western Reserve University)  
Assistant Professor  
Magnetic resonance imaging, magnetic resonance fingerprinting, mathematical modeling, inverse problems.
George F. Muschler, MD  
(Northwestern University)  
**Professor**  
Focus is on advancing the field of tissue engineering through development of new strategies for preservation, repair, regeneration, augmentation, or replacement of musculoskeletal tissues

Ela Plow, PhD  
(University of Minnesota)  
**Assistant Professor**  
Utilize functional neuroimaging to discern substrates of movement control and movement relearning-related plasticity in the healthy vs. post-stroke brain for rehabilitation

Andrew M. Rollins, PhD  
(Case Western Reserve University)  
**Professor; Faculty co-director, Center for Engineering Action**  
Biomedical optics; biomedical optical imaging; optical coherence tomography; cardiovascular and ophthalmic applications

Gerald M. Saidel, PhD  
(The Johns Hopkins University)  
**Professor; Director, Center for Modeling Integrated Metabolic Systems**  
Mass and heat transport and metabolism in cells, tissues, and organ systems; mathematical modeling and simulation of dynamic and spatially distributed systems; optimal nonlinear parameter estimation and design of experiments

Anirban Sen Gupta, PhD  
(The University of Akron)  
**Professor**  
Targeted drug delivery; targeted molecular imaging; image-guided therapy; platelet substitutes; novel polymeric biomaterials for tissue engineering scaffolds

Sam Senyo, PhD  
(University of Illinois)  
**Assistant Professor**  
Cardiovascular regeneration; microenvironment; stable isotopes; biomaterials, microfabrication; and drug delivery

Andrew Shoffstall, PhD  
(Case Western Reserve University)  
**Assistant Professor**  
Development of minimally invasive neural interfaces; biomaterials; drug delivery; blood-brain barrier permeability

Pallavi Tiwari, PhD  
(Rutgers University)  
**Assistant Professor**  
Developing Image Analysis and Machine Learning Tools for Neuroimaging applications

Ronald J. Triolo, PhD  
(Drexel University)  
**Professor, Orthopaedics, University Hospitals-Case Medical Center, VA Medical Center, MetroHealth Medical Center**  
Neural prostheses, rehabilitation engineering and restoration of lower extremity function, biomechanics of human movement quantitative analysis and control of gait, standing balance and seated posture

Dustin J. Tyler, PhD  
(Case Western Reserve University)  
**Kent Hale Smith Professor for the Case School of Engineering II**  
Neuromimetic neuroprostheses; laryngeal neuroprostheses; clinical implementation of nerve electrodes; cortical neuroprostheses; minimally invasive implantation techniques; and modeling of neural stimulation and neuroprostheses

D. Geoffrey Vince, PhD  
(University of Liverpool)  
**Professor**  
Developing a tool that will predict which patients are at increased risk of stroke to help physicians determine the best treatment approach

Satish Viswanath, PhD  
(Rutgers University)  
**Assistant Professor**  
Medical image analysis, radiomics, and machine learning schemes for imaging data. Focused on designing unique image analytics tools that capture biologically relevant measurements and conducting cross-scale associations across imaging, pathology, and -omics. Applications explored in computer-aided diagnosis & disease characterization, decision support for treatment and targeting, as well as quantitative evaluation of response to treatment in vivo; for gastrointestinal cancers and digestive diseases.

Horst A. von Recum, PhD  
(University of Utah)  
**Professor and Executive Vice Chair**  
Affinity-based delivery of small molecule drugs and biomolecules for applications in device infection, HIV, orthopedics, cardiovascular, ophthalmology and cancer; directed differentiation of stem cells for tissue engineering applications, such as endothelial cells, cardiomyocytes, motor neurons and T-cells

Matthew R. Williams, PhD  
(Case Western Reserve University)  
**Assistant Professor**  
Experiential education including engineering design, programming, and fabrication; control of prosthetics and assistive technology for stroke and spinal cord injury

David L. Wilson, PhD  
(Rice University)  
**Robert J. Herbold Professor of Biomedical Engineering**  
Biomedical image processing; machine/deep learning; multiple modalities including OCT, CT, MRI, microscopy, and ultrasound; applications in cardiology, ophthalmology, and cancer

Xin Yu, ScD  
(Harvard-MIT)  
**F. Alex Nason Professor II**  
Development and application of magnetic resonance imaging and spectroscopy methods for understanding cardiovascular and metabolic diseases, including diabetes, stroke, and cardiomyopathy.

Maciej Zborowski, PhD  
(Warsaw University)  
**Associate Professor**  
Investigating novel methods of cell separation for medical applications, including rapid screening for cancer cells in blood and isolation of blood-forming stem cells
Secondary Appointments

Ozan Akkus, PhD
(Case Western Reserve)

Professor, Mechanical Aerospace Engineering
Development of novel biomaterials that will substitute bone and soft tissues, bioinspired from the synthesis of bone such that ductile biocompatible polymer matrices are subjected to mineralization. Tendon replacement strategy involves alignment of collagen monomers by a novel electrochemical method to obtain strong bundles

Harihara Baskaran, PhD
(Pennsylvania State University)

Professor, Chemical and Biomolecular Engineering
Biotransport, Tissue/Cell metabolism, Cell transport, Microvascular tissue engineering, Cartilage tissue engineering

Jonathan Baskin, MD
(New York University)

Associate Professor, Section Chief Otolaryngology-Head & Neck Surgery, Cleveland VA Medical Center and faculty, University Hospitals-Cleveland Medical Center
Peripheral Neuromodulation, Bioengineering of bone substitutes using nanotechnology

Martin Bocks, MD
(Wayne State University School of Medicine)

Associate Professor, Pediatrics, Division of Pediatric Cardiology
Pediatric medical device development, including bioresorbable stents, wireless implantable pressure sensors, pediatric ECMO cannula

Kath Bogie, D.Phil
(Oxford University)

Associate Professor, Orthopaedics
Primary and secondary prevention of chronic wounds through novel clinically-focused approaches. Translational clinical research includes studies to determine why some people experience a continuous cycle of pressure injuries while others remain pressure injury free, looking at both biomarkers and bioinformatics, complemented with smart technology development to address these issues.

Dennis Bourbeau, PhD
(University of Pittsburgh)

Assistant Professor, Physical Medicine and Rehabilitation, MetroHealth System
Neuroprosthetics for restoring bladder and bowel function after spinal cord injury

Arnold Caplan, PhD
(Johns Hopkins University)

Professor, Biology
Development and medical use of the technology involving the mesenchymal stem cell (MSC), now called Medicinal Signaling Cells

M. Cenk Cavusoglu, PhD
(University of California, Berkeley)

Nord Professor of Engineering in Electrical, Computer, and Systems Engineering
Robotics, systems and control theory, human-machine interfaces emphasizing medical robotics, haptics, virtual environments, surgical simulation, and bio-system modeling and simulation

Agata Exner, PhD
(Case Western Reserve University)

Professor, Radiology, University Hospitals-Case Medical Center
Development of contrast agents for ultrasound molecular imaging and image-guided drug delivery.

Christopher Flask, PhD
(Case Western Reserve University)

Professor, Radiology
Virtual environments, human-computer interfaces, and functional electrical stimulation for neurorehabilitation

Roger French, PhD
(Massachusetts Institute of Technology)

Professor, Materials Science and Engineering, Macromolecular Science and Engineering, Physics
Lifetime and degradation science, photovoltaics, OLED and LED lighting and displays, polymer degradation

Michael J. Fu, PhD
(Case Western Reserve University)

Assistant Professor, Dept. of Electrical, Computer, and Systems Engineering
Virtual environments, human-computer interfaces, and functional electrical stimulation for neurorehabilitation

Mark Griswold, PhD
(University of Wuerzburg, Germany)

Professor, Radiology, University Hospitals-Case Medical Center
Rapid magnetic resonance imaging, image reconstruction and processing and MRI hardware/instrumentation
Umut A Gurkan, PhD  
(Purdue University)  
**Warren E. Rupp Associate Professor, Mechanical and Aerospace Engineering, Orthopaedics**  
Micro/nano engineered systems, biosensing, clinical Microfluidics, point-of-care diagnostics, microcirculation, sickle cell disease

Alex Y. Huang, MD, PhD  
(Johns Hopkins University)  
**Professor, Pediatrics, Pathology, General Medical Sciences, University Hospitals Cleveland Medical Center/UH Rainbow Babies & Children’s Hospital**  
Tumor immunity, immune landscape and behavior in tissue microenvironment, cellular adhesion and migration

Michael W. Keith, MD  
(The Ohio State University)  
**Professor, Orthopaedic Surgery, Physical Medicine and Rehabilitation**  
MetroHealth Medical Center  
Restoration of motor function in hands

Kevin L. Kilgore, PhD  
(Case Western Reserve University)  
**Peckham & Picha Professor, Orthopaedics and Physical Medicine and Rehabilitation**  
MetroHealth System  
Neuroprosthetics for spinal cord injury and electrical nerve conduction block.

Shanina C. Knighton, PhD, RN  
(Case Western Reserve University)  
**Instructor**  
Co-instructs multidisciplinary BioDesign course, senior advisor to undergraduate and graduate biomedical engineering students, research interests in technology-based self-management interventions and wearable sensors

Kandice Kottke-Marchant, MD, PhD  
(Case Western Reserve University)  
**Professor and Chair, Molecular Medicine, Cleveland Clinic Lerner College of Medicine (Lerner Research Institute)**  
Thrombosis, hemostasis and vascular disease, hypercoagulable states, bleeding disorders, endothelial cell function, atherosclerosis

Kenneth R. Laurita, PhD  
(Case Western Reserve University)  
**Associate Professor, Cardiology, MetroHealth Medical Center**  
Determining mechanisms of and therapy for cardiac arrhythmias, using innovative optical and electrical technologies

Zhenghong Lee, PhD  
(Case Western Reserve University)  
**Professor, Radiology, University Hospitals Cleveland Medical Center**  
Quantitative PET and SPECT imaging, molecular and cellular imaging of cancer, metabolism, infectious diseases and cell-based therapies

Kenneth Loparo, PhD  
(Case Western Reserve University)  
**Arthur L. Parker Professor, Electrical, Computer and Systems Engineering**  
Faculty Director, ISSACS: Institute for Smart, Secure and Connected Systems  
Stability and control of nonlinear and stochastic systems; physiological data analysis and signal processing

Andrei Maiseyev, PhD  
(M. V. Lomonosov Moscow State University, Russia)  
**Assistant Professor, Medicine & Biomedical Engineering**  
Cardiovascular drug development and delivery, immunometabolism, mechanisms of metabolic disease, imaging of atherosclerosis, MRI contract agents, controlled release nanomaterials, microfluidics

Mehran Mehregany, PhD  
(Massachusetts Institute of Technology)  
**Professor, Electrical Engineering & Computer Science**  
Micro/nano-electromechanical systems, silicon carbide semiconductor technology and microsystems, wireless health

Pedram Mohseni, PhD  
(University of Michigan)  
**Goodrich Professor of Engineering Innovation, Electrical, Computer, and Systems Engineering**  
Biomicrosystems, microelectronics for neurotechnology, wireless integrated sensing/actuating systems, point-of-care diagnostic platforms for personalized health

Raymond F. Muzic, Jr., PhD  
(Case Western Reserve University)  
**Professor, Radiology, Biomedical Engineering, Oncology; University Hospitals-Case Medical Center**  
Quantitative analysis of biomedical imaging data, physiologic modeling, optimal experiment design, assessment of new radiopharmaceuticals, imaging response to therapy, radiation oncology applications of imaging, and artificial intelligence

Tarun Podder, PhD  
(University of Hawaii)  
**Professor, Radiation Oncology**  
Medical robotics; medical device design; system dynamics and control; image-guided radiotherapy; stereotactic body radiotherapy; brachytherapy; image-guided surgical intervention; application of AI in radiation therapy

Julie Renner, PhD  
(Purdue University)  
**Assistant Professor**  
Development of protein engineered materials for use in and study of electrochemical systems

Clare Rimnac, PhD  
(Lehigh University)  
**Distinguished University Professor, Mechanical and Aerospace Engineering**  
Orthopaedic implant performance and design, mechanical behavior of hard biological tissues

Steve Schomisch, PhD  
(Cleveland State University)  
**Assistant Professor, Surgery**  
Minimally Invasive Surgical Innovation

Aasef G. Shaikh, MD (Maharaja Sayajirao University), PhD (Wayne State University)  
**Associate Professor, Penni and Stephen Weinberg Chair in Brain Health and Vice Chair for Research, Department of Neurology, University Hospitals and Case Western Reserve University**  
Balance and Visuo-spatial navigation, Visual canning patterns, Cerebellar disorders, Deep Brain Stimulation for Parkinson’s Disease, tremor and dystonia
Dawn Taylor, PhD  
(Arizona State University)  
*Associate Professor, Molecular Medicine, Cleveland Clinic Lerner College of Medicine (Lerner Research Institute)*  
Brain-controlled neuroprosthetics; Deep brain stimulation for Parkinson's disease; Neural signal processing

Jeffrey Ustin, MD  
(Stanford University School of Medicine)  
*Assistant Professor, Anesthesiology, University Hospitals*  
Synthetic platelet technology, robot assisted atrial fibrillation ablation, endotracheal tube technology

Albert L. Waldo, MD  
(State University of New York College of Medicine, Downstate)  
*Walter H. Pritchard Professor of Cardiology, Professor of Medicine, University Hospitals-Cleveland Medical Center*  
Cardiac electrophysiology and cardiac excitation mapping

Gary Wnek, PhD  
(University of Massachusetts, Amherst)  
*Professor and Chair, Macromolecular Science and Engineering*  
Bio-mimicking macromolecular constructs with attention to the design and irritable systems; Artificial cells; Advanced films and smart packaging systems; New approaches to impart fire resistance to common polymers

Xiong (Bill) Yu, PhD, P.E.  
(Purdue University)  
*Professor, Civil and Environmental Engineering*  
Smart infrastructure for healthy built-Environment, sensors and non-invasive testing, smart multifunctional materials, 3D printing, data-driven decisions, machine learning

Nicholas P. Ziats, PhD  
(Case Western Reserve University)  
*Professor, Pathology, Biomedical Engineering & Anatomy*  
Biomaterials and Biocompatibility, Biomaterial Implant Retrieval and Analysis, Cardiovascular Disease and Devices, Vascular Biology

Christian Zorman, PhD  
(Case Western Reserve University)  
*Leonard Case Jr Professor of Electrical Engineering & Computer Science*  
Development of enabling materials and processing techniques for micro- and nanosystems

**Research Appointments**

Mehdi Alilou, PhD  
(Case Western Reserve University)  
*Research Assistant Professor*  
Development of machine learning and computer vision tools for detection, quantification, diagnosis and prognosis of lung cancer on chest CT scans

Musa L. Audu, PhD  
(Case Western Reserve University)  
*Research Professor*  
Human musculoskeletal modeling and development of control systems for rehabilitation of individuals with spinal cord injury and other balance disorders, design of rehabilitation devices for physically challenged individuals

Hamid Charkhkar, PhD  
(George Mason University)  
*Research Assistant Professor*  
Neuroprostheses to restore sensorimotor function in people with limb loss or neuromusculoskeletal impairment; Sensory-enabled assistive devices to improve balance; Translational Neuroengineering

Andrew Janowczyk, PhD  
(Case Western Reserve University)  
*Assistant Research Professor*  

Cheng Lu, PhD  
(University of Alberta, Canada)  
*Research Assistant Professor*  
Development of histomorphometric and path-genomics tools for prognosis, prediction in the context of Breast cancer, Lung cancer, and Head & neck cancer

Grant A. McCallum, PhD  
(Case Western Reserve University)  
*Research Assistant Professor*  
Neural engineering; neural interfacing; neuromodulation; neurophysiology, application specific integrated circuits (ASICs) and wireless implantable systems

Rakesh Shiradkar, PhD  
(National University of Singapore)  
*Research Assistant Professor*  
Development of Artificial Intelligence assisted cancer diagnostic and prognostic tools with Medical Imaging modalities

Amita Vaidya, PhD  
(University of Rochester)  
*Research Assistant Professor*  
Development of theranostic strategies by integrating biomarker-based molecular imaging, molecular characterization of tumors, and adaptive gene therapy interventions for neoplastic indications

Xinning Wang, PhD  
(The Chinese University of Hong Kong)  
*Research Assistant Professor*  
Development of novel molecular image probes for the diagnosis of cancer, development of molecular cancer therapeutic approaches

Mei Zhang, PhD  
(Wuhan University)  
*Research Scientist, School of Medicine*  
Nanotechnology for cancer diagnosis and treatment, imaging and manipulation of tumor microenvironment, cancer immunotherapy, adoptive T-cell immunotherapy
Adjunct Faculty

Eben Alsberg, PhD
(University of Michigan)
Adjunct Professor (University of Illinois, Chicago)
Innovative biomaterials, microenvironments and bioactive factor delivery vehicles for functional tissue engineering, regenerative medicine and disease therapeutics; control of stem cell fate decision; precise temporal and spatial presentation of signals to regulate cell function; mechanotransduction and the influence of mechanics on cell behavior and tissue formation; organoids and organogenesis; therapeutic angiogenesis; and cell-cell interactions

Kenneth B. Baker, PhD
(University of Arizona)
Adjunct Assistant Professor (Lerner Research Institute, Cleveland Clinic)
Neuromodulation, Deep Brain Stimulation, Neurophysiology, Neural plasticity, Stroke, Parkinson’s disease

Niloy Bhadra, MD, PhD
(Case Western Reserve University)
Associate Professor (PM&R, MetroHealth Medical Center)
Experimental and computational studies of high frequency waveforms for reversible conduction block of peripheral nerves, design, testing and implementation of neuropsythetic systems for the upper limb

Michael Bruckman, PhD
(University of South Carolina)
Adjunct Assistant Professor (Haima Therapeutics LLC)
Instructor for Masters of Engineering and Management (MEM) program

Scott Bruder, MD, PhD
(Case Western Reserve University)
Adjunct Professor
Product Development and Regulatory Affairs in Regenerative Medicine, and Advising Students Regarding Careers in Industry

Richard C. Burgess, MD, PhD
(Case Western Reserve University)
Adjunct Professor of Biomedical Engineering (Neurological Computing, Cleveland Clinic)
Magnetoencephalography, electrophysiological monitoring, EEG processing, medical informatics

Andrew Cornwell, PhD
(Case Western Reserve University)
Adjunct Assistant Professor
Education and training for faculty, staff, and students of commercializing research technology through startups or licensing

Evon Ereifej, PhD
(Wayne State University)
Adjunct Associate Professor of Biomedical Engineering (VA Medical Center) University of Michigan
Improved integration of cortical prosthesis and brain tissue; nano-architecture approaches for neural interfacing, understanding of neuroinflammatory mechanisms and advanced mitigation strategies

Hossein Ghassemi, PhD
(McGill University)
Adjunct Associate Professor

Vikas Gulani, MD, PhD
(University of Illinois)
Adjunct Professor (University of Michigan)
Diffusion tensor imaging and diffusion anisotropy, MRI microscopy, body MRI, and functional MRI

Elizabeth C. Hardin, PhD
(University of Massachusetts)
Adjunct Assistant Professor of Biomedical Engineering, (VA Medical Center)
Gait mechanics and performance in health and disability, virtual reality, rehabilitation, prosthetics and orthotics, neural prostheses, modeling and simulation

Thomas Hering, PhD
(Case Western Reserve University)
Adjunct Associate Professor
Cartilage biochemistry and molecular biology, alternative mRNA splicing, proteoglycans and neurotrauma

Allison Hess-Dunning, PhD
(Case Western Reserve University)
Adjunct Professor of Biomedical Engineering (Louis Stokes VA Medical Center)
Micro- and nano-fabrication strategies for developing advanced neural interfaces aimed at long-term functionality

Joseph Jankowski, PhD, MBA
(Case Western Reserve University)
Adjunct Professor
Administration of multi-party translation and commercialization programs, intellectual property management, technology-based opportunity assessment, commercialization

Fehmida Kapadia, PhD
(The Ohio State University)
Adjunct Assistant Professor
Teaching innovation and commercialization, strategy and business development

Nicola Lai, PhD
(University of Pisa, Italy)
Adjunct Associate Professor (University of Cagliari)
Quantitative understanding of regulation of energy transfer and metabolism

Mary Laughlin, MD
(State University of New York)
Adjunct Professor (Cleveland Cord Blood Center)
Development of monocytes, hematopoietic stem cells

Yajuan Li, PhD
(University of Rhode Island)
Adjunct Assistant Professor
Research, development and commercialization of peptide-based pharmaceutical imaging drugs and therapeutics, regulatory affairs, formulation development.
John McDaniel, PhD
(University of Utah)
Adjunct Associate Professor, Kent State University
Vascular health and blood flow regulation in individuals with spinal cord injuries

Matthew Moorman, (Colonel), MD, MBA
(Ohio State University)
Adjunct Assistant Professor (Clinical Associate Professor of Surgery, Clinical Assistant Professor, Medical Sciences, Case Western Reserve University School of Medicine)
Trauma resuscitation, emergency surgery, and critical care, focusing on implementing quality, safety, and high-reliability health care behaviors in the early years of medical training. Special interest in high-fidelity, simulation-based medical education.

Aaron S. Nelson, MD
(Medical College of Ohio)
Adjunct Assistant Professor, Chief Medical Officer, MIM Software Inc.
Multimodality and quantitative imaging for neurologic and cardiac disorders, oncology and radiation oncology

Marc Penn, MD, PhD, FACC
(Case Western Reserve University)
Adjunct Professor (Director of Research, Summa Cardiovascular Institute, Summa Health System)
Strategies for cardiovascular cell therapy to treat cardiac dysfunction

Suguna Rachakonda, PhD, MBA
(University of Hyderabad)
Adjunct Assistant Professor, Cleveland Global Cardiovascular Innovation Center
Consultation on technology commercialization

Todd Ritzman, MD
(The Ohio State University)
Adjunct Associate Professor
Pediatric orthopaedic surgery

Akhil Saklecha, MD, MBA
(Northeastern Ohio University of Medicine)
Adjunct Professor
Consultation in technology commercialization, Teaching, Student mentoring, Faculty collaboration

Ahlam Salameh, PhD
(Case Western Reserve University)
Adjunct Assistant Professor (Clinic Res. Association)
Two major thrusts: 1) exploring the therapeutic effect of implementing a myoelectrically controlled arm orthosis into acute stroke rehabilitation programs on the clinical outcomes of subjects with severe arm deficit and 2) understanding the underlying neuroplastic mechanisms that guide the improvement in upper limb motor control during acute stroke rehabilitation. Also involved in research to enhance gait motor control for subject with chronic stroke by combining virtual reality with non-invasive brain stimulation

Nicole Seiberlich, PhD
(Universitat Wurzburg, Germany)
Associate Professor, Radiology, University of Michigan
Quantitative MRI, image reconstruction, pulse sequence development, cardiac imaging

Robert T. Ssekitoleko, EngD
(University of Strathclyde, Glasgow)
Adjunct Assistant Professor, Dept. of Biomedical Engineering (Lecturer and Biomedical Engineering Program Lead in College of Health Sciences at Makerere University)
Advisor to the student design teams in the CWRU Global Health Design Collaborative. Hosts CWRU’s study abroad course in Uganda, Global Health Design. Collaborates on research with BME faculty

Antonie van den Bogert, PhD
(University of Utrecht)
Adjunct Associate Professor (Cleveland State University)
Biomechanics, Mechanics, and control of human motion

Tina Vrabec, PhD
(Case Western Reserve University)
Adjunct Assistant Professor (Physical Medicine and Rehabilitation MetroHealth)
Novel waveforms, electrode designs, and electrode materials for control of the nervous system as applied to motor block, pain, and the autonomic system

Fredy R. Zypman, PhD
(Case Western Reserve University)
Adjunct Professor (Professor and Chairman, Department of Physics, Yeshiva University, New York)
Theoretical and computational applied physics, reconstruction of forces at the nanoscale from experimental atomic force microscopy measurements, and applications to electric and mechanical phenomena in soft matter including interactions in electrolytes; friction at the nanoscale, random systems

Emeritus Faculty
Patrick E. Crago, PhD
(Case Western Reserve University)
Professor Emeritus
Control of neuroprostheses for restoration of motor function; neuromechanics; and modeling of neuromusculoskeletal systems

J. Thomas Mortimer, PhD
(Case Western Reserve University)
Professor Emeritus
Neural control and prostheses; electrical activation of neural tissue; and membrane properties and electrodes

P. Hunter Peckham, PhD
(Case Western Reserve University)
Professor Emeritus
Rehabilitation engineering in spinal cord injury; neural prostheses; and functional electrical stimulation and technology transfer

W. Sanford Topham, PhD
(University of Utah)
Associate Professor Emeritus
Cardiovascular system, primarily on the control of cardiac output
Undergraduate Programs
The Case Western Reserve undergraduate program leading to the Bachelor of Science in Engineering degree program with a major in Biomedical Engineering was established in 1972 and has been accredited since its inception.

Some BS graduates are employed in industry and medical centers. Others continue graduate or professional studies in biomedical engineering and other fields. Students with strong quantitative skills and an interest in medicine may consider the undergraduate biomedical engineering program as an exciting alternative to conventional premedical programs.

In addition to the University general education requirements, the undergraduate program has three major components: (1) Engineering Core, (2) BME Core, and (3) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

- BME Specialty Tracks. The Engineering Core provides a fundamental background in mathematics, physics, chemistry, and engineering. The BME Core provides fundamentals in biology and integrates engineering with biomedical science to solve medical problems. Hands-on experience in BME is developed through undergraduate laboratory and project courses. In addition, by choosing a BME Track, the student can study a specific area of interest in depth. Appropriate choice of elective courses can lead to a minor in a related engineering discipline without taking extra classes beyond those needed for the BME major. This integrated program is designed to ensure that BME graduates are competent engineers with credentials that are well recognized by potential employers.

The Bachelor of Science in Engineering degree program with a major in Biomedical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Program Educational Objectives
At the undergraduate level, we direct our efforts toward two educational objectives that describe the performance of alumni 3-6 years after graduation.

a. Our graduates will successfully enter and complete post-baccalaureate advanced degree programs, including those in biomedical engineering.

b. Our graduates will obtain jobs in the biomedical arena and advance to positions of greater responsibility.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering with a major in Biomedical Engineering is designed so that students attain:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- 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
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Bachelor of Science in Engineering
Major in Biomedical Engineering
In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

Required Courses

<table>
<thead>
<tr>
<th>Major Courses</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 201 Physiology-Biophysics I</td>
<td>3</td>
</tr>
<tr>
<td>EBME 202 Physiology-Biophysics II</td>
<td>3</td>
</tr>
<tr>
<td>EBME 306 Introduction to Biomedical Materials and Introduction to Biomaterials Engineering - Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 308 &amp; EBME 358 Biomedical Signals and Systems and Biomedical Signals and Systems Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 309 &amp; EBME 359 Modeling of Biomedical Systems and Biomedical Computer Simulation Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 310 &amp; EBME 360 Principles of Biomedical Instrumentation and Biomedical Instrumentation Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>EBME 370 Principles of Biomedical Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>EBME 380 Biomedical Engineering Design Experience</td>
<td>3</td>
</tr>
<tr>
<td>Plus one Engineering, Mathematics or Natural Science Elective</td>
<td>3</td>
</tr>
<tr>
<td>Plus 8 Specialty Track Specialization Courses (see below)</td>
<td>24-26</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>55-57</strong></td>
</tr>
</tbody>
</table>

Natural Sciences, Mathematics or Statistics Elective
Candidates for the Bachelor of Science in Engineering degree must fulfill a Natural Sciences, Mathematics or Statistics requirement as part of the Engineering Core, which is designated by the major department. Note that this is distinct from the engineering, mathematics or natural science elective required by the BME major and mentioned above. Biomedical Engineering majors may meet this requirement by taking one of the following statistics courses:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Total Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 312 Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 313 Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332 Statistics for Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>
Biomedical Engineering Specialty Tracks

Majors in Biomedical Engineering choose a specialization track, with track specific courses.

Required courses for these tracks are presented in the tables below. These tracks provide the student with a solid background in a well-defined area of biomedical engineering. To meet specific educational needs, students may choose alternatives from among the suggested electives or design unique specialties. These options are flexible and subject to departmental guidelines and faculty approval.

Approval of technical electives (TE): Pre-approved TE (listed below) need no further approval. 300-400 level courses offered by a department in the Case School of Engineering may be approved as a TE by a student's academic advisor. Any other course must be approved by petition to the BME Undergraduate Education Committee. Transfer and study abroad courses must be approved by the BME Program Academic Representative. In all cases, courses should be chosen as TE's that are consistent with the track and consistent with student's career plans. Students are encouraged to choose electives that form a thematic depth.

Biomedical Devices and Instrumentation Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 344</td>
<td>Electronic Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Conjoiner course: choose one of the following courses:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EBME 320</td>
<td>Biomedical Imaging</td>
<td></td>
</tr>
<tr>
<td>EBME 327</td>
<td>Bioelectric Engineering</td>
<td></td>
</tr>
</tbody>
</table>

The following courses are pre-approved, technical electives for the Biomedical Devices and Instrumentation track.

Electronics:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
</tr>
<tr>
<td>ECSE 322</td>
<td>Integrated Circuits and Electronic Devices</td>
</tr>
</tbody>
</table>

Software:

(note many of these courses require CSDS 132 instead of ENGR 131)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
</tr>
<tr>
<td>CSDS 337</td>
<td>Compiler Design</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
</tr>
<tr>
<td>ECSE 351</td>
<td>Communications and Signal Analysis</td>
</tr>
<tr>
<td>ECSE 354</td>
<td>Digital Communications</td>
</tr>
</tbody>
</table>

Modeling/Simulation:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
</tr>
<tr>
<td>EBME 478</td>
<td>Computational Neuroscience</td>
</tr>
</tbody>
</table>

Other:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 401D</td>
<td>Biomedical Instrumentation and Signal Processing</td>
</tr>
<tr>
<td>EBME 407</td>
<td>Neural Interfacing</td>
</tr>
<tr>
<td>EBME 421</td>
<td>Bioelectric Phenomena</td>
</tr>
<tr>
<td>EBME 307</td>
<td>Biomechanical Prosthetic Systems</td>
</tr>
<tr>
<td>EBME 320</td>
<td>Biomedical Imaging</td>
</tr>
<tr>
<td>EBME 421</td>
<td>Bioelectric Phenomena</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
</tr>
</tbody>
</table>

Please click here to download the example program of study for the Devices and Instrumentation Track. (http://bulletin.case.edu/schoolofengineering/biomedicalengineering/Devices_Track_Template_2018.xls)

*Requirements for a minor in Electrical Engineering can be found here (p. 123). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

Biomaterials Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
</tr>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
</tr>
<tr>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
</tr>
<tr>
<td>EMAC 352</td>
<td>Polymer Physics and Engineering</td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td></td>
</tr>
<tr>
<td>Approved Tech Elective</td>
<td></td>
</tr>
<tr>
<td>Conjoiner course: choose one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>EBME 316</td>
<td>Biomaterials for Drug Delivery</td>
</tr>
<tr>
<td>EBME 325</td>
<td>Introduction to Tissue Engineering</td>
</tr>
<tr>
<td>EBME 305</td>
<td>Materials for Prosthetics and Orthotics</td>
</tr>
</tbody>
</table>

The following courses are pre-approved, technical electives for the Biomaterials track.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
</tr>
<tr>
<td>EMAC 355</td>
<td>Polymer Analysis Laboratory</td>
</tr>
<tr>
<td>EMAC 370</td>
<td>Polymer Chemistry</td>
</tr>
<tr>
<td>EMAC 376</td>
<td>Polymer Engineering</td>
</tr>
<tr>
<td>EMAC 377</td>
<td>Polymer Processing</td>
</tr>
<tr>
<td>EMAC 476</td>
<td>Polymer Engineering</td>
</tr>
<tr>
<td>EBME/EMAC 303</td>
<td>Structure of Biological Materials</td>
</tr>
<tr>
<td>EBME 305</td>
<td>Materials for Prosthetics and Orthotics</td>
</tr>
<tr>
<td>EBME 350</td>
<td>Quantitative Molecular, Cellular and Tissue Bioengineering</td>
</tr>
<tr>
<td>EBME 406/EMAC 471</td>
<td>Polymers in Medicine</td>
</tr>
<tr>
<td>EBME 325</td>
<td>Introduction to Tissue Engineering</td>
</tr>
</tbody>
</table>
EBME 416  Biomaterials for Drug Delivery
EBME 425  Tissue Engineering and Regenerative Medicine
EMAE 160  Mechanical Manufacturing
EMSE 220  Materials Laboratory I
EMSE 276  Materials Properties and Design
EMSE 327  Thermodynamic Stability and Rate Processes
EMSE 335  Strategic Metals and Materials for the 21st Century
EBME 316  Biomaterials for Drug Delivery
EMSE 345  Engineered Materials for Biomedical Applications
EMSE 372  Structural Materials by Design
EMSE 345  Strategic Metals and Materials for the 21st Century
EBME 426  Nanomedicine
ECHE 355  Quantitative Molecular, Cellular and Tissue Biotechnology
ECHE 474  Biotransport Processes
ECHE 340  Biochemical Engineering
ECHE 360  Transport Phenomena for Chemical Systems
ECHE 364  Chemical Reaction Processes
ECHE 386  Protein Engineering
EMAC 376  Polymer Engineering
EBME 398  Biomedical Engineering Research Experience I (with approval)

Please click here to download the example program of study for the Biomaterials Track (http://bulletin.case.edu/schoolofengineering/biomedicalengineering/Biomaterials_Engg_Generic_Track_Template_gs.xlsx)

*Requirements for a minor in Polymer Science and Engineering can be found here (p. 107). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

Biomechanics Track
EMAE 160  Mechanical Manufacturing
EMAE 181  Dynamics
ECIV 310  Strength of Materials
EMAE 260  Design and Manufacturing I
Approved Tech Elective 3
Approved Tech Elective 3
Approved Tech Elective 3
Conjoiner course: choose one of the following courses: 3
EBME 320  Biomedical Imaging
EBME 327  Bioelectric Engineering
EMSE 350  Quantitative Molecular, Cellular and Tissue Biotechnology
EMSE 361  Biomedical Image Processing and Analysis

The following courses are pre-approved, technical electives for the Biomechanics track.

EMAE 414  Nanobiomechanics in Biology 3
EBME 307  Biomechanical Prosthetic Systems

The following courses are pre-approved, technical electives for the Biomechanics track.

EMAE 250  Computers in Mechanical Engineering
EMAE 290  Computer-Aided Manufacturing
EMAE 363  Mechanical Engineering Modern Analysis Methods

Biomedical Computing and Analysis Track
CSDS 233  Introduction to Data Structures
CSDS 302  Discrete Mathematics
MATH 201  Introduction to Linear Algebra for Applications
ECSE 324  Modeling and Simulation of Continuous Dynamical Systems
Approved Tech. Elective 3
Approved Tech. Elective 3
Approved Tech. Elective 3
Conjoiner course: choose one of the following courses: 3
EBME 320  Biomedical Imaging
EBME 327  Bioelectric Engineering
EBME 350  Quantitative Molecular, Cellular and Tissue Biotechnology

The following courses are pre-approved, technical electives for the Biomedical Computing and Analysis track.

Systems and Control:
ECSE 304  Control Engineering I with Laboratory
ECSE 346  Engineering Optimization
EBME 300  Dynamics of Biological Systems: A Quantitative Introduction to Biology
ECSE 350  Operations and Systems Design
ECSE 352  Engineering Economics and Decision Analysis
CSDS 391  Introduction to Artificial Intelligence
EBME 398  Biomedical Engineering Research Experience I

Biomedical Computing & Imaging:
Please click here to download the example program of study for the Biomedical Computing And Analysis Track (http://bulletin.case.edu/schoolofengineering/biomedicalengineering/Biomedical_Computing_and_Analysis_Template_amr_edit_.xls)

*Requirements for minors in Systems and Control Engineering, Computer Engineering, and Computer Science can be found (p. 123). These can usually be satisfied by judiciously selecting technical electives. Consult your advisor.

**Bachelor of Science in Engineering**  
**Suggested Program of Study: Major in Biomedical Engineering**

The following is an example program of study. Variations depend on advanced placements. Students should work with their advisors to map out an individual plan of study. Track-specific example program-of-study templates are linked above.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biomedical Engineering (EBME 105) (^a)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111) (\text{**} )</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121) (or MATH 123) (\text{**} )</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131/ CSDS 132) (\text{*} )</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES First Seminar (FSxx) (\text{*} )</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses) (\text{*} )</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145) (\text{**} )</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122) (\text{**} )</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121) (\text{**} )</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar (USxx) (\text{*} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses) (\text{*} )</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>18</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology-Biophysics II (EBME 202)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224) (\text{**} )</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210) (\text{**} )</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>One of the of following:</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BME Track Course (\text{d} )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science elective (\text{e} )</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth elective (\text{**} ) (\text{, g} )</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>17</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Biomedical Materials (EBME 306) &amp; Introduction to Biomaterials Engineering Laboratory (EBME 356)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398) (\text{**} )</td>
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<td>1</td>
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<tr>
<td>Professional Communication for Engineers (ENGL 398)</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Biomedical Signals and Systems (EBME 308) &amp; Biomedical Signals and Systems Laboratory (EBME 358)</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Breadth elective (\text{**} ) (\text{, g} )</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>BME Track Course (\text{d} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Breadth elective (\text{**} ) (\text{, g} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
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<td>17</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective (\text{**} ) (\text{, g} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Biomedical Engineering Design (EBME 370)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics (\text{g} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Engineering/Math/Science Elective (\text{e} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Breadth elective (\text{**} ) (\text{, g} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Biomedical Engineering Design Experience (EBME 380)</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BME Track Course (\text{b} )</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>18</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 133
Co-op and Internship Programs

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at engineering.case.edu/coop (http://engineering.case.edu/coop/). Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program

The BS/MS program is designed to allow highly qualified undergraduate students from the Case BME program to integrate BS courses and project work with MS courses and research. Nominally, the combined program can be completed in 5 years including 3 summers starting after the junior year. The BS/MS program can reduce the time required to receive an MS degree because up to three courses taken during the undergraduate program at Case can be "double counted" towards MS requirements and because a research project can begin before the completion of the BS degree. Review the Office of Undergraduate Studies BS/MS program requirements here (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#accelerationtowardgraduatedegreestext).

Admission to the BS/MS program is typically open to BME juniors from Case with a grade point average of 3.2 or higher. Students with slightly lower GPA but with significant research experience and a strong faculty champion can petition the GEC for admission. To be most effective, applications to the BS/MS program should be submitted before the end of Spring semester in the junior year. The final deadline for BS/MS admissions is August 1 before the senior year. This will enable the GEC sufficient time to review the application and allow students to make any required changes to their program of study for fall semester.

In general, the following steps should be taken to apply to the BS/MS program:

1. See Advisor to discuss interests (typically in junior year or earlier).
2. Contact Navigator to discuss intentions.
3. Complete a School of Graduate Studies application and submit to the Graduate Studies office for the program of interest (BME).
4. Complete a BS/MS Planned Program of Study (PPOS) form.

Additional information for BME students:

1. An eligible BME faculty member (primary or secondary) must agree to serve as the MS research advisor and a primary BME faculty member (who might be the same person as the research advisor) must agree to be the academic advisor. Obtaining this agreement is the responsibility of the applying student. The BS/MS application must include letters of recommendation from both the research and academic advisor that states that they agree to serve in these roles and that they support the BS/MS application.

2. The BME department does not guarantee financial support during the MS portion of this program. However, the GEC requires students and potential research advisors to discuss and agree to some financial arrangement. The letter of recommendation from the proposed research advisor must, therefore, indicate that the issue of financial support has been discussed and that some arrangement has been agreed upon. The details of this arrangement do not need to be included in the letter.

3. Complete a standard application to the School of Graduate Studies via the online application system.

4. Complete the BS/MS Planned Program of Study (PPOS) form. Make sure to check the "BS/MS" box and to indicate which courses are to be double-counted (by checking the "double count" box next to the relevant courses on the POS).

5. Obtain an approval signature from the School of Undergraduate Studies on the proposed POS prior to submitting the package (below) to the department.

6. Prepare the application package that includes the following:

   - A current transcript
   - The proposed MS Program of Study. Make sure that the Program of Study specifies both the academic and research advisors and includes both of their signatures. This form also needs to indicate the courses that are intended to be "double counted".

   - Only graduate-level courses (400 or higher) can be double counted. This typically means that students should register for 400 level courses to satisfy undergraduate technical electives.

   - It is possible to "double count" three credit hours of EBME 398 Biomedical Engineering Research Experience I. To do this, three credit hours of EBME 651 Thesis M.S. (Thesis-Focused Track)
or EBME 695 Project M.S. (Project-Focused Track) should replace EBME 398 Biomedical Engineering Research Experience I in the fall or spring of the senior year. You should register for EBME 651 Thesis M.S. or EBME 695 Project M.S. (but NOT EBME 398 Biomedical Engineering Research Experience I). However, you must attend the meetings of EBME 398 Biomedical Engineering Research Experience I and also fulfill all of the course requirements for EBME 398 Biomedical Engineering Research Experience I.

- A maximum of nine (9) credit hrs can be double counted. Typically, these are two 3-credit courses (400 level or high) + 3 credits of EBME 651 Thesis M.S. or EBME 695 Project M.S. (in place of EBME 398 Biomedical Engineering Research Experience I).

- Three (3) reference reports (in sealed envelopes), including letters from your proposed academic and research advisor(s).

7. Submit the proposed POS, transcript, and letters of recommendation to the BME Graduate Coordinator.

No admission decision will be made until the POS is approved by the GEC. After a positive recommendation by the GEC, a letter of conditional admission will be sent. The condition for admission is the submission of GRE scores within 2 months of completing the BS requirements. The student cannot graduate from the BS/MS program without official GRE scores. This is a BME requirement and not a CSE requirement. Note that it is strongly recommended that students plan to take the GRE exam in the Fall semester of their senior year to be eligible for pre-doctoral fellowships from the National Science Foundation or other sources.

**BS-MS Thesis-Focused Track**

21-hrs of course work and 9-hrs of EBME 651 Thesis M.S.

Requirement for completion: 30-hrs and thesis defense / schoolofgraduatestudies/academicrequirements/ (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/)

Students can double count 9 credits (up to 3 credits can be at the 300 level)

**BS-MS Non-Thesis Options**

1. **BS-MS Course-Focused Track**

30-hrs of course work

Requirement for completion: 30-hrs and ENGR 400

Students can double count 9 credits (up to 3 credits can be at the 300 level)

2. **BS-MS Project-Focused Track**

24 to 27-hrs of course work and 3 to 6-hrs of EBME 695 Project M.S.

Students can double count 9 credits (up to 3 credits can be at the 300 level)

3. **BS-ME Practice Oriented Option**

18-hrs in engineering (5 courses and capstone projects)

**Minor in Biomedical Engineering**

A minor in biomedical engineering is offered to students who have taken the Engineering (technical) Core requirements. The minor consists of an approved set of five EBME courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 201</td>
<td>Physiology-Biophysics I</td>
<td>3</td>
</tr>
<tr>
<td>EBME 202</td>
<td>Physiology-Biophysics II</td>
<td>3</td>
</tr>
<tr>
<td>EBME 305</td>
<td>Materials for Prosthetics and Orthotics</td>
<td></td>
</tr>
<tr>
<td>EBME 306</td>
<td>Introduction to Biomedical Materials</td>
<td></td>
</tr>
<tr>
<td>EBME 307</td>
<td>Biomechanical Prosthetic Systems</td>
<td></td>
</tr>
<tr>
<td>EBME 308</td>
<td>Biomedical Signals and Systems **</td>
<td>9</td>
</tr>
<tr>
<td>EBME 309</td>
<td>Modeling of Biomedical Systems</td>
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<td>EBME 310</td>
<td>Principles of Biomedical Instrumentation</td>
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<td>EBME 316</td>
<td>Biomaterials for Drug Delivery</td>
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<td>EBME 320</td>
<td>Biomedical Imaging</td>
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<td>EBME 325</td>
<td>Introduction to Tissue Engineering</td>
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<td>EBME 327</td>
<td>Bioelectric Engineering</td>
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<tr>
<td>EBME 350</td>
<td>Quantitative Molecular, Cellular and Tissue Bioengineering</td>
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<tr>
<td>EBME 361</td>
<td>Biomedical Image Processing and Analysis</td>
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</tbody>
</table>

**Total Units** 15

* EBME 306 Introduction to Biomedical Materials, EBME 308 Biomedical Signals and Systems (Coreq: EBME 358 Biomedical Signals and Systems Laboratory), EBME 309 Modeling of Biomedical Systems (Coreq: EBME 359 Biomedical Computer Simulation Laboratory), EBME 310 Principles of Biomedical Instrumentation (Coreq: EBME 360 Biomedical Instrumentation Laboratory)

** If a student has credit for ECSE 246 Signals and Systems Signals and Systems, EBME 308 Biomedical Signals and Systems (Coreq: EBME 358
Biomedical Signals and Systems Laboratory) will not satisfy a BME minor requirement.

**Graduate Programs**

The objective of the graduate program in biomedical engineering is to educate biomedical engineers for careers in industry, academia, healthcare, and government and to advance research in biomedical engineering. The department provides a learning environment that encourages students to apply biomedical engineering methods to advance basic scientific discovery; integrate knowledge across the spectrum from basic cellular and molecular biology through tissue, organ, and whole-body physiology and pathophysiology; and to exploit this knowledge to design diagnostic and therapeutic technologies that improve human health. The unique and rich medical, science, and engineering environment at Case enables research projects ranging from basic science through engineering design and clinical application.

Numerous fellowships and research assistantships are available to support graduate students in their studies.

**Master of Science in Engineering**

The MS program in biomedical engineering provides breadth in biomedical engineering and biomedical sciences with depth in an engineering specialty. In addition, students are expected to develop the ability to work independently on a biomedical research or design project. While there is no set of core required courses, the MS requires a minimum of 30 credit hours. Every program of study must be approved by the graduate education committee.

With an MS Thesis-Focused Track, a minimum of 18 to 21 credits hours is needed in regular course work and 9 to 12 hours of thesis research (EBME 651 Thesis M.S.), is needed.

With an MS Project-Focused Track a minimum of 24 to 30 credit hours is needed in regular course work, and 0 to 6 hours of project research (EBME 695 Project M.S.) is needed.

The MS Course-Focused Track requirements consist of the completion of 30 hours of approved coursework at the 400 level or higher, including satisfactory completion of the culminating course focused experience such as:

- EBME 471: Principles of Medical Devices Design and Innovation
- ENGR 600: Independent Study

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Online Master Degree in Biomedical Engineering**

The BME department offer BME MSc entirely on-line:


The online program is course-only or project-focused and must include:

- EPOM 400: Leadership and interpersonal skills

Capstone course:

- EBME 695: Project M.S.

or EBME 471: Principles of medical device design and innovation

or ENGR 600: Independent study

Visit http://online-engineering.case.edu/biomedical for more details.

**Master of Science in Engineering with Specialization**

**Translational Health Technology**

This Master’s degree in Biomedical Engineering is designed to develop expertise in translating biomedical ideas into clinical implementation. This degree can be completed in one year for full-time students. It is offered by the Biomedical Engineering department in the Case School of Engineering and takes advantage of the large pool of expertise in Biotechnology on the campus of Case Western Reserve University. It combines aspects of bioengineering, marketing, entrepreneurship, and bioregulatory affairs with ethics and experimental design. The program will require students to take a minimum of 30 credits including a design project.

Visit http://engineering.case.edu/Translational-Health-Technology/program-features/

**Prerequisite:** Biomedical Engineering Degree or equivalent or consent of program director.

Special Features:

- 26 credit hours plus 4 hours of project
- Portions available through Distance Learning
- Flexible program to accommodate a professional’s schedule
- Lock-Step Program; Duration 1 year: August to August
- Projects can be done within the place of work

Course curriculum is as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EBME 491</td>
<td>Introduction to Translational Health Technology</td>
<td>2</td>
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<tr>
<td>PQHS 431</td>
<td>Statistical Methods I</td>
<td>3</td>
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<tr>
<td>BETH 503</td>
<td>Research Ethics and Regulation</td>
<td>3</td>
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<tr>
<td>EBME 473</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
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<tr>
<td>EBME 450</td>
<td>Biomedical Engineering Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EBME 472</td>
<td>BioDesign</td>
<td>3</td>
</tr>
<tr>
<td>EBME 602</td>
<td>Special Topics (Health System Regulatory Affairs - 3 crs.)</td>
<td>3</td>
</tr>
<tr>
<td>EBME 695</td>
<td>Project M.S.</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Units** 24

For the remaining 6 credit hours, students can choose from any 400 level engineering course or biomedical engineering course for which prerequisites are met and approved by the student’s advisor or a program director.

**MD/MS Program**

The MD/MS program is available to qualified medical students from the Case School of Medicine and the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. Students in this program
receive some credit for their medical school studies in completing the MS degree. There are specific admission requirements.

The MD/MS degree is open to Case School of Medicine students in the Cleveland Clinic Lerner College of Medicine (CCLCM) or the University Program (UP), which will award the MD component of the dual degree. An undergraduate degree in engineering is desirable for students entering this program, but other students with adequate undergraduate preparation (calculus with differential equations, physics, chemistry, and electronic circuits) will be considered. Additional undergraduate courses in instrumentation and signals/systems would be helpful. Students with an insufficient background will be admitted conditionally until they take the remedial undergraduate courses. Remedial courses will not count toward the MS requirements.

Interested students should submit their applications through the BME department, as the department taking responsibility for program management. Students will normally apply to the program during their first year of medical school. Students should submit their medical school application instead of a separate graduate school application, including MCAT scores instead of GRE scores. The application should include a letter specifying the intended track, the department/major field designation, and a statement of purpose for seeking the combined degree.

The MS requirements are the same as the rest of the Case School of Engineering Thesis-Focused Track MS degree, i.e., 30 credit hours including nine to twelve hours of thesis registration (EBME 651 Thesis M.S.). Please note that only the Thesis-Focused Option is available to MS/MD students. Students must complete the normal MD requirements in either the UP or CCLCM Program. Portions of the medical school curriculum earn graded credit toward the MS portion of this degree. Specifically, students in the University Program register for integrated Biological Science courses (IBIS 401 Integrated Biological Sciences I), as in the MD/PhD program. Students in the CCLCM Program enroll in the 6-credit IBIS 434 Integrated Biological Sciences in Medicine Process of Discovery course in the second year of the CCLCM curriculum. Six credit hours of these medical school courses are applied to the MS component of the dual degree. The balance of required formal courses (12-15 hours or 4-5 courses) must be graduate level engineering concentration courses that provide rigor and depth in a field of engineering relevant to the area of research. All courses must be listed on the BME Program of Study, which must be submitted and formally approved by the BME Graduate Education Committee and subsequently transmitted to the School of Graduate Studies. The Program of Study must be approved prior to registration for the second engineering course. Students must earn a minimum of a B grade in each graduate engineering course, and have a minimum overall GPA of 3.25.

Summary of the requirements

- 6 hrs Life science courses (medical school curriculum)
- 12 hrs (4 courses) in biomedical engineering
- 12 hrs of thesis research (EBME 651 Thesis M.S.)
- Graduation requirement: 30 hrs, Thesis defense

http://engineering.case.edu/ebme/academics/graduate/current-students/

For more detailed information on this program, please see http://casemed.case.edu/admissions/education/dual_programs.cfm?program_id=11

**PhD Program in Biomedical Engineering**

The PhD program requires a minimum of 36 credit hours of courses beyond the BS degree. A student's overall Program of Study must clearly demonstrate adequate depth in a field of biomedical engineering relevant to the student's research area. There are 11 credit hours of required core courses, which include the following:

- **EBME 401D** Biomedical Instrumentation and Signal Processing
- **EBME 401L** Biomedical Instrumentation and Signal Analysis Laboratory
- **EBME 433** Advanced Topics for Physiological Systems Analysis
- **EBME 570** Graduate Professional Development for Biomedical Engineers
- **EBME 545** Introduction to Grant and Fellowship Writing
- **EBME 515** Grant Writing II
- **IBMS 453** Cell Biology I

The following "breadth" courses are also required:

Two semesters of:
- **EBME 611** or **EBME 612** BME Departmental Seminar I
- **EBME 613** BME Departmental Seminar II

Two semesters of:
- **EBME 613** Topic Seminars for NeuroEngineering Students
- **EBME 614** Topic Seminars for NeuroEngineering Students
- **EBME 615** Topic Seminars for Imaging Students
- **EBME 616** Topic Seminars for Imaging Students
- **EBME 617** Topic Seminars for Biomaterials Students
- **EBME 618** Topic Seminars for Biomaterials Students
- **EBME 619** Topic Seminars for Miscellaneous Biomedical Engineering Students
- **EBME 620** Topic Seminars for Miscellaneous Biomedical Engineering Students

Three semesters of teaching experience:
- **EBME 400T** Graduate Teaching I
- **EBME 500T** Graduate Teaching II
- **EBME 600T** Graduate Teaching III

The remaining courses can be chosen with significant flexibility to meet the career goals of the student and to satisfy the departmental requirements of depth and breadth. Programs of study must include one graduate level course in biomedical sciences and one course whose content is primarily mathematical, in addition to at least two courses with significant engineering content. More details on these requirements and accepted depth and breadth courses can be found in the Department of Biomedical Engineering's Graduate Education Committee Handbook. Eighteen hours of EBME 701 Dissertation Ph.D. are also required. PhD programs of study are reviewed and must be accepted by the Graduate
Education Committee, the department chair and the School of Graduate Studies.

**MD/PhD Programs**

Students with outstanding qualifications may apply to either of two MD/PhD programs. Students interested in obtaining a combined MD/PhD, with an emphasis on basic research in biomedical engineering, are strongly encouraged to explore the Medical Scientist Training Program (MSTP), administered by the School of Medicine. The MD/PhD programs require approximately 7-8 years of intensive study after the BS. Interested students should apply through the MSTP office in the Medical School.

**Facilities**

The Department of Biomedical Engineering has major facilities in both the Case School of Engineering and the School of Medicine. In the Case School of Engineering, the Wickenden Building provides office space for the majority of faculty, as well as extensive non-clinical research laboratories and centers. Also, a number of faculty have their offices and laboratories in the School of Medicine in the Biomedical Research Building and the Wolstein Building. In addition, many faculty also have major laboratory activities in the various medical centers in Cleveland.

Major interdisciplinary centers include: the Neural Engineering Center, the Case Center for Imaging Research (CCIR), the Center for Biomaterials, and the Center for Computational Imaging & Personalized Diagnostics. The Neural Engineering Center is a major facility for basic research and preclinical testing, with a focus on neural recording and controlling neural activity to increase our understanding of the nervous system and to develop neural prostheses. The Case Center for Imaging Research, located in the Department of Radiology at University Hospitals, has capabilities in imaging structure and function from the molecular level to the tissue-organ level, using many modalities, including ultrasound, MRI, CT, PET, SPECT, bioluminescence, and light. The CCIR has the ability for full translation of discoveries along a continuum from molecules to mice to man. The Center for Biomaterials includes laboratories for biomaterials microscopy, biopolymer and biomaterial interfaces, and molecular simulation. The Center for Computational Imaging & Personalized Diagnostics develops, evaluates, and applies novel quantitative image analysis, computer vision, signal processing, segmentation, multi-modal co-registration tools, pattern recognition, and machine learning tools for disease diagnosis, prognosis, and theragnosis in the context of breast, lung, prostate, head and neck, and brain tumors. The center is also developing new radiogenomic and radio-path-omic approaches to study correlations of disease markers across multiple length scales, modalities, and functionalities - from gene and protein expression to spectroscopy to digital pathology and to multi-parametric radiographic imaging. Also available are biomedical sensing laboratories that include facilities for electrochemical sensing, chemical measurements in individual cells, and minimally invasive physiological monitoring. High-fidelity patient simulation and clinical decision-making research are done in collaboration with the School of Nursing's simulation center.

The FES (Functional Electrical Stimulation) Center, with laboratories at CWRU and in three medical centers, develops techniques for restoration of movement in paralysis, control of the nervous system, and implantable technology. The APT (Advanced Platform Technology) Center develops advanced technologies that serve the clinical needs of veterans and others with motor and sensory deficits, limb loss, and other disabilities.

The Case-Coulter Translational Research Partnership (CCTRP) is an endowed program that promotes translational research and supports collaborative translational research projects to address unmet or poorly met clinical needs. The overarching goal of the program is to improve patient care and accelerate the delivery of healthcare technology from academia to the marketplace. The CCTRP, in particular, fosters collaborations between clinicians and the CWRU Biomedical Engineering faculty to achieve its goals.

The Biomedical Engineering faculty and students have access to the many facilities and major laboratories of both the Case School of Engineering and School of Medicine. In addition, faculty have numerous collaborations at University Hospitals, MetroHealth Medical Center, Louis Stokes Cleveland VA Medical Center, and the Cleveland Clinic. These provide extensive research resources in a clinical environment for both undergraduate and graduate students.

**Courses**

**EBME 105. Introduction to Biomedical Engineering. 3 Units.**

This course introduces students to a wide variety of biomedical engineering fields including: biomaterials, biomechanics, biomedical devices & instrumentation, and biomedical computing & analysis. Emphasis is given to recognizing the difference between medical technology as a subject area vs. career tracks within which this subject area is: imagined, designed, fabricated and used. Students learn to distinguish the difference between how a scientist, an engineer, and a clinician are trained and interact with medical technology. Foundational topics like: engineering design, structure-function relationship, biomimicry, and biocompatibility are presented at an introductory level. Students well served by this course include: freshmen trying to decide if they want to major in biomedical engineering, freshman who know they want to major in biomedical engineering but are not certain which track they wish to pursue, and upper classmen in non-biomedical engineering majors who are looking for deeper insight into what this fast growing field is about.

**EBME 201. Physiology-Biophysics I. 3 Units.**

Fundamental concepts of physiology from the cells to organ systems. Cell structure and function: DNA-RNA related enzyme/protein synthesis, membrane permeation (receptors/channels/gates), cellular biochemistry and energetic metabolic functions. Essential systems-level concepts include endocrinology, immunology, cellular/capillary/interphase transport, regulation of fluid volume, solutes, and pH. Liver, renal and respiratory physiology. Basic concepts in thermodynamics, transport and kinetics provide a framework for quantitative analysis and modeling of systems physiology. Prereq: Must have declared major or minor in Biomedical Engineering.

**EBME 202. Physiology-Biophysics II. 3 Units.**

This course is an extension of EBME 201 that will include structure and function of (1) the nervous system, including vision, somatic and proprioceptive sensation, and control of movement, (2) skeletal and smooth muscle, (3) cardiac muscle and the cardiovascular system, and (4) the metabolic system. The material will be taught from a quantitative and functional perspective, with some examples of human pathophysiology. Prereq: EBME 201.
EBME 300. Dynamics of Biological Systems: A Quantitative Introduction to Biology. 3 Units.
This course will introduce students to dynamic biological phenomena, from the molecular to the population level, and models of these dynamical phenomena. It will describe a biological system, discuss how to model its dynamics, and experimentally evaluate the resulting models. Topics will include molecular dynamics of biological molecules, kinetics of cell metabolism and the cell cycle, biophysics of excitability, scaling laws for biological systems, biomechanics, and population dynamics. Mathematical tools for the analysis of dynamic biological processes will also be presented. Students will manipulate and analyze simulations of biological processes, and learn to formulate and analyze their own models. This course satisfies a laboratory requirement for the biology major. Offered as BIOL 300 and EBME 300.

EBME 303. Structure of Biological Materials. 3 Units.
Structure of proteins, nucleic acids, connective tissue and bone, from molecular to microscopic levels. An introduction to bioengineering biological materials and biomimetic materials, and an understanding of how different instruments may be used for imaging, identification and characterization of biological materials. Recommended preparation: EMAC 270. Offered as: EBME 303 and EMAC 303. Prereq: EBME 201, EBME 202, and EBME 306.

EBME 305. Materials for Prosthetics and Orthotics. 3 Units.
A synthesis of skeletal tissue structure and biology, materials engineering, and strength of materials concepts. This course is centered on deepening the concept of biocompatibility and using it to pose and solve biomaterials problems. We cover: fundamental concepts of materials used for load bearing medical applications, wear, corrosion, and failure of implants. Structure and properties of hard tissues and joints are presented using a size hierarchy motif. Tools and analysis paradigms useful in the characterization of biomaterials are covered in the context of orthopedic and dental applications. Prereq: EBME 306 and EBME 370 or Requisites Not Met permission.

EBME 306. Introduction to Biomedical Materials. 3 Units.
Biomaterials design and application in different tissue and organ systems. The relationship between the physical and chemical structure of biomaterials, functional properties, and biological response. Prereq: EBME 201 and EBME 202.

EBME 307. Biomechanical Prosthetic Systems. 3 Units.
Introduction to the basic biomechanics of human movement and applications to the design and evaluation of artificial devices intended to restore or improve movement lost due to injury or disease. Measurement techniques in movement biomechanics, including motion analysis, electromyography, and gait analysis. Design and use of upper and lower limb prostheses. Principles of neuroprostheses with applications to paralyzed upper and lower extremities. Recommended preparation: Consent of instructor and senior standing. Prereq: EBME 308.

EBME 308. Biomedical Signals and Systems. 3 Units.

EBME 309. Modeling of Biomedical Systems. 3 Units.
Mathematical modeling and computational methods applied to biomedical systems. Spatially lumped and distributed models of electrical, mechanical, and chemical processes applied to cells, tissues, organ, and whole-body systems. Prereq: EBME 202 and EBME 308. Coreq: EBME 359.

EBME 310. Principles of Biomedical Instrumentation. 3 Units.
Physical, chemical, and biological, and system principles for biomedical measurements. Modular blocks and system integration. Sensors for displacement, force, pressure, flow, temperature, biopotentials, chemical composition of body fluids and biomaterial characterization. Patient safety related to instrumentation will also be covered. Prereq: EBME 308. Coreq: EBME 360.

EBME 316. Biomaterials for Drug Delivery. 3 Units.
The teaching objective is to provide students with a basic understanding of the principles of design and engineering of well-defined molecular structures and architectures intended for applications in controlled release and organ-targeted drug delivery. The course will discuss the therapeutic basic of drug delivery based on drug pharmacodynamics and clinical pharmacokinetics. Biomaterials with specialized structural and interfacial properties will be introduced to achieve drug targeting and controlled release. Offered as EBME 316 and EBME 416. Prereq: EBME 306.

EBME 317. Fundamentals of Biomechanics. 3 Units.
Fundamentals of biomechanics will teach students how to apply basic principles of mechanics to understand, explain and model biological processes across the relevant length-scales (cell-tissue-organ-organism), and over a broad range of physiological systems (respiratory, ocular, circulatory, and musculoskeletal). Physiology of organs and tissues that are involved in biomechanical functions will also be covered. Offered as EMAC 307 and EBME 317. Prereq: ENGR 200.

EBME 318. Biomedical Engineering Laboratory. 1 Unit.
Experiments for measurement, assisting, replacement, or control of various biomedical systems. Students choose a few lab experiences from a large number of offerings relevant to all BME sequences. Experiments are conducted primarily in faculty labs with 3-8 students participating. Recommended preparation: ENGR 210. Prereq: BME Major, EBME 201, EBME 202 and Prereq or Coreq: EBME 308.

EBME 320. Biomedical Imaging. 3 Units.
General principles, instrumentation, and applications of biomedical imaging. Topics include: x-ray, ultrasound, computed tomography, magnetic resonance imaging, nuclear imaging, image reconstruction, and image quality. Recommended preparation: ENGR 210 and EBME 202 or equivalent. Prereq: EBME 308 or EECS 246.

EBME 325. Introduction to Tissue Engineering. 3 Units.
The goal of this course is to present students with a firm understanding of the primary components, design principles, and engineering concepts central to the field of tissue engineering. First, the biological principles of tissue formation during morphogenesis and wound repair will be examined. The cellular processes underlying these events will be presented with an emphasis on microenvironment regulation of cell behavior. Biomimetic approaches to controlling cell function and tissue formation via the development of biomaterial systems will then be investigated. Case studies of regeneration strategies for specific tissues will be presented in order to examine the different tissue-specific engineering strategies that may be employed. Special current topics in tissue engineering will also be covered. Recommended preparation: EBME 306, BIOL 362, and CHEM 223.
EBME 327. Bioelectric Engineering. 3 Units.

EBME 328. Biomedical Engineering R&D Training. 1 Unit.
This course will provide research and development in the laboratory of a mentoring faculty member. Varied R&D experiences will include activities in biomedical instrumentation, tissue engineering, imaging, drug delivery, and neural engineering. Each student must identify a faculty mentor, and together they will create description of the training experience prior to the first class. Prereq: EBME 201 and EBME 202.

EBME 329. Tissue Biomechanics. 3 Units.
Building on prior coursework in the mechanical behavior of skeletal biological tissues and systems, this course will expand students’ understanding of the biomechanics of tissue and the influence of material properties on the structure and function of organs and organisms. Specific course topics will include structure and functional relationships in tissues and organs; the response of the heart, vasculature, and tissue scaffolds to mechanical loads, including characteristics such as nonlinearity, viscoelasticity, and orthotropy. Emphasis is placed on integrating basic analytical, experimental, and computational methods for a more complete understanding of the biomechanics of organs and tissues. Prereq: EBME 201 and EBME 202.

EBME 330. Clinical Correlates in Biomedical Engineering. 1 Unit.
Clinical correlations in biomedical engineering enable synthesis of basic engineering concepts around applications in medical practice. In course, students will draw upon prior training in biophysics, anatomic structure and function, and mathematical modeling of physiologic systems in a weekly case-based critical care scenario. Blending engineering and clinical concepts in this fashion will expand student’s medical expertise. This eight-week course will feature six critical care cases designed to associate and translate engineering concepts into relevant medical knowledge. Course didactic components will be posted on Canvas, and students will be expected to read and prepare arguments for each case to be discussed in class. Successful students will conclude this course with enhanced systems thinking and insight on prior biomedical knowledge and innovation, as well as having demonstrated measurable improvement in their critical thinking skills in the field of medicine. Prereq: EBME 201 and EBME 202.

EBME 350. Quantitative Molecular, Cellular and Tissue Bioengineering. 3 Units.

EBME 356. Introduction to Biomaterials Engineering - Laboratory. 1 Unit.
This is a core BME Laboratory course directed at providing Biomedical Engineering undergraduate students ‘hands on’ experience in a component of biomaterials engineering, specifically, biocompatibility. To that end, the course will focus on blood compatibility (hemocompatibility) of biomaterials, by teaching students how to analyze the interaction of blood components (proteins, platelets, RBCs) on biomedical relevant coated versus uncoated polymer surfaces. The students will learn important characterization techniques like contact angle measurement, UV-Vis spectroscopy and optical microscopy in the context of characterizing blood interactions with materials. Prereq: EBME 201 and EBME 202. Prereq or Coreq: EBME 306.

EBME 358. Biomedical Signals and Systems Laboratory. 1 Unit.
Computational laboratory experiences with biomedical applications. Numerical methods with MATLAB applications in biomedical engineering. Coreq: EBME 308.

EBME 359. Biomedical Computer Simulation Laboratory. 1 Unit.

EBME 360. Biomedical Instrumentation Laboratory. 1 Unit.
A laboratory which focuses on the basic components of biomedical instrumentation and provides hands-on experience for students in EBME 310, Biomedical Instrumentation. The purpose of the course is to develop design skills and laboratory skills in analysis and circuit development. Coreq: EBME 310.

EBME 361. Biomedical Image Processing and Analysis. 3 Units.
Principles of image processing and analysis with applications to clinical and biomedical research. Topics include image filtering, registration, morphological processing, segmentation, classification, and 3D image visualization. There will be interesting, realistic computer projects in Matlab. Offered as EBME 361 and EBME 461. Prereq: EBME 308.

EBME 370. Principles of Biomedical Engineering Design. 3 Units.
Students learn and implement the design process to produce working prototypes of medical devices with potential commercial value to meet significant clinical needs. Critical examination of contemporary medical problems is used to develop a specific problem statement. The class is divided into teams of 3 to 4 students. Each team integrates their knowledge and skills to design a device to meet their clinical need. Project planning and management, including resource allocation, milestones, and documentation, are required to ensure successful completion of projects within the allotted time and budget. Formal design reviews by a panel of advisors and outside medical device experts are required every four weeks. Every student is required to give oral presentations at each formal review and is responsible for formal documentation of the design process, resulting in an executive summary and complete design history file of the project. The course culminates with a public presentation of the team's device to a panel of experts. This course is expected to provide the student with a real-world, capstone design experience. Recommended preparation: EBME 310 Prereq: Senior standing or requisites not met permission.

EBME 380. Biomedical Engineering Design Experience. 3 Units.
This course is the culmination of the BME educational experience in which the student will apply acquired skills and knowledge to create a working device or product to meet a medical need. Students will learn how to apply engineering skills to solve problems and physically realize a project design. The course structure includes regular meetings with a faculty project advisor, regular reports of accomplished activity, hands on fabrication of devices, and several lectures from leading engineers from industry and academia that have first hand experience in applying the principles of design to Biomedical Engineering. Students will also provide periodic oral progress reports and a final oral presentation with a written design report. Counts as SAGES Senior Capstone. Prereq: EBME 370 and Senior standing or requisites not met permission.
EBME 398. Biomedical Engineering Research Experience I. 1 - 3 Units.
Biomedical engineering students doing independent research in a laboratory of a Primary or Adjunct BME Faculty may obtain credit for their research effort if they register for EBME 398 before they begin their research. The total number of credits is limited to three with a minimum of 1 credit per semester. Earning one credit requires about 4 hours of work per week. This is split between actual research in the lab (2-3 hours) and communication of results (1-2 hours). The communication component requires preparation of oral presentations and written reports. Grades are jointly determined by the research supervisor and the instructor. Students are encouraged to work with others in the faculty laboratory, but they must make a major contribution to the project. A research project is expected to include a significant engineering component, such as design and/or analysis. A design project must include a significant research component, such as applying the developed design to solve an actual biomedical problem. In advance of registration, all students must submit a course proposal (see FORMS on the BME web site). This proposal must be approved by their research mentor and submitted via email for approval by the course instructor. This course can qualify as a technical elective if the project includes material pertinent to the student's BME track and is approved in advance by the BME faculty member responsible for the BME track. To be approved as a technical elective, the project proposal should identify the new technical material the student will master, and a plan for assessing mastery.

EBME 399. Biomedical Engineering Research Experience II. 1 - 3 Units.
The project can be a continuation of the EBME 398 project but performed more independently, or a new project that is more challenging than the first project. As with EBME 398, the course may be taken for 1-3 credits, and repeated up to a total of 3 credits. Consent of Instructor is required. Prereq: EBME 398.

EBME 400T. Graduate Teaching I. 0 Unit.
This will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational opportunity for the student. Recommended preparation: UNIV 400, BME Ph.D. student.

EBME 401D. Biomedical Instrumentation and Signal Processing. 3 Units.
Graduate students with various undergraduate backgrounds will learn the fundamental principles of biomedical measurements that integrate instrumentation and signal processing with problem-based hands-on experience. Recommended preparation: Undergraduate circuit and signal processing class.

EBME 401L. Biomedical Instrumentation and Signal Analysis Laboratory. 1 Unit.
This course accompanies EBME 401D, Biomedical Instrumentation and Signal Analysis, an introductory graduate course for MS and PhD BME students. Students in the PhD section are required to take this course to gain hands-on experience with each of the three areas of this course: measurement circuits/electronics, signal analysis, and transducers. The course involves the design, realization and testing of a device proposed by each student team. A final oral presentation and report on the results of the projects are graded and combined in one letter grade. Coreq: EBME 401D.

EBME 402. Organ/Tissue Physiology and Systems Modeling. 4 Units.
Graduate students with various undergraduate backgrounds will learn the fundamental principles of organ and tissue physiology as well as systems modeling. Prereq: Graduate Status.

EBME 406. Polymers in Medicine. 3 Units.
This course covers the important fundamentals and applications of polymers in medicine, and consists of three major components: (i) the blood and soft-tissue reactions to polymer implants; (ii) the structure, characterization and modification of biomedical polymers; and (iii) the application of polymers in a broad range of cardiovascular and extravascular devices. The chemical and physical characteristics of biomedical polymers and the properties required to meet the needs of the intended biological function will be presented. Clinical evaluation, including recent advances and current problems associated with different polymer implants. Recommended preparation: EBME 306 or equivalent. Offered as EBME 406 and EMAC 471. Prereq: Graduate Standing.

EBME 407. Neural Interfacing. 3 Units.
Neural interfacing refers to the principles, methods, and devices that bridge the boundary between engineered devices and the nervous system. It includes the methods and mechanisms to get information efficiently and effectively into and out of the nervous system to analyze and control its function. This course examines advanced engineering, neurobiology, neurophysiology, and the interaction between all of them to develop methods of connecting to the nervous system. The course builds on a sound background in Bioelectric Phenomenon to explore fundamental principles of recording and simulation, electrochemistry of electrodes in biological tissue, tissue damage generated by electrical stimulation, materials and material properties, and molecular functionalization of devices for interfacing with the nervous system. Several examples of the state-of-art neural interfaces will be analyzed and discussed. Recommended preparation: EBME 401. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 410. Medical Imaging Fundamentals. 3 Units.
Physical principles of medical imaging. Imaging devices for x-ray, ultrasound, magnetic resonance, etc. Image quality descriptions. Patient risk. Recommended preparation: EBME 308 and EBME 310 or equivalent. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.
EBME 411. Underpinnings of the Extracellular Matrix. 3 Units.
Collagen is the most plentiful protein in the body. Every tissue that lays down basement membrane utilizes collagen to attach cells to the extracellular matrix. Collagen is a primary structural element of tissues ranging from bone, cartilage and tendon to arterial wall, sclera and skin. Many of the mechanisms currently under consideration to describe how mechanical forces are transduced into cellular activity require the forces to travel through collagenous structures on their way to the cells. Fundamentals of collagenous tissues are presented in a combined lecture/seminar format. Details at the molecular, fibrillar and whole tissue levels are presented. Applications ranging from how to obtain collagen molecules, to synthesizing gels for use in tissue engineering, to design and creation of collagen based materials for replacement and/or augmentation of several tissues are presented. A series of guest lectures by researchers currently using and/or developing collagen based materials are presented. The course concludes with a series of in-class presentations by the students who pick a specific application of interest to them and then demonstrate how the fundamentals presented in the first portion of the class play out in their application. While not required, it is recommended that students have an undergraduate course in biomaterials, two semesters of undergraduate biology, and organic chemistry. Prereq: Graduate Student standing.

EBME 416. Biomaterials for Drug Delivery. 3 Units.
The teaching objective is to provide students with a basic understanding of the principles of design and engineering of well-defined molecular structures and architectures intended for applications in controlled release and organ-targeted drug delivery. The course will discuss the therapeutic basic of drug delivery based on drug pharmacodynamics and clinical pharmacokinetics. Biomaterials with specialized structural and interfacial properties will be introduced to achieve drug targeting and controlled release. Offered as EBME 316 and EBME 416. Prereq: EBME 306 and PHRM 309 or graduate standing.

EBME 419. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBME 419, MATH 419, PHOL 419, and SYBB 419.

EBME 421. Bioelectric Phenomena. 3 Units.
The goal of this course is to provide working knowledge of the theoretical methods that are used in the fields of electrophysiology and bioelectricity for both neural and cardiac systems. These methods will be applied to describe, from a theoretical and quantitative perspective, the electrical behavior of excitable cells, the methods for recording their activity and the effect of applied electrical and magnetic fields on excitable issues. A team modeling project will be required. Recommended preparation: differential equations, circuits. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 425. Tissue Engineering and Regenerative Medicine. 3 Units.
This course will provide advanced coverage of tissue engineering with a focus on stem cell-based research and therapies. Course topics of note include stem cell biology and its role in development, modeling of stem cell function, controlling stem cell behavior by engineering materials and their microenvironment, stem cells’ trophic character, and state-of-the-art stem cell implementation in tissue engineering and other therapeutic strategies. Prereq: PhD student in an engineering program or EBME 325 or requisites not met permission.

EBME 426. Nanomedicine. 3 Units.

EBME 427. Movement Biomechanics and Rehabilitation. 3 Units.
Introduction to the basic biomechanics of human movement and applications to the design and evaluation of artificial devices intended to restore or improve movement lost due to injury or disease. Measurement techniques in movement biomechanics, including motion analysis, electromyography, and gait analysis. Design and use of upper and lower limb prostheses. Principles of neuroprostheses with applications to paralized upper and lower extremities. Term paper required. Recommended preparation: Consent of instructor and graduate standing. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 431. Physics of Imaging. 3 Units.
Description of physical principles underlying the spin behavior in MR and Fourier imaging in multi-dimensions. Introduction of conventional, fast, and chemical-shift imaging techniques. Spin echo, gradient echo, and variable flip-angle methods. Projection reconstruction and sampling theorems. Bloch equations, T1 and T2 relaxation times, rf penetration, diffusion and perfusion. Flow imaging, MR angiography, and functional brain imaging. Sequence and coil design. Prerequisite may be waived with consent of instructor. Recommended preparation: PHYS 122 or PHYS 124 or EBME 410. Offered as EBME 431 and PHYS 431.

EBME 432. Quantitative Analysis of Physiological Systems. 3 Units.
EBME 433. Advanced Topics for Physiological Systems Analysis. 4 Units.

EBME 440. Translational Research for Biomedical Engineers. 3 Units.
Translational Research (TR) in the Biomedical Engineering context means translating laboratory discoveries or developments into improved health care. Topics and activities include: Interdisciplinary teamwork and communication; Research ethics and human subjects protection; Regulation and oversight of human subjects and animal research; Clinical validation study design and biostatistics; Intellectual property, technology transfer and commercialization; Physician shadowing; Attending Grand Rounds and Morbidity-Mortality conferences; Preparing IRB and IACUC protocols; Final integrative project. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 450. Biomedical Engineering Entrepreneurship. 3 Units.
Biomedical engineering entrepreneurship is a unique in its interdisciplinary and multidisciplinary scope. In this course we examine medical technology innovations in the context of (A) identifying unmet clinical needs, (B) the process of conducting an opportunity analysis for an investable concept, and (C) subsequent translation of these advances into the market This course will emphasize and explore a variety of issues related to innovation and entrepreneurship, demonstrating that there are not many "absolute truths," but there are numerous best practices and processes that create value. Successful students will conclude this course with new knowledge and insight on biomedical technology and innovation, as well as having demonstrated measurable improvement in their critical thinking skills. Prereq: Graduate student standing.

EBME 451. Molecular and Cellular Physiology. 3 Units.
This course covers cellular and molecular basics for graduate students with little or no prior biology background. The emphasis of EBME 451 is on the molecular and cellular mechanisms underlying physiological processes. Structure-function relationship will be addressed throughout the course. The primary goal of the course is to develop understanding of the principles of the physiological processes at molecular and cellular level and to promote independent thinking and ability to solve unfamiliar problems. This course is no longer a core course of the Biomedical Engineering graduate curriculum but serves as a fundamentals course to prepare students for the graduate cellular and molecular physiology core. Prereq: Graduate standing.

EBME 454. Introduction to Grant and Fellowship Writing. 1 Unit.
This course is intended for first and possibly second year graduate students to learn how to write proposals, such as NSF Graduate Fellowship proposals. Students will be instructed on how to plan their proposal, will go through a mentored proposal writing exercise, and will participate in peer review of their proposals. The course will take place only in the first half of the semester; at twice the normal frequency, since proposals are due in mid-semester (e.g. October). Prereq: Graduate standing.

EBME 450. Advanced Topics in NMR Imaging. 3 Units.
Frontier issues in understanding the practical aspects of NMR imaging. Theoretical descriptions are accompanied by specific examples of pulse sequences, and basic engineering considerations in MRI system design. Emphasis is placed on implications and trade-offs in MRI pulse sequence design from real-world versus theoretical perspectives. Recommended preparation: EBME 431 or PHYS 431. Offered as EBME 460 and PHYS 460. Prereq: Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above.

EBME 461. Biomedical Image Processing and Analysis. 3 Units.
Principles of image processing and analysis with applications to clinical and biomedical research. Topics include image filtering, registration, morphological processing, segmentation, classification, and 3D image visualization. There will be interesting, realistic computer projects in Matlab. Offered as EBME 361 and EBME 461. Prereq: EBME 401.

EBME 465. Biomedical Optical Imaging. 3 Units.
Fundamentals of biomedical optics (biophotonics) with a focus on concepts and instrumentation behind light-based imaging of biological tissues. Topics include: essentials of optics and photonics, light-tissue interactions, optical imaging, conventional and advanced microscopies, optical coherence tomography. Course will include hands-on labs and demonstrations. Prereq: EBME 308 and (Graduate standing or Undergraduate with Junior or Senior standing and a cumulative GPA of 3.2 or above) or Requisites Not Met permission.

EBME 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.
EBME 471. Principles of Medical Device Design and Innovation. 3 Units.
Translational research leading to medical device innovation is highly interdisciplinary, requiring a systematic, structured approach to bringing new medical technologies to market. This course provides the fundamental principles of the BioDesign innovation process, providing the student the essential tools to (A) identify unmet clinical needs, (B) create innovative medical device concepts that respond to a primary unmet need, and (C) understand the process for translating these concepts into the market. In short, the student learns the fundamental principles for the process of identify, invent, implement in the field of BioDesign. Students taking EBME 471 (distance learning) cannot register for EBME 472 BioDesign (on-site) as the core content is substantially similar.

EBME 472. BioDesign. 3 Units.
Medical device innovations that would have been considered science fiction a decade ago are already producing new standards of patient care. Innovation leading to lower cost of care, minimally invasive procedures and shorter recovery times is equally important to healthcare business leaders, educators, clinicians, and policy-makers. Innovation is a driver of regional economic development and wealth creation in organizational units ranging in size from the start-up to the Fortune 500 companies. In a broader context, the pace of translational research leading to product and service innovation is highly interdisciplinary, thus, new products and services result from team efforts, marked by a systematic, structured approach to bringing new medical technologies to market and impacting patient care. In this course we examine medical technology innovations in the context of (A) addressing unmet clinical needs, (B) the process of inventing new medical devices and instruments, and (C) subsequent implementation of these advances in patient care. In short, the student learns the process of "identify, invent, implement" in the field of BioDesign. Offered as EBME 472, IIME 472 and SYBB 472.

EBME 473. Fundamentals of Clinical Information Systems. 3 Units.
Technology has played a significant role in the evolution of medical science and treatment. While we often think about progress in terms of the practical application of, say, imaging to the diagnosis and monitoring of disease, technology is increasingly expected to improve the organization and delivery of healthcare services, too. Information technology plays a key role in the transformation of administrative support systems (finance and administration), clinical information systems (information to support patient care), and decision support systems (managerial decision-making). This introductory graduate course provides the student with the opportunity to gain insight and situational experience with clinical information systems (CIS). Often considered synonymous with electronic medical records, the "art" of CIS more fundamentally examines the effective use of data and information technology to assist in the migration away from paper-based systems and improve organizational performance. In this course we examine clinical information systems in the context of (A) operational and strategic information needs, (B) information technology and analytic tools for workflow design, and (C) subsequent implementation of clinical information systems in patient care. Legal and ethical issues are explored. The student learns the process of "plan, design, implement" through hands-on applications to select CIS problems, while at the same time gaining insights and understanding of the impacts placed on patients and health care providers. Offered as EBME 473, IIME 473 and SYBB 421.

EBME 474. Biotransport Processes. 3 Units.
Biomedical mass transport and chemical reaction processes. Basic mechanisms and mathematical models based on thermodynamics, mass and momentum conservation. Analytical and numerical methods to simulate in vivo processes as well as to develop diagnostic and therapeutic methods. Applications include transport across membranes, transport in blood, tumor processes, bioreactors, cell differentiation, chemotaxis, drug delivery systems, tissue engineering processes. Recommended preparation: EBME 350 or equivalent. Offered as EBME 474 and ECHE 474.

EBME 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

EBME 480A. Introduction to Wireless Health. 3 Units.
Study of convergence of wireless communications, microsystems, information technology, persuasive psychology, and health care. Discussion of health care delivery system, medical decision-making, persuasive psychology, and wireless health value chain and business models. Understanding of health information technology, processing of monitoring data, wireless communication, biomedical sensing techniques, and health monitoring technical approaches and solutions. Offered as ECSE 480A and EBME 480A.

EBME 480B. The Human Body. 3 Units.
Study of structural organization of the body. Introduction to anatomy, physiology, and pathology, covering the various systems of the body. Comparison of elegant and efficient operation of the body and the related consequences of when things go wrong, presented in the context of each system of the body. Introduction to medical diagnosis and terminology in the course of covering the foregoing. Offered as ECSE 480B and EBME 480B.

EBME 480C. Biomedical Sensing Instrumentation. 3 Units.
Study of principles, applications, and design of biomedical instruments with special emphasis on transducers. Understanding of basic sensors, amplifiers, and signal processing. Discussion of the origin of biopotential, and biopotential electrodes and amplifiers (including biotelemetry). Understanding of chemical sensors and clinical laboratory instrumentation, including microfluidics. Offered as ECSE 480C and EBME 480C. Prereq: EECS/EBME 480A, EECS/EBME 480B.

EBME 480D. The Health Care Delivery Ecosystem. 3 Units.
Health care delivery across the continuum of care in the United States, including health policy and reform, financing of care, comparative health systems, population health, public health, access to care, care models, cost and value, comparative effectiveness, governance, management, accountability, workforce, and the future. Discussions of opportunities and challenges for wireless health, integrated into the foregoing topics. Perspective on health care delivery in other countries. Offered as ECSE 480D and EBME 480D.
EBME 480E. Wireless Communications and Networking. 3 Units.
Essentials of wireless communications and networking, including teletraffic engineering, radio propagation, digital and cellular communications, wireless wide-area network architecture, speech and channel coding, modulation schemes, antennas, security, networking and transport layers, and 4G systems. Hands-on learning of the anatomy of a cell phone, and a paired wireless health device and its gateway. Offered as ECSE 480E and EBME 480E.

EBME 480F. Physicians, Hospitals and Clinics. 3 Units.
Rotation through one or more health care provider facilities for a first-hand understanding of care delivery practice, coordination, and management issues. First-hand exposure to clinical personnel, patients, medical devices and instruments, and organizational workflow. Familiarity with provider protocols, physician referral practices, electronic records, clinical decision support systems, acute and chronic care, and inpatient and ambulatory care. Offered as ECSE 480F and EBME 480F.

EBME 480Q. Regulatory Policy and Regulations. 3 Units.
Introduction of wireless health technologies: spectrum, licensed versus unlicensed; personal area networks; body area networks; ultra-wideband low energy level short-range radios; wireless local area networks; wide area networks. The Federal system: separation of powers; the executive branch and its departments; the House of Representatives and its committees; the Senate and its committees; the FCC; policy versus regulatory versus legislative. What is a medical device: FDA; classification system; radiation-emitting products; software; RF in medical devices; converged medical devices; international aspects. Regulation of health information technology and wireless health: American Recovery and Reinvestment Act; Patient Protection and Affordable Care Act; FCC/ FDA MoU; CMS and Reimbursement; privacy and security. Offered as ECSE 480Q and EBME 480Q.

EBME 480R. User Experience Engineering. 3 Units.
Social, cognitive, behavioral, and contextual elements in the design of healthcare technology and systems. User-centered design paradigm from a broad perspective, exploring dimensions of product user experience and learning to assess and modify the design of healthcare technology. Practical utilization of user centered design method and assessment techniques for approaching a design problem. Offered as ECSE 480R and EBME 480R.

EBME 480S. Wireless Health Product Development. 3 Units.
Integrating application requirements, market data, concept formulation, design innovation, and manufacturing resources for creating differentiated wireless health products that delight the user. Learning user-centric product development best practices, safety, security and privacy considerations, and risk management planning. Understanding the regulatory process. Identifying and managing product development tradeoffs. Offered as ECSE 480S and EBME 480S. Prereq: EBME 480R.

EBME 491. Introduction to Translational Health Technology. 2 Units.
Introduction to Translational Health Technology serves to orient students to the field of translational health and highlight specific product development philosophy, projects, and careers in the field. This course of study is particularly helpful for those students enrolled in lock-step translational health specialty degree programs, so they are adequately coached and prepared for the “road ahead” in the translation of leading-edge research into patient care. In addition to providing specific instructional elements, this course also helps students frame the type of capstone project they may wish to pursue as part of their degree program. The course of study includes invited presentations by the existing graduate students to enable: (A) graduate students a chance to reflect on their research and project work and, (B) for new students to develop first-hand experience with the process of inquiry and debate relating to the field of translational health technology.

EBME 500T. Graduate Teaching III. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational opportunity for the students. Recommended preparation: EBME 400T, BME Ph.D. student.

EBME 515. Grant Writing II. 2 Units.
This course introduces students to writing research proposals. Students will be asked to write a short, concise proposal written according to this funding mechanism is thus appropriate for a student in the formative stages of his or her research project to acquire the skills for conceiving and writing a research proposal. The research proposal can be hypothesis-driven or design-driven. It should include specific aims, Background and Significance (Narrative and Innovation), Approach (Research Strategy and Preliminary Results) and References. The intent for the written proposal is to prepare students for the department’s requirement of a written and associated oral presentation and defense to evaluate the ability of the student to formulate a research problem, to state hypotheses or outline design objectives, to propose a research plan using feasible design, experiment and analysis techniques to either test those hypotheses or achieve the design objectives, and to interpret data. While this proposal will often represent the research ultimately pursued by the student, it is recognized that the details of the proposal and even its goals may evolve significantly over time. Students who have or are writing fellowship proposals are encouraged to use the same concepts in this research proposal, but they should convert the material into the NIH R21 format and should include all of the required components. Prereq: EBME 454 and EBME 570.

EBME 570. Graduate Professional Development for Biomedical Engineers. 1 Unit.
Students will be trained in topics including public speaking, grant writing, notebook management, professionalism, etc. Prereq: Graduate standing.

EBME 600T. Graduate Teaching III. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to consist of direct student contact, but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational opportunity for the students. Recommended preparation: EBME 500T, BME Ph.D. student.
EBME 601. Pre-candidacy Ph.D. Research. 1 - 18 Units.
Credit as arranged.

EBME 602. Special Topics. 1 - 18 Units.
Credit as arranged.

EBME 611. BME Departmental Seminar I. .5 Unit.
Lectures by invited speakers on subjects of current interest in biomedical engineering. Students will be evaluated on reading and preparation of questions for select speakers, as well as weekly participation. Between this course and EBME 612 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters.

EBME 612. BME Departmental Seminar II. .5 Unit.
Lectures by invited speakers on subjects of current interest in biomedical engineering. Students will be evaluated on reading and preparation of questions for select speakers, as well as weekly participation. Between this course and EBME 611 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters.

EBME 613. Topic Seminars for NeuroEngineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in NeuroEngineering. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 614 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 614. Topic Seminars for NeuroEngineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in NeuroEngineering. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 613 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 615. Topic Seminars for Imaging Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Imaging. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 616 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 616. Topic Seminars for Imaging Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Imaging. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 615 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 617. Topic Seminars for Biomaterials Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Biomaterials. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 618 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 618. Topic Seminars for Biomaterials Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in Biomaterials. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 617 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 619. Topic Seminars for Miscellaneous Biomedical Engineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students in outside of NeuroEngineering, Imaging, and Biomaterials. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 620 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 620. Topic Seminars for Miscellaneous Biomedical Engineering Students. .5 Unit.
Lectures by students in the seminar series on subjects of current interest to biomedical engineering students on topics outside of NeuroEngineering, Imaging, and Biomaterials. Students will be evaluated on presentation preparation and performance, as well as weekly participation. Between this course and EBME 619 students must earn a minimum of 1 credit (two semesters) and can take up to 4 credits over eight different semesters. Prereq: Graduate standing.

EBME 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)

EBME 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EBME Plan B MS Program.

EBME 700. Oral Qualifying Exam for Ph.D. Candidates. 0 Unit.
The objective of this course is to track: 1) the eligibility of students to take the exam, 2) the students’ registration to take the exam, and 3) their results on the exam. Prereq: EBME 401D and EBME 433 with B or higher.

EBME 701. Dissertation Ph.D.. 1 - 9 Units.
Ph.D. candidates only. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

EBME 702. Research Competency: Research Proposal and Defense. 0 Unit.
The objective of this course is to track: 1) the eligibility of students to take the exam, 2) the students’ registration to take the exam, and 3) their results on the exam. Prereq: EBME 700.

Department of Chemical and Biomolecular Engineering

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The Department of Chemical and Biomolecular Engineering offers Bachelor of Science in Engineering, Master of Science, and Doctor of Philosophy degree programs. The department has twelve full-time faculty members, all of whom lead active research programs in advanced and emerging areas of chemical and biomolecular engineering.
**Mission**

The Department of Chemical and Biomolecular Engineering inspires learning and the pursuit of scholarly activities in chemical and biological engineering and related science and engineering disciplines. The Department offers educational programs and a research environment that enable our graduates to succeed in an evolving workplace, provides opportunities for students and faculty to advance knowledge at the highest levels of the profession, and addresses technological and personnel needs of industry, governments, and society.

**Background**

The profession of chemical engineering involves the analysis, design, operation, and control of processes that convert matter and energy to more useful forms, encompassing processes at all scales from the molecular to the megascale. Traditionally, chemical engineers are responsible for the production of basic chemicals, plastics, and fibers. However, today's chemical engineers are also involved in food and fertilizer production, synthesis of electronic materials, waste recycling, and power generation. Chemical engineers also develop new materials (ceramic composites and electronic chips, for example) as well as biochemicals and pharmaceuticals. The breadth of training in engineering and the sciences gives chemical engineers a particularly wide spectrum of career opportunities. Chemical engineers work in the chemical and materials-related industries, in government, and are accepted by graduate schools in engineering, chemistry, medicine, and law.

**Research**

Research in the department is sponsored by a variety of state and federal agencies, by private industry, and by foundations. Current active research topics include:

**Energy**
- Novel energy storage systems for transportation, grid storage applications, and portable devices
- Energy efficient extraction and processing of materials
- Fuel cells and batteries
- Novel catalysts, electrocatalysts, and plasmas for conversion of gases to fuels
- Simulation, modeling, and fundamental characterization of transport and interfacial processes in electrochemical energy storage and conversion systems

**Materials**
- Advanced materials for electronic and electrochemical device applications
- Simulation and theory of materials properties
- Surface properties and interfacial phenomena
- Materials processing and engineering at molecular through macro scales
- Advanced separation processes for the nuclear fuel cycle
- Synthesis of novel membranes for gas separations, wastewater treatment and radioanalytical chemistry
- Imaging and prediction of complex fluid dynamics

**Biomolecular Engineering**
- Biosensors
- Cell and tissue engineering
- Transport and metabolism in biological systems
- Biocatalysis and protein engineering

**Chair**

Harihara Baskaran, PhD  
(The Pennsylvania State University)  
*Professor and Chair*  
Transport phenomena in biology and medicine, tissue/cell metabolism, cell transport, microvascular tissue engineering, cartilage tissue engineering

**Faculty**

Rohan N. Akolkar, PhD  
(Case Western Reserve University)  
*F. Alex Nason Professor*  
Electrochemical phenomena in next-generation batteries, photovoltaics and semiconductor devices

Harihara Baskaran, PhD  
(The Pennsylvania State University)  
*Professor*  
Transport phenomena in biology and medicine, tissue/cell metabolism, cell transport, microvascular tissue engineering, cartilage tissue engineering

Christine Duval, PhD  
(Clemson University)  
*Assistant Professor*  
Membranes, radiochemical separations

Donald L. Feke, PhD  
(Princeton University)  
*Distinguished University Professor and Vice Provost for Undergraduate Education*  
Colloidal and transport phenomena, dispersive mixing, particle science and processing

Burcu Gurkan, PhD  
(University of Notre Dame)  
*Associate Professor*  
Energy storage, nonflammable electrolytes, electrode fabrication, electrochemical separation processes

Eric Kaler, PhD  
(University of Minnesota)  
*Professor and University President*

Daniel Lacks, PhD  
(Harvard University)  
*C. Benson Branch Professor of Chemical Engineering, Department Chair*  
Molecular simulation, statistical mechanics, triboelectric charging

Uziel Landau, PhD  
(University of California, Berkeley)  
*Professor*  
Electrochemical engineering, modeling of electrochemical systems, electrodeposition, batteries, fuel cells, electrolyzers, corrosion
Chung-Chiu Liu, PhD  
(Case Institute of Technology)  
*Distinguished University Professor and Wallace R. Persons Professor of Sensor Technology and Control*  
Electrochemical sensors, electrochemical synthesis, electrochemistry related to electronic materials

Heidi B. Martin, PhD  
(Case Western Reserve University)  
*Associate Professor*  
Conductive diamond films; electrochemical sensors; chemical modification of surfaces for electrochemical and biomedical applications; biomaterials; microfabrication of sensors and devices

Julie Renner, PhD  
(Purdue University)  
*Assistant Professor*  
Electrochemical engineering, protein engineering, biomimetic materials, regenerative medicine

Robert F. Savinell, PhD  
(University of Pittsburgh)  
*Distinguished University Professor and George S. Dively Professor*  
Electrochemical engineering, electrochemical reactor design and simulation, electrode processes, batteries and fuel cells

Jesse S. Wainright, PhD  
(Case Western Reserve University)  
*Research Professor*  
Electrochemical power sources: fuel cells, batteries, supercapacitors; biomedical applications

Christopher Wirth, PhD  
(Carnegie Mellon)  
*Assistant Professor*  
Colloids, multiphase materials

**Undergraduate Programs**

The Bachelor of Science in Engineering degree program with a major in Chemical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

**Program Educational Objectives**

The undergraduate program in chemical engineering seeks to produce graduates who will:

1. be able to excel in professional careers across a broad range of industries  
2. apply the knowledge, skills and ethical practice acquired through the chemical engineering curriculum to positively contribute to their profession and society  
3. assume positions of responsibility and/or leadership in academia, industry, government, and business  
4. succeed in post-graduate and professional degree programs

**Student Outcomes**

In preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Chemical Engineering is designed so that students attain:

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics  
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors  
- an ability to communicate effectively with a range of audiences  
- 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  
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives  
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions  
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
Bachelor of Science in Engineering
Required Courses: Major in Chemical Engineering

These requirements are for students who matriculated in Fall 2020 and later. Students who matriculated in Fall 2019 may choose to opt into these requirements. Students who matriculated prior to Fall 2019 can find their requirements in the General Bulletin for the year they matriculated. Note that ECHE 361, ECHE 364 and ECHE 398 are 3-credit courses before 2022, and become 4-credit courses in 2022 and thereafter.

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

### Major Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 151</td>
<td>Introduction to Chemical Engineering at Case</td>
<td>1</td>
</tr>
<tr>
<td>ECHE 260</td>
<td>Introduction to Chemical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 360</td>
<td>Transport Phenomena for Chemical Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 361</td>
<td>Separation Processes</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 362</td>
<td>Chemical Engineering Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 363</td>
<td>Thermodynamics of Chemical Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 364</td>
<td>Chemical Reaction Processes</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 365</td>
<td>Measurements Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 367</td>
<td>Process Control</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 398</td>
<td>Process Analysis, Design and Safety</td>
<td>4</td>
</tr>
<tr>
<td>ECHE 399</td>
<td>Chemical Engineering Design Project</td>
<td>3</td>
</tr>
</tbody>
</table>

### Related Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>or CHEM 323</td>
<td>Organic Chemistry I</td>
<td></td>
</tr>
<tr>
<td>CHEM 290</td>
<td>Chemical Laboratory Methods for Engineers</td>
<td>3</td>
</tr>
</tbody>
</table>

or all of the following three courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 233</td>
<td>Introductory Organic Chemistry Laboratory I</td>
<td></td>
</tr>
<tr>
<td>CHEM 234</td>
<td>Introductory Organic Chemistry Laboratory II</td>
<td></td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters (ECHE 313 can fulfill this requirement)</td>
<td>3</td>
</tr>
<tr>
<td>or STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td></td>
</tr>
</tbody>
</table>

### Science/Engineering Elective: One of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
<td></td>
</tr>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
<td></td>
</tr>
<tr>
<td>EMSE 276</td>
<td>Materials Properties and Design</td>
<td></td>
</tr>
</tbody>
</table>

or any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 300-level or higher, in an engineering or designated science department. Designated science departments are Chemistry; Physics; Biology; Biochemistry.

### Engineering Elective: Any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 200-level or higher, offered by the engineering school exclusive of the Department of Computer and Data Science

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>53</td>
</tr>
</tbody>
</table>

### Technical Breadth Elective Sequences

A distinctive feature of the chemical engineering program is the three-course breadth elective sequence that enables a student to specialize in a technical or professional area that complements the chemical engineering core. Breadth elective sequences that have standing departmental approval are described below. Alternatively, students may design their own breadth elective sequence, which must be approved by the department.

#### Biomolecular Engineering (Advisor: Dr. Baskaran)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>Biotechnology Laboratory: Genes and Genetic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 340</td>
<td>Biochemical Engineering (Spring)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units: 9**

#### Computing (Advisor: Dr. Lacks)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td>One additional EECS course at 200 level or above</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 10-11**

#### Electrochemical Engineering (Advisor: Dr. Landau)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 381</td>
<td>Electrochemical Engineering (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>One additional course selected from:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>EMSE 343</td>
<td>Processing of Electronic Materials</td>
<td></td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td></td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
<tr>
<td>ECHE 481</td>
<td>Corrosion Fundamentals</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 9-10**

#### Electronic Materials (Advisor: Dr. Liu)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>One additional course selected from:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>EMSE 343</td>
<td>Processing of Electronic Materials</td>
<td></td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units: 9-10**
### Energy (Advisor: Dr. Savinell)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 381</td>
<td>Electrochemical Engineering (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>Two additional courses selected from approved energy courses in Engineering, Physics, Chemistry, Management, or Law</td>
<td>6-7</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 9-10

### Environmental Engineering (Advisor: Dr. Feke)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering (Spring)</td>
<td>3</td>
</tr>
<tr>
<td>Two additional courses selected from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
<td></td>
</tr>
<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering (Fall)</td>
<td></td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management (Spring)</td>
<td></td>
</tr>
<tr>
<td>ESTD 398</td>
<td>Seminar in Environmental Studies (Fall)</td>
<td></td>
</tr>
<tr>
<td>EEPS 220</td>
<td>Environmental Geology</td>
<td></td>
</tr>
<tr>
<td>EEPS 303</td>
<td>Environmental Law</td>
<td></td>
</tr>
<tr>
<td>EEPS 321</td>
<td>Hydrogeology</td>
<td></td>
</tr>
<tr>
<td>ECSE 342</td>
<td>Introduction to Global Issues</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 9

### Management/Entrepreneurship (Advisor: Dr. Savinell)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 100</td>
<td>Foundations of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>Two additional courses selected from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BAFI 355</td>
<td>Corporate Finance (Fall)</td>
<td></td>
</tr>
<tr>
<td>or BAFI 341</td>
<td>Money and Banking</td>
<td></td>
</tr>
<tr>
<td>BLAW 331</td>
<td>Legal Environment of Management</td>
<td></td>
</tr>
<tr>
<td>ENTP 301</td>
<td>Entrepreneurial Strategy</td>
<td></td>
</tr>
<tr>
<td>or ENTP 311</td>
<td>Entrepreneurship and Wealth Creation</td>
<td></td>
</tr>
<tr>
<td>OPER 301</td>
<td>Operations Research and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>MGMT 315</td>
<td>International Management Institute</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 9

### Polymer Science (Advisor: Dr. Akolkar)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering (Fall)</td>
<td>3</td>
</tr>
<tr>
<td>Two additional courses selected from:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 376</td>
<td>Polymer Engineering (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 377</td>
<td>Polymer Processing (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 378</td>
<td>Polymer Engineer Design Product (Spring)</td>
<td></td>
</tr>
<tr>
<td>EMAC 303</td>
<td>Structure of Biological Materials</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 9

### Pre-Medical (Advisor: Dr. Baskaran)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 113</td>
<td>Principles of Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 214L</td>
<td>Genes, Evolution and Ecology Lab</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 215</td>
<td>Cells and Proteins</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 215L</td>
<td>Cells and Proteins Laboratory</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Units: 10

### Research (Advisor: Dr. Martin)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 350</td>
<td>Undergraduate Research Project I</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 351</td>
<td>Undergraduate Research Project II</td>
<td>3</td>
</tr>
<tr>
<td>An elective course approved by sequence advisor</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 9

### Systems and Control (Advisor: Dr. Lacks)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units: 10

### BS/MS Advanced Study Sequence (Advisor: Dr. Martin)

Three 400-level 3-credit ECHE courses | 9

Total Units: 9

### Custom-Designed Sequence (Advisor: Dr. Baskaran)

Students can design a custom breadth elective sequence, consisting of three courses (9 credits) that fit in one coherent technical or professional theme. The courses must be technical or professional courses (see footnote a) that are 200-level or higher, with at least one of the courses being 300-level or higher. These courses cannot be research or independent study courses. Students interested in this option should submit a petition to their advisor naming and explaining the coherent theme, why this theme complements the chemical engineering core for him/her, and how the three courses fit into this theme. The petition must be approved by the Undergraduate Studies Committee of the Department of Chemical and Biomolecular Engineering.

### Pre-Medical Option

By using the flexibility provided by science and technical electives in the curriculum, students are able to pursue courses that provide the background needed for medical school. Students choose the following electives to meet the course requirements of most medical schools.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science/Engineering elective: CHEM 224 or CHEM 324</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chemistry labs: CHEM 113 and CHEM 233 and CHEM 234 instead of CHEM 290</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

---

*a For the purpose of the sequences, “technical and professional courses” are defined as courses that would not satisfy the humanities and social sciences requirement of the Case School of Engineering; also excluded are courses in American Studies (AMST), Asian Studies (ASIA), Childhood studies (CHST), ethics (ETHS), Judaic studies (JDST), music (MUAP), education (EDUC), women’s and gender studies (WGST), Washington study program (WASH), and other courses deemed by the department to be of this genre."
Breadth Elective Sequence: Pre-Medical sequence (described above)
One extra course: BIOC 307

Bachelor of Science in Engineering
Suggested Program of Study: Major in Chemical Engineering

This program of study considers requirements for students who matriculated in Fall 2020. Students who matriculated in Fall 2019 may choose to opt into these requirements and follow this program of study. Students who matriculated prior to Fall 2019 can find their requirements and suggested program of study in the General Bulletin for the year they matriculated. Note that ECHE 361, ECHE 364 and ECHE 398 are 3-credit courses before 2022, and become 4-credit courses in 2022 and thereafter.

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111) **</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121) **,c or Calculus I (MATH 123)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131) **</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FSxx SAGES First Seminar †</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Chemical Engineering at Case (ECHE 151)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>PHED (2 half semester courses) †</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145) **</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122) **,c or Calculus II (MATH 124)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>USxx SAGES University Seminar I †</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHED (2 half semester courses) †</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Year Total:</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Organic Chemistry I (CHEM 223) ** or Organic Chemistry I (CHEM 323)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223) **,c or Calculus III (MATH 227)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225) **</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Introduction to Chemical Systems (ECHE 260)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>USxx SAGES University Seminar II †</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224) **,c or Differential Equations (MATH 228)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Statistics for Experimenters (STAT 313) or Basic Statistics for Engineering and Science (STAT 312)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thermodynamics of Chemical Systems (ECHE 363)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth elective **</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>16</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport Phenomena for Chemical Systems (ECHE 360)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Control (ECHE 367)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Laboratory Methods for Engineers (CHEM 290)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separation Processes (ECHE 361)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Reaction Processes (ECHE 364)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measurements Laboratory (ECHE 365)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398)**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)**</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth Elective **</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

### Total Units in Sequence:

| Units | 128 |

Hours required for graduation: 128

* University general education requirement
** Engineering general education requirement
c Higher number (advanced or honors) courses are available to students by invitation only.
e A three-course (9 credit hours minimum) breadth sequence, as described above.
‡ Engineering Elective: Any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 200-level or higher, offered by the engineering school exclusive of the Department of Computer and Data Science.

Note: The course cannot double count towards any other requirement of the major.
Science/Engineering elective. One course chosen from:

- PHYS 221 Introduction to Modern Physics
- CHEM 224 Introductory Organic Chemistry II
- EMAC 270 Introduction to Polymer Science and Engineering
- EMAC 276 Polymer Properties and Design
- EMSE 276 Materials Properties and Design

Or any 3- or 4-credit lecture- or laboratory-based course (research and independent study courses are excluded) that is 300-level or higher, in an engineering or designated science department. Designated science departments are Chemistry, Physics, Biology, Biochemistry.

Note: The course cannot double count towards any other requirement of the major.

### Co-op and Internship Programs

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at [http://engineering.case.edu/coop/](http://engineering.case.edu/coop/).

Alternatively or additionally, students may obtain employment as summer interns.

### Five-Year Combined BS/MS Program

Outstanding undergraduate students have the opportunity to obtain an MS degree in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to nine hours of graduate credit through the Advanced Study technical breadth elective sequence that simultaneously satisfies undergraduate degree requirements. In addition, a student choosing the MS degree program with the thesis option typically start their research in the fall semester of the senior year. The BS degree is awarded at the completion of the senior year. In the fifth year, students take an additional 21 hours of graduate credit. Application for admission to the five-year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of the department. Review the Office of Undergraduate Studies BS/MS program requirements ([http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegree?text](http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegree?text)).

### Six-Year Cooperative BS/MS Program

The cooperative bachelor's/master's program enables outstanding students who are enrolled in the cooperative education program to earn an MS in one year beyond the BS degree. Students complete six credits of a graduate project during the second co-op period and follow an Advanced Study technical breadth elective sequence. Up to nine credits of graduate coursework can be used to satisfy both graduate and undergraduate requirements. At the end of the fifth year, the student receives the BS degree. Upon completion of an additional 15 credits of graduate work the following year, the student receives the MS degree (non-thesis). Application for admission to the six-year co-op BS/MS program is made during the second semester of the junior year (this semester is taken in the fall of the fourth year). Minimum requirements are a 3.2 grade point average, satisfactory performance in the previous co-op assignment, and the recommendation of the department.

### Minor in Electrochemical Engineering

Electrochemical engineering focuses on fundamental studies and engineering design of widely used and critically important processes and equipment associated with reactions involving charge transfer. Students will gain expertise in the design of indispensable devices such as batteries and fuel-cells, and technologically important processes such as metal production and purification, semiconductor metallization, corrosion, electrodeposition, and biological separations. Students take five courses to complete the minor. The required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 381</td>
<td>Electrochemical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 384</td>
<td>Corrosion Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Plus three courses selected from the following:</td>
<td>9-10</td>
<td></td>
</tr>
<tr>
<td>ECHE 372</td>
<td>Electrochemical Energy Storage</td>
<td></td>
</tr>
<tr>
<td>ECHE 382</td>
<td>Electrochemical Processes and Devices</td>
<td></td>
</tr>
<tr>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices</td>
<td></td>
</tr>
<tr>
<td>EMSE 343</td>
<td>Processing of Electronic Materials</td>
<td></td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td></td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td></td>
</tr>
</tbody>
</table>

### Minor in Biomolecular Engineering

Biomolecular engineering focuses on the molecular length scale and seeks to convert molecular-level knowledge of biological phenomena into useful biochemical and chemical products and processes that are derived from living cells or their components. Areas of application include: drug research and development, biosensors, and regenerative medicine applications. Students take five courses to complete the minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECHE 340</td>
<td>Biochemical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 355</td>
<td>Quantitative Molecular, Cellular and Tissue Bioengineering</td>
<td>3</td>
</tr>
<tr>
<td>ECHE 386</td>
<td>Protein Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Plus two courses selected from the following:</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>BIOL 214</td>
<td>Genes, Evolution and Ecology</td>
<td></td>
</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIOC 307</td>
<td>Introduction to Biochemistry, From Molecules To Medical Science</td>
<td></td>
</tr>
<tr>
<td>ECHE 250</td>
<td>Introduction to Chemical Systems</td>
<td></td>
</tr>
<tr>
<td>ECHE 363</td>
<td>Thermodynamics of Chemical Systems</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units**: 15-17

* ECHE majors may not count this course toward the minor

### Minor in Chemical Engineering

The minor in chemical engineering is for students majoring in other disciplines. A minimum of 17 hours in chemical engineering courses is required for the minor. The required courses are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer</td>
<td>4</td>
</tr>
</tbody>
</table>
Full-time MS students are expected to serve as a teaching assistant as part of their education. Also, at various points during their thesis research, students will be required to present seminars and reports on their progress.

**Doctor of Philosophy Program**

The degree of Doctor of Philosophy is awarded in recognition of deep and detailed knowledge of chemical engineering and a comprehensive understanding of related subjects together with a demonstration of the ability to perform independent research, to suggest new areas for research, and to communicate results in an acceptable manner. For students entering the PhD program with a BS degree, a total of 12 courses (36 credit hours) is required. Course requirements for students entering with MS degrees are adjusted to account for work done at other universities, but a minimum of 6 courses (18 credit hours) must be taken at CWRU. The course requirements for students entering with a BS degree are as follows:

- Core and Elective courses \(^a\) 30
- Professional Development courses \(^b\) 6
- PhD thesis research \(^c\) 18

<table>
<thead>
<tr>
<th>Total Units</th>
<th>54</th>
</tr>
</thead>
</table>

\(^a\) Some of the graduate-level courses should be taken from a list of recommended courses that satisfy the Chemical Engineering core ‘units’ requirement. This list will be provided to the students upon admission to the program. For the PhD program, students should demonstrate that they have acquired a minimum of three core ‘units’ in each of the categories of Chemical Engineering Transport, Thermodynamics, Reactions and Applied Mathematics.

\(^b\) Professional development is an integral part of the PhD program of study. The 6 professional development credits are acquired through courses in Chemical Engineering Communications (3 total credits), and by attending the Chemical Engineering Colloquium (3 total credits). All PhD students are required to assist in three teaching experiences as part of their degree requirements.

\(^c\) Students in the PhD program are required to complete 18 credits of thesis research. Also, students who enter the PhD program must pass a First Proposition Oral Examination (with an accompanying written report) that tests a student’s ability to think creatively, grasp new research concepts, and discuss such concepts critically and comprehensively. The First Proposition Exam, typically taken in the Fall semester of the second year, serves as the qualifying examination for the PhD degree. A Second Proposition Exam focusing on the student’s own research topic is required by the end of the second year in the PhD program. All PhD students must satisfy the residency requirements of the university and the Case School of Engineering. In addition, at various points in the course of the dissertation research, students will be required to prepare reports and seminars on their work, and defend their dissertation. The Chemical and Biomolecular Engineering Graduate Student Handbook contains a more detailed description of the department’s PhD requirements and a time schedule for their completion.

The department anticipates that from time to time, special cases will arise which are exceptions to the above guidelines, e.g., a student may
have taken a graduate-level course at another school. In these cases, the student must submit a statement with the Academic Program justifying the departure from the guidelines and have it approved by the department.

Facilities

The department is housed in the Albert W. Smith Building and portions of the Bingham Building on the Case Quadrangle. Professor Smith was chair of industrial chemistry at Case from 1911 to 1927. Under his leadership, a separate course of study in chemical engineering was introduced at Case in 1913. Professor Smith was also a close associate of Herbert Dow, the Case alumnus who founded Dow Chemical in 1890 with the help and support of Professor Smith. The Albert W. Smith Chemical Engineering Building contains one technology-enhanced classroom; the undergraduate Unit Operations Laboratory; an undergraduate reading room, named after Prof. Robert V. Edwards; and the normal complement of offices and research laboratories. The lobby of the A.W. Smith Building, renovated by contributions from the James family, often serves as a formal and informal gathering place for students and faculty. The department has exceptionally strong facilities for electrochemical and energy research, microfabrication, and for chemical vapor deposition and thin film synthesis. In addition, a full range of biochemical, analytical and materials characterization instrumentation is available in the Case School of Engineering. Analytical instrumentation is available within the Department of Chemical and Biomolecular Engineering, the Department of Chemistry, and the Materials Research Laboratory.

Courses

ECHE 151. Introduction to Chemical Engineering at Case. 1 Unit.
An introduction to the profession of chemical engineering, its practice in industry, and review of the challenges and opportunities for the profession. The academic programs and curricular enhancements available to students majoring in chemical engineering at CWRU, including breadth sequence sequences and concentrations, undergraduate research, international study opportunities, cooperative education and internships, are presented. In addition to introducing the chemical engineering faculty and their research, a number of guest speakers representing the broad professional opportunities discuss career options with the students. Through lectures and discussions, students are also introduced to topics such as professionalism and ethics. Upperclassmen students conduct their co-op debriefing in the class, sharing experiences and initiating networking. In the lab/recitation section, students in smaller groups conduct experiments on chemical processes, spanning different aspects of the profession, and run computer-based simulations of those experiments. Analysis and discussion of the results will follow. Chemical engineering upperclassmen serve as teaching assistants.

ECHE 250. Honors Research I. 1 - 3 Units.
A special program which affords a limited number of students the opportunity to conduct research under the guidance of one of the faculty. At the end of the first semester of the sophomore year, students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest. Subject to the availability of funds, the faculty employs students through the summers of their sophomore and junior years, as members of their research teams.

ECHE 251. Honors Research II. 1 - 3 Units.
(See ECHE 250.) Recommended preparation: ECHE 250.

ECHE 260. Introduction to Chemical Systems. 3 Units.
Material and energy balances. Conservation principles and the elementary laws of physical chemistry applied to chemical processes. Developing skills in quantitative formulation and solution of word problems. Prereq: Sophomore Standing and (CHEM 111 OR CHEM 106). Prereq or Coreq: MATH 122 or MATH 124.

ECHE 305. Topics in Chemical Engineering. 1 - 3 Units.
Topics in chemical engineering will be covered in an independent study mode. Readings and homework assignments will be assigned. Students are graded on the basis of homework assignments and a final exam.

ECHE 313. Statistical Analysis of Chemical Processes. 3 Units.
This course covers the role of statistics in chemical processes. Topics include probability/probability plots, descriptive tools, statistical decision rules, strategies for experimentation with multiple factors, design of experiments, basic factorial experiments, regression analysis, screening designs, and optimization experiments. Basic statistical software will be used throughout the class. Prereq: MATH 126 or MATH 223.

ECHE 340. Biochemical Engineering. 3 Units.
Chemical engineering principles applied to biological and biochemical systems and related processes. Microbiology and biochemistry linked with transport phenomena, kinetics, reactor design and analysis, and separations. Specific examples of microbial and enzyme processes of industrial significance. Recommended preparation: BIOC 307, BIOL 343 and ECHE 364, or permission of instructor.

ECHE 350. Undergraduate Research Project I. 3 Units.
This course affords a student the opportunity to conduct research under the guidance of one of the faculty, as part of the Chemical Engineering Research breadth elective sequence. Students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest.

ECHE 351. Undergraduate Research Project II. 3 Units.
This course affords a student the opportunity to conduct research under the guidance of one of the faculty, as part of the Chemical Engineering Research breadth elective sequence. Students who have a strong interest in research are encouraged to discuss research possibilities with the faculty. Assignments are made based on mutual interest. Prereq: ECHE 350.

ECHE 355. Quantitative Molecular, Cellular and Tissue Bioengineering. 3 Units.
Physical and chemical principles associated with kinetics and mass transport. Molecular-cellular components incorporated in quantitative analysis of cellular, tissue, and organ systems. Mathematical and computational modeling developed for diagnostic and therapeutic applications. Offered as EBME 350 and ECHE 355.

ECHE 360. Transport Phenomena for Chemical Systems. 4 Units.
Fundamentals of fluid flow, heat and mass transport from the microscopic and macroscopic perspectives. Applications to chemical systems, including steady and transient operations, convective and molecular (conduction and diffusion) effects, and interfacial transport. Design of unit operations (e.g., heat exchangers). Heat and mass transfer analogies. Vector/tensor analysis and dimensional analysis used throughout. Prereq: Junior Standing and (ENGR 225 or (Prereq or coreq: EMAC 352)) and (MATH 223 or MATH 227).
ECHE 361. Separation Processes. 4 Units.
Analysis and design of separation processes involving distillation, extraction, absorption, adsorption, and membrane processes. Design problems and the physical and chemical processes involved in separation. Equilibrium stage, degrees of freedom in design, graphical and analytical design techniques, efficiency and capacity of separation processes. Prerequisite: ECHE 260. Prerequisite or corequisite: ECHE 363.

ECHE 362. Chemical Engineering Laboratory. 4 Units.
Experiments in the operation of separation and reaction equipment, including design of experiments, technical analysis, and economic analysis. Experiments cover distillation, liquid-liquid extraction, heat transfer, fluidized beds, control, membrane separations, and chemical and electrochemical reactors. Prerequisite: ECHE 260, ECHE 360, ECHE 361, ECHE 363, and ECHE 364.

ECHE 362D. Chemical Engineering Laboratory in Denmark. 4 Units.
Chemical Engineering Laboratory in Denmark. A version of ECHE 362 taught during the summer at DTU in Lyngby. Prerequisite: ECHE 260 and ECHE 360 and ECHE 361 and ECHE 363 and ECHE 364.

ECHE 363. Thermodynamics of Chemical Systems. 4 Units.
First law, second law, phase equilibria, phase rule, chemical reaction equilibria, and applications to engineering problems. Thermodynamic properties of real substances, with emphasis on solutions. Thermodynamic analysis of processes including chemical reactions. Recommended preparation: ECHE 260. Prerequisite or corequisite: ENGR 225.

ECHE 364. Chemical Reaction Processes. 4 Units.
Design of homogeneous and heterogeneous chemical reactor systems. Relationships between type of reaction and choice of reactor. Methods of obtaining and analyzing kinetic data. Relationship between mechanism and reaction rate and brief introduction to catalysis. Recommended preparation: ECHE 360. Prerequisite: ECHE 260. Prerequisite or corequisite: MATH 224 or MATH 228.

ECHE 365. Measurements Laboratory. 3 Units.
Laboratory introduction to the measurement process in engineering. Matching measurements to approximate and exact physical models is stressed. Extraction of physical parameters and estimation of the errors in the parameter estimates is an important part of the course. Example projects cover steady and unsteady state heat transfer, momentum transfer, and the first law of thermodynamics. Recommended preparation: ECHE 360. Prerequisite: ECHE 260. Prerequisite or corequisite: MATH 224 or MATH 228.

ECHE 366. Process Control. 4 Units.
Theoretical and practical aspects of feedback control of chemical processes. The course involves extensive use of computer software with some exams taken using the computer. Short laboratories and Labview training are integrated into the course. Topics include: analysis of linear dynamical systems using Laplace transforms, derivation of unsteady state mathematical models of simple chemical processes, dynamic simulation of linear and nonlinear models, design of PID controllers by model inverse methods, tuning of controller to accommodate process model uncertainty, two degrees of freedom controllers, feed-forward and cascade control. The Labview training covers programming basics, interfacing to a data acquisition system, and incorporating control algorithms. Prerequisite or corequisite: MATH 224 OR MATH 228 AND ECHE 260.

ECHE 372. Electrochemical Energy Storage. 3 Units.
Batteries and supercapacitors as part of renewable energy systems are introduced. Related fundamental electrochemistry concepts, materials and techniques are described. Challenges, current literature and future opportunities in energy storage will be discussed. Offered as ECHE 372 and ECHE 472. Prerequisite: Junior or Senior standing or Requisites Not Met permission.

ECHE 377. Data Acquisition and LabVIEW Bootcamp. 1 Unit.
This course will introduce and implement basic data acquisition concepts and LabVIEW virtual instrumentation programming, providing hands-on experience with hardware and software. It is intended to help those with little or no data acquisition experience to get started on setting up data acquisition for their application. No prior experience with LabVIEW is required. Consult with the instructor for additional details. Offered as ECHE 377 and ECHE 477.

ECHE 381. Electrochemical Engineering. 3 Units.
Engineering aspects of electrochemical processes including current and potential distribution, mass transport and fluid mechanical effects. Examples from industrial processes including electroplating, industrial electrolysis, corrosion, and batteries. Recommended preparation: ECHE 260 or permission of instructor. Offered as ECHE 381 and ECHE 480.

ECHE 382. Electrochemical Processes and Devices. 3 Units.
The course addresses major industrial applications of electrochemical technology focusing on batteries and fuel-cells, corrosion and its abatement, electroplating, metal electrowinning (including aluminum, magnesium, titanium and lithium) and refining (copper), industrial electrolytic processes (chlorine), electrochemical separation processes (electrophoresis, osmosis, and dialysis), and electrochemical sensors. The processes and devices are surveyed, focusing on the underlying thermodynamic and transport principles. Approaches to overcome barriers are discussed and future prospects and barriers are critically analyzed.

ECHE 383. Chemical Engineering Applied to Microfabrication and Devices. 3 Units.
Silicon based microfabrication and micromachining require many chemical engineering technologies. Microfabricated devices such as sensors are also directly related to chemical engineering. The applications of chemical engineering principles to microfabrication and micromachining are introduced. Oxidation processing, chemical vapor deposition, etching and patterning techniques, electroplating and other technologies are discussed. Graduate students will submit an additional final project on some technical aspect of microfabrication technology or devices. Recommended preparation: ECHE 363. Offered as ECHE 383 and ECHE 483.

ECHE 384. Corrosion Fundamentals. 3 Units.
This course will cover fundamentals of corrosion, including thermodynamic and kinetic aspects of the electrochemical reactions leading to corrosion. Salient features of the various types of corrosion will be reviewed, with an emphasis on fundamental mechanisms. Electrochemical testing, corrosion monitoring and techniques to stifle corrosion will be discussed. After completion of this course, students will be able to classify corrosion systems, understand the mechanisms underlying corrosion, and outline strategies to design corrosion-resistant systems. Offered as ECHE 384 and ECHE 481.
ECHE 386. Protein Engineering. 3 Units.
This course will provide an in-depth examination of protein engineering topics and their applications. In particular, this class will cover the design and expression of recombinant proteins, purification strategies, and the incorporation of non-natural amino acids using a bacterial system. Specifically, amino acid sequences that dictate well-defined secondary structures such as beta-sheets, alpha-helices, and leucine zippers will be studied. Tissue engineering examples from the literature such as incorporation of bioactive sequences to promote specific cell response (e.g., cell adhesion sites and protease degradation sequences). In addition, this course will explore the application of protein engineering in drug delivery, electrochemical technology, sensors, and nanoparticle assembly. Current computational techniques for protein design and directed evolution methods will also be explored. Offered as ECHE 386 and ECHE 486.

ECHE 398. Process Analysis, Design and Safety. 4 Units.

ECHE 399. Chemical Engineering Design Project. 3 Units.
Students work in small groups on projects in conjunction with external companies. The projects are defined by the company, and involve real issues current at the company. All projects will involve design (i.e., open ended problems with no one solution or route), an economic analysis, and will account for possible safety and environmental issues. The nature of the projects varies, depending on the needs of each company. There are no lectures for this course, and students are expected to work on their project for an amount appropriate for a 3-credit course (10 hrs/week). Recommended preparation: ECHE 362, ECHE 365, and ECHE 398. Counts as SAGES Senior Capstone. Prereq: ECHE 360, ECHE 361, ECHE 364, and ECHE 367.

ECHE 400T. Graduate Teaching I. 0 Unit.
All Ph.D. students are required to take this course. The experience includes elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Entering Ph.D. student in Chemical Engineering.

ECHE 401. Chemical Engineering Communications. 1 Unit.
Introductory course in communication for Chemical Engineering graduate students: preparation of first proposal for thesis, preparation of technical reports and scientific papers, literature sources, reviewing proposals, and manuscripts for professional journals, and making effective technical presentations.

ECHE 402. Chemical Engineering Communications II. 2 Units.
This course is a continuation of ECHE 401 and is designed to develop skills in writing proposals for funding research projects. The federal requirements are reviewed for submitting proposals to the major granting agents including NSF, NIH and DoD. We will study strategies for developing fundable projects. Each student will submit a research proposal for a thesis project and do an oral presentation of the project.

ECHE 431. Design of Chemical Engineering Systems: Material Analysis. 3 Units.
Applying fundamental mass-balance related analysis to industrial separations processes (distillation, absorption, membranes; both plate and packed columns), reactors (CSTR, PFR), and process control (PID feedback controllers). Utilizing relevant thermodynamics theory including liquid-vapor and solid-liquid phase diagrams and azeotropes as needed for separations. Fundamental theory will be integrated in comprehensive design applications including economic analysis (equipment costing, net-present value and return on investment). Process simulation software will be used to introduce students to advanced design tools. Outcome goal will be to have the students learn to integrate fundamental knowledge from different chemical engineering topics to the comprehensive design of processes of industrial relevance. Prereq: Graduate student standing.

ECHE 432. Design of Chemical Engineering Systems: Energy Analysis. 3 Units.
Applying energy balance analysis to the design of comprehensive engineering processes. Fluid-flow fundamentals including mechanical energy balance and Bernoulli’s equation, viscous flow in conduits and around submerged objects, Newton’s law of viscosity and Navier-Stokes equation, among others, will be applied to the analysis and design of systems of industrial significance. Scaling analysis will elucidate critical process parameters. Thermodynamics first and second laws will be applied together with heat transfer models based on differential and integral analysis to the design of heat transfer systems including heat exchangers. Fluid-flow and heat transport analysis will be combined with economic considerations to analyze comprehensive problems and optimize designs. Emphasis will be placed on green and sustainable energy processes. An outcome goal of the course is to have the students develop skills of integrating fundamental knowledge from the fields of fluid flow, heat transfer, and engineering economics to the analysis and design of comprehensive systems of practical interest. Prereq: Graduate student standing.

ECHE 460. Thermodynamics of Chemical Systems. 3 Units.
Phase equilibria, phase rule, chemical reaction equilibria in homogeneous and heterogeneous systems, ideal and non-ideal behavior of fluids and solutions, thermodynamic analysis of closed and open chemical systems with applications. Recommended preparation: ECHE 363.

ECHE 461. Transport Phenomena. 3 Units.

ECHE 462. Chemical Reaction Engineering. 3 Units.

ECHE 464. Surfaces and Adsorption. 3 Units.
Thermodynamics of interfaces, nature of interactions across phase boundaries, capillary wetting properties of adsorbed films, friction and lubrication, flotation, deagglomeration, the surface of solids, relation of bulk to surface properties of materials, non-catalytic surface reactions. Recommended preparation: CHEM 335 or equivalent.
ECHE 466. Colloid Science. 3 Units.

ECHE 469. Chemical Engineering Seminar. 0 Unit.
Distinguished outside speakers present current research in various topics of chemical engineering science. Graduate students also present technical papers based on thesis research.

ECHE 470. Graduate Research Colloquium. 5 Unit.
Outside speakers present lectures on their current research. Various topics in the areas of chemical engineering science, basic and applied chemistry, bioengineering, material science, and applied mathematics are covered in the lectures. Graduate students also present technical papers based on their own research. Students are graded on the submission of one-page summary reports on any two lectures.

ECHE 472. Electrochemical Energy Storage. 3 Units.
Batteries and supercapacitors as part of renewable energy systems are introduced. Related fundamental electrochemistry concepts, materials and techniques are described. Challenges, current literature and future opportunities in energy storage will be discussed. Offered as ECHE 372 and ECHE 472. Prereq: Graduate standing or Requisites Not Met permission.

ECHE 474. Biotransport Processes. 3 Units.
Biomedical mass transport and chemical reaction processes. Basic mechanisms and mathematical models based on thermodynamics, mass and momentum conservation. Analytical and numerical methods to simulate in vivo processes as well as to develop diagnostic and therapeutic methods. Applications include transport across membranes, transport in blood, tumor processes, bioreactors, cell differentiation, chemotaxis, drug delivery systems, tissue engineering processes. Recommended preparation: EBME 350 or equivalent. Offered as EBME 474 and ECHE 474.

ECHE 475. Chemical Engineering Analysis. 3 Units.

ECHE 477. Data Acquisition and LabVIEW Bootcamp. 1 Unit.
This course will introduce and implement basic data acquisition concepts and LabVIEW virtual instrumentation programming, providing hands-on experience with hardware and software. It is intended to help those with little or no data acquisition experience to get started on setting up data acquisition for their application. No prior experience with LabVIEW is required. Consult with the instructor for additional details. Offered as ECHE 377 and ECHE 477.

ECHE 478. Membrane Separations. 3 Units.
Membrane-based separations provide a low-energy technique for performing chemical engineering separations and have applications in water treatment, energy, and human health. This course will provide an introduction to membrane transport mechanisms including solution diffusion, pore-flow and active transport. The course will also cover membrane fabrication methods, analytical techniques for membrane characterization and performance metrics. Fundamental concepts will be discussed in the context of particle filtration, nanofiltration, reverse osmosis, gas separations processes and emerging applications like membrane chromatography. Prereq: Graduate Standing or Requisites Not Met permission.

ECHE 479. Radiochemistry. 3 Units.
This course is intended to provide students with a basic understanding of fundamental chemical and physical properties of radioactive elements. The course will begin with a review of radioactive decay modes and nuclear chemistry. The majority of the course will focus on the solution chemistry, bonding, kinetics and thermodynamics of actinides in the context of analytical purification processes such as liquid-liquid extraction and resin-based chromatography. Common radioanalytical techniques such as gamma spectroscopy, alpha spectroscopy and liquid scintillation counting will also be discussed. Prereq: Graduate student standing.

ECHE 480. Electrochemical Engineering. 3 Units.
Engineering aspects of electrochemical processes including current and potential distribution, mass transport and fluid mechanical effects. Examples from industrial processes including electroplating, industrial electrolysis, corrosion, and batteries. Recommended preparation: ECHE 250 or permission of instructor. Offered as ECHE 381 and ECHE 480.

ECHE 481. Corrosion Fundamentals. 3 Units.
This course will cover fundamentals of corrosion, including thermodynamic and kinetic aspects of the electrochemical reactions leading to corrosion. Salient features of the various types of corrosion will be reviewed, with an emphasis on fundamental mechanisms. Electrochemical testing, corrosion monitoring and techniques to stifle corrosion will be discussed. After completion of this course, students will be able to classify corrosion systems, understand the mechanisms underlying corrosion, and outline strategies to design corrosion-resistant systems. Offered as ECHE 384 and ECHE 481.

ECHE 483. Chemical Engineering Applied to Microfabrication and Devices. 3 Units.
Silicon based microfabrication and micromachining require many chemical engineering technologies. Microfabricated devices such as sensors are also directly related to chemical engineering. The applications of chemical engineering principles to microfabrication and micromachining are introduced. Oxidation processing, chemical vapor deposition, etching and patterning techniques, electroplating and other technologies are discussed. Graduate students will submit an additional final project on some technical aspect of microfabrication technology or devices. Recommended preparation: ECHE 363. Offered as ECHE 383 and ECHE 483.
ECHE 486. Protein Engineering. 3 Units.
This course will provide an in-depth examination of protein engineering topics and their applications. In particular, this class will cover the design and expression of recombinant proteins, purification strategies, and the incorporation of non-natural amino acids using a bacterial system. Specifically, amino acid sequences that dictate well-defined secondary structures such as beta-sheets, alpha-helices, and leucine zippers will be studied. Tissue engineering examples from the literature such as incorporation of bioactive sequences to promote specific cell response (e.g., cell adhesion sites and protease degradation sequences). In addition, this course will explore the application of protein engineering in drug delivery, electrochemical technology, sensors, and nanoparticle assembly. Current computational techniques for protein design and directed evolution methods will also be explored. Offered as ECHE 386 and ECHE 486. Prereq: Graduate standing or requisites not met permission.

ECHE 500T. Graduate Teaching II. 0 Unit.
All Ph.D. students are required to take this course. The experience will include elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Ph.D. student in Chemical Engineering.

ECHE 508. Seminar on Review of Literature on Research Topic. 3 Units.
Impactful research requires a deep and comprehensive understanding of the current state of research on the topic. A critical review of relevant background literature will help determine what is already known on the topic, how extensively the topic has already been studied, who are the experts active in the field, and the relevant key questions that deserve further exploration. A review of the literature that describes methodologies (both experimental and theoretical) used in prior studies or new approaches that could be adapted from other research areas can also lead to the effective pursuit of the research topic. Through this course, students will learn how to develop a plan for a literature review, conduct the literature review and monitor continuing developments in the field, and create an annotated bibliography appropriate to the research project.

ECHE 509. Seminar on Preparation of Articles for Publication in Journals. 3 Units.
This course is intended for advanced graduate students who have generated results at the stage of being ready to be written up for a journal article. The course will cover: understanding what findings warrant publication, factors affecting journal selection, formatting requirements of journals, publication-quality figures, appropriate material for each of the sections of the paper. During the course students will be putting together a manuscript based on their research that would eventually be submitted to a journal.

ECHE 580. Special Topics. 3 Units.
Special topics in chemical engineering. Prereq: Consent of instructor.

ECHE 600T. Graduate Teaching III. 0 Unit.
All Ph.D. students are required to take this course. The experience will include elements from the following tasks: development of teaching or lecture materials, teaching recitation groups, providing laboratory assistance, tutoring, exam/quiz/homework preparation and grading, mentoring students. Recommended preparation: Ph.D. student in Chemical Engineering.

ECHE 601. Independent Study. 1 - 18 Units.

ECHE 651. Thesis M.S.. 1 - 18 Units.
(Credit as arranged.)
Mission

The Department of Civil and Environmental Engineering has developed its own mission statement and educational objectives that are consistent with those of the Case School of Engineering. This process involved the entire department faculty along with the department’s Advisory Committee and alumni. Assessing the Department’s mission and educational objectives is an ongoing process.

Our mission is to prepare students for leadership roles in Civil and Environmental Engineering. The Department provides facilities and research expertise to advance the state of the Civil and Environmental Engineering profession within the mission of the Case School of Engineering. Students address problems, building on solid technical foundations while taking advantage of advanced technologies. Our graduates adhere to high technical and ethical standards, in service to the public. Graduates are prepared for the pursuit of advanced learning in civil and environmental engineering and related fields, as well as for the practice of Civil and Environmental Engineering at the highest professional levels.

Research

Research underway in Civil and Environmental Engineering includes work in analytical, design and experimental areas and is sponsored by industry, state, and federal government sources. Major areas of research interest are:

- **Structural Engineering**
  - Behavior of reinforced and prestressed concrete
  - Behavior and design of steel structures
  - Fiber-reinforced concrete
  - Fiber-reinforced composites
  - Wind engineering
  - Earthquake analysis and design of structures
  - Passive vibration control of structures
  - Finite element methods
  - Nondestructive Testing of Structures
  - Structural health monitoring
  - Blast loading of structures
  - Multiscale simulation of nonlinear dynamic structural behavior
  - Modeling of structural materials and structural systems
  - Extreme dynamic load resistant design
  - Multi-hazard and structural risk assessment
  - High and low-cycle fatigue
  - Fracture mechanics and size effect

- **Geotechnical and Infrastructure**
  - Geotechnical/Pavement Materials
  - Non-destructive testing evaluation of soils and pavement materials
  - Static behavior of anisotropic clays and sands
  - Soil liquefaction
  - Centrifuge modeling of static and dynamic soil behavior
  - Dynamic soil-structure interaction
  - Measurement of dynamic soil properties
  - Design of Structures for High-Speed Vehicles
  - Stability of tailings dams
  - Environmentally conscious manufacturing
  - Geoenvironmental engineering
  - Infrastructure engineering
  - Sensor technology
  - Smart materials
  - Intelligent infrastructure and transportation system
  - Transportation safety
  - Driver safety
  - Energy structures and geotechnology
  - Building materials
  - Climatic adaptation

- **Environmental Engineering**
  - Environmental chemistry
  - Water and wastewater treatment
  - Environmental data science
  - Environmental remediation
  - Fate and transport of environmental contaminants
  - Environmental modeling and software development
  - Sediment remediation
  - Bioremediation
  - Biofuel development
  - Urban hydraulics
  - Soil contamination standards
  - Brownfields/structural remediation
  - Environmental materials
  - Environmental hazard and risk engineering

Faculty

Christian Carloni, PhD  
(University of Bologna)  
*Associate Professor*  
Composite materials for strengthening of reinforced concrete and masonry structures; fracture mechanics, damage mechanics, and fatigue of quasibrittle materials; small and large scale experimental testing of concrete, masonry, geopolymers and other quasibrittle materials and structural systems; mechanics of materials.

YeongAe Heo, PhD  
(University of California, Davis)  
*Assistant Professor*  
Multi-scale numerical modeling and simulation for nonlinear dynamic behavior of structural materials and systems; Multi-hazard and risk engineering; risk-based extreme dynamic load resistant design for onshore and offshore structures and infrastructures; big data analysis application to structural engineering.

Yue Li, PhD  
(Georgia Institute of Technology)  
*Professor*  
Probabilistic analysis, structural and systems reliability, multi-hazard assessment and mitigation, risk-informed decision making, resilient and sustainability civil infrastructure systems, earthquake engineering, wind engineering, impact of climate change and adaptation strategies.
Undergraduate Programs

The faculty of the Civil and Environmental Engineering Department believes very strongly that undergraduate education should prepare students to be productive professional engineers. For this reason, particular emphasis in undergraduate teaching is placed on the application of engineering principles to the solution of problems. After completing a set of core courses in general engineering and civil engineering, undergraduate students choose a sequence in one of the areas of civil engineering of particular interest: Structural (S), Geotechnical (G), or Environmental (E) engineering; Construction Engineering and Management (C), or Pre-architecture (P).

In order to provide undergraduates with experience in the practice of civil engineering, the department attempts to arrange summer employment for students during the three summers between their semesters at Case Western Reserve University. By working for organizations in areas of design and construction, students gain invaluable knowledge about how the profession functions. This experience helps students gain more from
their education and helps them be more competitive when seeking future employment.

A cooperative education program is also available. This allows the student to spend time an extended period of time working full-time in an engineering capacity with a contractor, consulting engineer, architect, or materials supplier during the course of his or her education. This learning experience is designed to integrate classroom theory with practical experience and professional development.

The civil engineering curriculum has been designed so that students take a set of core civil engineering courses, a set of required courses in their chosen sequence, and a minimum of six (6) approved elective courses. The sequence gives students the opportunity to pursue a particular area of practice in more depth. In addition, all civil engineering students participate in a team senior capstone design course which provides them experience with solving multidisciplinary problems.

Students enrolled in other majors may pursue a minor in civil engineering. A minimum of 15 credit hours of courses with minor advisor approval is required.

Most classes in the Civil and Environmental Engineering Department have an enrollment of fewer than 25 students to encourage the development of close professional relationships with the faculty. Students also have opportunities to gain practical experience as well as earn a supplemental income by assisting faculty members in consulting work or a funded research project.

Computer use is an integral part of the curriculum. From required courses in computer programming and numerical analysis to the application of civil and environmental engineering programs as a planning, analysis, design, and managerial tool.

All sequences are constructed to provide a balance of marketable skills and theoretical bases for further growth. With departmental approval, other sequences can be developed to meet students’ needs.

The Bachelor of Science in Engineering degree program with a major in Civil Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Program Educational Objectives
1. Graduates of the program will enter the profession of Civil Engineering and advance to positions of greater responsibility and leadership, in line with ASCE Professional Grade Descriptions.
2. Graduates of the program will enter and successfully progress in, or complete, advanced degree programs within their fields of choice.
3. Graduates of the program will progress toward or complete professional registration and licensure.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Civil Engineering is designed so that students attain:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
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
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Bachelor of Science in Engineering
Required Courses: Major in Civil Engineering
In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degroeprograms/), the major requires the following courses:

<table>
<thead>
<tr>
<th>Required Courses (all sequences)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECIV 160 Surveying and Computer Graphics</td>
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<tr>
<td>ECIV 310 Strength of Materials</td>
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<tr>
<td>ECIV 320 Structural Analysis I</td>
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<tr>
<td>ECIV 330 Soil Mechanics</td>
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<tr>
<td>ECIV 340 Construction Management</td>
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<tr>
<td>ECIV 360 Civil Engineering Systems</td>
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<tr>
<td>ECIV 398 Civil Engineering Senior Project</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structural (S) and Geotechnical (G) Required Courses</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 311 Civil Engineering Materials</td>
<td></td>
</tr>
<tr>
<td>or ECIV 371 Structural Design I</td>
<td></td>
</tr>
<tr>
<td>or ECIV 371 Structural Design II</td>
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<tr>
<td>or ECIV 340 Foundation Engineering</td>
<td></td>
</tr>
<tr>
<td>or ECIV 437 Pavement Analysis and Design</td>
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<tr>
<td>EMAE 181 Dynamics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction Management (C) and Pre-Architecture (P) Required Courses</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 311 Civil Engineering Materials</td>
<td></td>
</tr>
<tr>
<td>or ECIV 371 Structural Design I</td>
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</tr>
<tr>
<td>or ECIV 371 Structural Design II</td>
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<tr>
<td>or ECIV 437 Foundation Engineering</td>
<td></td>
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<tr>
<td>or ECIV 437 Pavement Analysis and Design</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental (E) Required Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECIV 351 Engineering Hydraulics and Hydrology</td>
<td></td>
</tr>
<tr>
<td>ECIV 368 Environmental Engineering</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Science/Math Electives (Environmental Sequence Only, 9 total cr. hrs. required)</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 114 Principles of Biology</td>
<td></td>
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<tr>
<td>BIOL 214 Genes, Evolution and Ecology</td>
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<tr>
<td>BIOL 215 Cells and Proteins</td>
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<tr>
<td>BIOL 300 Dynamics of Biological Systems: A Quantitative Introduction to Biology</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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</tr>
<tr>
<td>BIOL 343</td>
<td>Microbiology</td>
</tr>
<tr>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 224</td>
<td>Introductory Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 301</td>
<td>Introductory Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 302</td>
<td>Introductory Physical Chemistry II</td>
</tr>
<tr>
<td>CHEM 323</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 324</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CHEM 335</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>CHEM 336</td>
<td>Physical Chemistry II</td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>EEPS 117</td>
<td>Weather and Climate</td>
</tr>
<tr>
<td>EEPS 202</td>
<td>Global Environmental Problems</td>
</tr>
<tr>
<td>EEPS 220</td>
<td>Environmental Geology</td>
</tr>
<tr>
<td>EEPS 260</td>
<td>Introduction to Climate Change: Physics, Forecasts, and Strategies</td>
</tr>
<tr>
<td>EEPS 352</td>
<td>Biogeochemistry</td>
</tr>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
</tr>
<tr>
<td>CSDS 133</td>
<td>Introduction to Data Science and Engineering for Majors</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
</tr>
<tr>
<td>DSCI 351</td>
<td>Exploratory Data Science</td>
</tr>
<tr>
<td>DSCI 353</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
</tr>
<tr>
<td>DSCI 354</td>
<td>Data Visualization and Analytics</td>
</tr>
<tr>
<td>POHS 426</td>
<td>An Introduction to GIS for Health and Social Sciences</td>
</tr>
<tr>
<td>POHS 431</td>
<td>Statistical Methods I</td>
</tr>
<tr>
<td>MATH 380</td>
<td>Introduction to Probability</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
</tr>
</tbody>
</table>

**Technical Electives**  
A minimum of six (6) courses and eighteen (18) total cr. hrs. from one of the following technical elective sequences (or alternatives approved by the student's academic advisor), three courses must be from Civil and Environmental Engineering Dept. and two courses must be designated as design courses (indicated with an *)

**Structural (S) Technical Electives**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 300</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>ECIV 321</td>
<td>Matrix Analysis of Structures</td>
</tr>
<tr>
<td>ECIV 342</td>
<td>BIM and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 343</td>
<td>BIM Data Management &amp; Remote Sensing</td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology (*)</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I (*, both courses)</td>
</tr>
<tr>
<td>or ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering (*)</td>
</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design (*)</td>
</tr>
</tbody>
</table>

**Geotechnical (G) Technical Electives**  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 300</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>ECIV 321</td>
<td>Matrix Analysis of Structures</td>
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<tr>
<td>ECIV 342</td>
<td>BIM and Computer Graphics</td>
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<tr>
<td>ECIV 343</td>
<td>BIM Data Management &amp; Remote Sensing</td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology (*)</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering (*)</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I (*, both courses)</td>
</tr>
<tr>
<td>or ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design (*)</td>
</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design (*)</td>
</tr>
<tr>
<td>ECIV 411</td>
<td>Elasticity, Theory and Applications (*)</td>
</tr>
<tr>
<td>ECIV 415</td>
<td>Fracture Mechanics and Size Effect</td>
</tr>
<tr>
<td>ECIV 420</td>
<td>Finite Element Analysis</td>
</tr>
<tr>
<td>ECIV 430</td>
<td>Foundation Engineering (*, both courses)</td>
</tr>
<tr>
<td>or ECIV 437</td>
<td>Pavement Analysis and Design</td>
</tr>
<tr>
<td>ECIV 432</td>
<td>Mechanical Behavior of Soils</td>
</tr>
<tr>
<td>ECIV 433</td>
<td>Soil Dynamics</td>
</tr>
<tr>
<td>ECIV 434</td>
<td>Field Instrumentation and In situ Testing</td>
</tr>
<tr>
<td>ECIV 456</td>
<td>Intelligent Infrastructure Systems</td>
</tr>
<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
</tr>
<tr>
<td>EEPS 110</td>
<td>Physical Geology</td>
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<tr>
<td>EEPS 119</td>
<td>Geology Laboratory</td>
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<tr>
<td>EEPS 220</td>
<td>Environmental Geology</td>
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<tr>
<td>EEPS 305</td>
<td>Geomorphology and Remote Sensing</td>
</tr>
<tr>
<td>EEPS 315</td>
<td>Structural Geology and Geodynamics</td>
</tr>
<tr>
<td>EEPS 321</td>
<td>Hydrogeology</td>
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<tr>
<td>EEPS 336</td>
<td>Aquatic Chemistry</td>
</tr>
<tr>
<td>DSCI 432</td>
<td>Spatial Statistics for Near Surface, Surface, and Subsurface Modeling</td>
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<tr>
<td><strong>Environmental (E) Technical Electives</strong></td>
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<tr>
<td>ECIV 300</td>
<td>Undergraduate Research</td>
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<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
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<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering (*)</td>
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<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management (*)</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I (*)</td>
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<tr>
<td>ECIV 371</td>
<td>Structural Design II (*)</td>
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<td>ECIV 427</td>
<td>Environmental Organic Chemistry</td>
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<td>ECIV 450</td>
<td>Environmental Engineering Chemistry</td>
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<tr>
<td>ECIV 461</td>
<td>Environmental Engineering Biotechnology (*)</td>
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<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation</td>
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<td>EMAE 181</td>
<td>Dynamics</td>
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<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
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<tr>
<td>ECHE 260</td>
<td>Introduction to Chemical Systems (*)</td>
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<tr>
<td>ECHE 360</td>
<td>Transport Phenomena for Chemical Systems (*)</td>
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<td>ECHE 361</td>
<td>Separation Processes (*)</td>
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<td>ECHE 362</td>
<td>Chemical Engineering Laboratory (*)</td>
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<td>ECHE 364</td>
<td>Chemical Reaction Processes (*)</td>
</tr>
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<td>ECHE 367</td>
<td>Process Control (*)</td>
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<tr>
<td>ECHE 398</td>
<td>Process Analysis, Design and Safety (*)</td>
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<td><strong>Construction Management (C) Technical Electives</strong></td>
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<tr>
<td>ECIV 300</td>
<td>Undergraduate Research</td>
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<tr>
<td>ECIV 341</td>
<td>Construction Scheduling and Estimating</td>
</tr>
<tr>
<td>ECIV 342</td>
<td>BIM and Computer Graphics</td>
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<td>ECIV 343</td>
<td>BIM Data Management &amp; Remote Sensing</td>
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<td>Elasticity, Theory and Applications (*)</td>
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<td>ECIV 430</td>
<td>Foundation Engineering (*, both courses)</td>
</tr>
<tr>
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<td>Field Instrumentation and Insitu Testing</td>
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<td>Dynamics</td>
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<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
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<td>ACCT 100</td>
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<td>BAFI 355</td>
<td>Corporate Finance</td>
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<td>ECON 312</td>
<td>Entrepreneurial Finance</td>
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<tr>
<td>ECON 329</td>
<td>Game Theory: The Economics of Thinking Strategically</td>
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<tr>
<td>ECON 333</td>
<td>The Economics of Organizations and Employment Relationships</td>
</tr>
<tr>
<td>ECON 342</td>
<td>Public Finance</td>
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<tr>
<td>ECON 368</td>
<td>Environmental Economics</td>
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<tr>
<td>ECON 369</td>
<td>Economics of Technological Innovation and Entrepreneurship</td>
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<td>Leading People (LEAD I)</td>
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<td>ORBH 251</td>
<td>Leading Organizations (LEAD II)</td>
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<tr>
<td>ORBH 303</td>
<td>Leading Teams through Interpersonal Relationships</td>
</tr>
<tr>
<td>ORBH 330</td>
<td>Quantum Leadership: Creating Value for You, Business, and the World</td>
</tr>
<tr>
<td>ORBH 380</td>
<td>Managing Negotiations</td>
</tr>
<tr>
<td>ORBH 391</td>
<td>Leadership in Diversity and Inclusion: Towards a Globally Inclusive Workplace</td>
</tr>
<tr>
<td><strong>Pre-Architecture (P) Technical Electives</strong></td>
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<td>ECIV 321</td>
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</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design (*)</td>
</tr>
<tr>
<td>ECIV 420</td>
<td>Finite Element Analysis</td>
</tr>
<tr>
<td>ECIV 426</td>
<td>Probabilistic Analysis</td>
</tr>
<tr>
<td>ECIV 430</td>
<td>Foundation Engineering (*, both courses)</td>
</tr>
<tr>
<td>or ECIV 437</td>
<td>Pavement Analysis and Design</td>
</tr>
<tr>
<td>ARTS 106</td>
<td>Creative Drawing I</td>
</tr>
<tr>
<td>ARTS 206</td>
<td>Creative Drawing II</td>
</tr>
<tr>
<td>ARTS 302</td>
<td>Architecture and City Design I</td>
</tr>
<tr>
<td>ARTS 303</td>
<td>Architecture and City Design II</td>
</tr>
<tr>
<td>ARTS 304</td>
<td>Architecture and City Design III</td>
</tr>
<tr>
<td>ENGR 225</td>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer</td>
</tr>
</tbody>
</table>
### Suggested Program of Study: Major in Civil Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FSXX SAGES First Seminar*</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHED (two half semester classes)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
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<td>15</td>
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#### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>SAGES University Seminar I</td>
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<td></td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
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<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>PHED (two half semester classes)</td>
<td>3</td>
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<tr>
<td>Year Total:</td>
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<td>16</td>
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#### Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Structural Analysis I (ECIV 320)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering Materials (ECIV 311)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Basic Science/Math Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dynamics (EMAE 181)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Basic Science/Math Elective*</td>
<td>15</td>
<td>15</td>
</tr>
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</table>

#### Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Engineering Senior Project (ECIV 398)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foundation Engineering (ECIV 430)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Structural Design I (ECIV 370)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Structural Design II (ECIV 371)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Appr Technical Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering (ECIV 368)**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Appr Technical Elective*</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Open Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Basic Science/Math Elective**</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

#### Total Units in Sequence: 129

* University general education requirement  
** Engineering general education requirement  
S,G,C,P ECIV Sequences: S = Structural, G = Geotechnical, E = Environmental, C = Construction Management, P = Pre-architecture  
1 ENGR 398 and ENGL 398 must be taken concurrently.  
2 Must be an approved course in a basic science other than chemistry or physics such as biology, astronomy, or geology  
3 See list of pre-approved Basic Science/Math Electives for Environmental (E) sequence  
4 ECIV 371, a Fall course, may be taken in lieu of ECIV 370  
5 See list of pre-approved Technical Electives for each sequence. Two of these courses must be a designated "design" course (indicated in list of pre-approved Technical Electives with an asterisk*). Three of these courses must be from ECIV department. Other courses may be approved by the student’s academic advisor.  
6 ECIV 437 may be taken in lieu of ECIV 430  
7 ECIV 398 may be taken in Fall or Spring
Co-op and Internship Programs
Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Civil Engineering students typically go on a Co-op following the 3rd academic year at CWRU but should discuss their plans for Co-op with their academic advisor as soon as possible. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program
The Department also encourages CWRU undergraduate students to make use of the university’s BS/MS program to pursue advanced studies in Civil Engineering. Undergraduates should apply for the BS/MS program in their junior year so they are able to select senior electives that will also satisfy MS degree requirements. Up to 9 hours of senior electives may be counted in both the BS and MS programs thus allowing the student to complete the MS degree in the fifth year of study. Fifth-year tuition scholarships may also be available. For more information students should discuss the BS/MS program with their Academic Advisor and/or the department BS/MS program coordinator. Review the Office of Undergraduate Studies BS/MS program requirements here (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#accelerationtowardgraduatedegreestext).

Minor in Civil Engineering
Students enrolled in other majors may elect to pursue a minor in Civil Engineering requiring 15 credit hours. Course selections require the approval of a minor advisor. Recommended courses from the Department’s technical sequences are as follows:

<table>
<thead>
<tr>
<th>Structural Engineering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
</tr>
<tr>
<td>ECIV 320</td>
<td>Structural Analysis I</td>
</tr>
<tr>
<td>ECIV 321</td>
<td>Matrix Analysis of Structures</td>
</tr>
<tr>
<td>ECIV 370</td>
<td>Structural Design I</td>
</tr>
<tr>
<td>ECIV 371</td>
<td>Structural Design II</td>
</tr>
<tr>
<td>ECIV 372</td>
<td>Timber and Masonry Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geotechnical Engineering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>ECIV 311</td>
<td>Civil Engineering Materials</td>
</tr>
<tr>
<td>ECIV 330</td>
<td>Soil Mechanics</td>
</tr>
<tr>
<td>ECIV 360</td>
<td>Civil Engineering Systems</td>
</tr>
<tr>
<td>ECIV 430</td>
<td>Foundation Engineering</td>
</tr>
<tr>
<td>ECIV 434</td>
<td>Field Instrumentation and Insitu Testing</td>
</tr>
<tr>
<td>ECIV 437</td>
<td>Pavement Analysis and Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Construction Engineering and Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Environmental Engineering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 160</td>
<td>Surveying and Computer Graphics</td>
</tr>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
</tr>
<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering</td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>ECIV 427</td>
<td>Environmental Organic Chemistry</td>
</tr>
<tr>
<td>ECIV 450</td>
<td>Environmental Engineering Chemistry</td>
</tr>
<tr>
<td>ECIV 461</td>
<td>Environmental Engineering Biotechnology</td>
</tr>
</tbody>
</table>

Minor in Environmental Engineering
Students enrolled in all majors, except for Civil Engineering with an Environmental Engineering sequence, may elect to pursue a minor in Environmental Engineering requiring 15 credit hours and a minimum of five (5) courses. Three (3) of the courses must be from the list below. The additional two (2) courses can be chosen from the list of courses below or courses in the areas of Environmental Science, Environmental Health, and Environmental Law and approved by the minor advisor.

<table>
<thead>
<tr>
<th>Environmental Engineering</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 351</td>
<td>Engineering Hydraulics and Hydrology</td>
</tr>
<tr>
<td>ECIV 361</td>
<td>Water Resources Engineering</td>
</tr>
<tr>
<td>ECIV 362</td>
<td>Solid and Hazardous Waste Management</td>
</tr>
<tr>
<td>ECIV 368</td>
<td>Environmental Engineering</td>
</tr>
<tr>
<td>ECIV 427</td>
<td>Environmental Organic Chemistry</td>
</tr>
<tr>
<td>ECIV 450</td>
<td>Environmental Engineering Chemistry</td>
</tr>
<tr>
<td>ECIV 461</td>
<td>Environmental Engineering Biotechnology</td>
</tr>
</tbody>
</table>

Graduate Programs
The Department of Civil and Environmental Engineering offers the following degree programs: Civil Engineering MS and Civil Engineering PhD. These degree programs offer coursework in structural engineering, geotechnical engineering, engineering mechanics, and environmental engineering to prepare students for careers in industry, professional practice, research, and teaching. Experience has shown that job opportunities are excellent for students who receive advanced degrees in Civil Engineering from Case Western Reserve University. Recent advanced degree recipients have found positions in universities, consulting firms, state and federal agencies, aerospace firms, and the energy industry.

Each student’s program of course work and research is tailored to their interests in close consultation with a faculty advisor. For students working toward the Civil Engineering MS degree, study plans may include a thesis-focused, project-focused, or course-focused approach followed
by a culminating experience. For students working toward the Doctor of Philosophy degree, a research dissertation is required.

All students pursuing graduate studies in the Department of Civil and Environmental Engineering must abide by the academic regulations of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and the Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext) contained in the most recent issue of the Bulletin of Case Western Reserve University and approved by the student’s faculty advisor in the Department of Civil and Environmental Engineering.

Civil Engineering MS
Graduate students shall be admitted to one of three MS degree tracks (thesis-focused, project-focused, course-focused) upon recommendation of the faculty of the Department.

Thesis-Focused Track
See academic requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Project-Focused Track
See academic requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Course-Focused Track
See academic requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Civil Engineering PhD
See academic requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and Case School of Engineering (https://bulletin.case.edu/schoolofengineering/#degreeprogramstext).

Facilities
Vanderhoof-Schuette Structural Laboratory
The Vanderhoof-Schuette Structural Laboratory and Educational facility feature a 2400 ft² cellular strong floor and a 28 ft. high, L-shaped cellular strong wall. The strong wall includes a vertical cell for testing tall specimens with loads up to 1000kips. A 15-ton crane, a scissors lift, and a forklift truck are available for positioning specimens. A 95 gpm hydraulic pump powers servo-hydraulic actuators for applying static or dynamic forces. The laboratory has a variety of instrumentation and data acquisition equipment. Four 6 ft x 6 ft uni-axial shaking tables are available for seismic testing of small physical models.

Bingham Concrete Laboratory
A well-equipped concrete testing laboratory supports the educational and research mission of the department. The laboratory includes 1) a room for concrete batching; 2) a humidity- and temperature-controlled room to support small-scale specimen preparation and storage of advanced cementitious materials and composites, and perform various characterization tests on fresh and hardened concrete and mortars, and 3) a curing room with humidity and temperature control. The laboratory space also houses machining and fabrication equipment that includes welding machines, drill presses, grinders, and saws.

The laboratory includes a 55-kip MTS servo-hydraulic universal testing machine with pressure-controlled hydraulic grips, a 220-kip MTS servo-hydraulic universal testing machine, and a 1,000-kip frame compression machine (ControlsGroup USA).

Environmental Engineering Laboratory
This laboratory is one in a suite of laboratories that support Environmental Engineering teaching and research. The facilities include a teaching laboratory, an advanced instrumentation laboratory, a remediation research laboratory and an electronic classroom/software laboratory. The Environmental Engineering Laboratory is equipped for conventional Standard Methods analysis of water, wastewater, soil, solid waste, and air samples (pH meters, furnaces, glove box, ovens, incubators, hoods, etc.), advanced analytical instruments including high performance liquid chromatography (HPLC), ion chromatography (IC), UV-visible spectrometer, and ATR-FTIR spectroscopy, and for aerobic and anaerobic microbiology work. The lab also offers generous bench top space for student teams to explore laboratory procedures and provides direct access to research, instrumentation, and computational facilities.

Environmental Biotechnology Laboratory
This laboratory is equipped for culturing, processing, and analyzing microorganisms for remediation and biofuel research. Algae are cultivated in a Convirion A1000 growth chamber with programmable temperature and light controls. A Labcomp laminar-flow biocabinet and a Uamato autoclave are used for microbial culturing. Two refrigerated centrifuges, including a microcentrifuge, are available for culture separation. The laboratory is also equipped for molecular analyses with a thermal cycler and regulated temperature baths, with a New Brunswick incubated orbital shaker, a New Brunswick ultra-low temperature freezer and a Panasonic microwave oven.

Geotechnical Engineering Laboratories
The new state of the art Geotechnical Engineering Laboratories and Educational Facilities offer an ideal environment for teaching and research:

The Frank Gerace Undergraduate Laboratory has a complete array of modern units for characterizing and testing soils. Such units lend themselves to automated data acquisition and processing.

The Richard A. Saada Intelligent Geosystems Laboratory houses innovative interdisciplinary research including sensor and non-destructive technologies such as Time Domain Reflectometry (TDR), ultrasomics, fiber optic sensors, smart and functional materials, multiphysics processes in porous materials, etc.

The Saada Family Geotechnical Laboratory has a full array of strength and deformation testing units; notable are automated triaxial units for generalized extension and compression tests, units permitting simultaneous application of hydrostatic, axial and torsional static and dynamic loads, units by means of which one dimensional consolidation in the triaxial cell can be achieved, and various pore pressure, force and deformation measuring devices. Also available is a longitudinal and torsional resonant column device and a large size oedometer equipped with bender elements.

A 20g-tons fully automated centrifuge with a servo-hydraulic earthquake shaker is in operation.
The Warren C. Gibson library has a large array of reference materials, conference proceedings and internet connection to the University library and other sources of technical information.

**Haptic Research Laboratory**

The haptic interface laboratory hosts two state-of-the-art driving simulators. It provides holistic driving simulations for advanced research, education and training in the area of transportation safety, human perception and human-machine interface.

**Concepts in Surveying Laboratory**

The Concepts in Surveying Laboratory was established to put surveying equipment into the hands of students. Civil Engineering infrastructure work begins with high-quality, accurate survey data. The experience of surveying in the field using advanced equipment, such as levels and total stations, supports a student’s use of teamwork and creative problem-solving. From outdoor data collection to computer modeling, students then post-process data using CAD software. The dynamic and exciting science of Geomatics and modern map-making is then studied with software-based lab work that explores LiDAR, Photogrammetry, and Geographic Information Systems (GIS).

**Neff Civil Engineering Undergraduate Computer Laboratory**

This laboratory provides Civil Engineering students with access to all the computer resources needed for both course work and research. The laboratory is supplemented by other facilities provided by the university. All of the computers in the Neff lab can act as independent workstations or provide access via a fiber optic link to other campus computers.

**Civil Engineering Study Lounge**

This study area is designed to supplement the computer laboratories with a quiet workplace for individual or group study.

**ASCE Lounge**

Provides a student controlled venue for hosting American Society of Civil Engineers (ASCE) student chapter activities.

**Miller Library**

The Miller Library named in honor of Craig J. Miller, a former Civil Engineering faculty member, acts as both a library and as the Department’s premier meeting space.

**Vose Room**

The department also shares use of the Vose Room equipment for meetings and video conferencing.

**Courses**

**ECIV 160. Surveying and Computer Graphics. 3 Units.**
Principles and practice of surveying; error analysis, topographic mapping, introduction to photogrammetry and GIS; principles of graphics; computer-aided-drafting. Laboratory.

**ECIV 300. Undergraduate Research. 3 Units.**
Research conducted under the supervision of a sponsoring Civil Engineering faculty member. Research can be done on an independent topic or as part of an established on-going research activity. The student will prepare a written report on the results of the research. Course may fulfill one technical elective requirement.

**ECIV 310. Strength of Materials. 3 Units.**

**ECIV 311. Civil Engineering Materials. 3 Units.**

**ECIV 320. Structural Analysis I. 3 Units.**

**ECIV 321. Matrix Analysis of Structures. 3 Units.**
Matrix formulation and computer analysis (MATLAB recommended) for statically indeterminate linear structural systems; Stiffness method (direct/displacement method); Potential Energy Method; Development of element equations for 1D axial and flexural members and 2D triangle element; Transformation between local to global coordinates; Development of displacement fields (linear function for axial members and cubic function for flexural members); Shape function concept in approximation; Introduction to elasticity, finite element analysis and nonlinear structural analysis. Additional term project on programming for six degrees of freedom beam structure analysis will be assigned to students enrolled in ECIV 428. Recommended for all students: Linear Algebra, Structural Analysis, and MATLAB Programing. Offered as ECIV 321 and ECIV 428. Prereq: ECIV 320 and EMAE 250.

**ECIV 330. Soil Mechanics. 4 Units.**
The physical, chemical, and mechanical properties of soils. Soil classification, capillarity, permeability, and flow nets. One dimensional consolidation, stress and settlement analysis. Shear strength, stability of cuts, and design of embankments, retaining walls and footings. Standard laboratory tests performed for the determination of the physical and mechanical properties of soils. Laboratory. Recommended preparation: ECIV 310.

**ECIV 340. Construction Management. 3 Units.**
Selected topics in construction management including specifications writing, contract documents, estimating, materials and labor; bidding procedures and scheduling techniques. The course is augmented by guest lecturers from local industries.

**ECIV 341. Construction Scheduling and Estimating. 3 Units.**
The focus is on scheduling, and estimating and bidding for public and private projects. This includes highways as well as industrial and building construction. The use of computers with the latest software in estimating materials, labor, equipment, overhead and profit is emphasized. Recommended preparation: ECIV 340 and consent of instructor.
ECIV 342. BIM and Computer Graphics. 3 Units.
This course is intended to apply Building Information Modeling tools in a meaningful manner within the AEC field. The course will progress through the core concepts of widely used VDC tools: AutoCAD, Sketchup, Revit, Navisworks. The key areas of focus will be conceptualizing projects, quantity takeoff, scheduling, and constructability review. Class time will involve hands-on training and exercises that will simulate real-world situations and deadlines. Complexity levels in the models will be minimized to ensure focus on concepts. Students will have multiple opportunities to hone their presentation skills with their projects through the course progression. Prereq: ECIV 160 and ECIV 340.

ECIV 343. BIM Data Management & Remote Sensing. 3 Units.
The course is intended to create awareness and advocacy for advanced design and planning technologies in the AEC industry, and integration into standard BIM platforms. The course will enhance competency in utilization of core BIM platforms for students with basic experience in Sketchup, Revit and Navisworks. Class time will involve hands-on exercises to simulate professional applications of technologies that improve accuracy and communication on projects. Technical equipment processes will be demonstrated in person, and situational challenges will be presented and assigned for course projects. Technology focus will include drones, Lidar, and virtual reality simulations. Recommended Preparation: ECIV 341. Prereq: ECIV 342.

ECIV 351. Engineering Hydraulics and Hydrology. 3 Units.
Application of fluid statics and dynamics to Civil Engineering Design. Hydraulic machinery, pipe network analysis, thrust, hammer, open channel flow, sewer system design, culverts, flow gauging, retention/detention basin design. Applied hydrology, hydrograph analysis and hydraulic routing will also be introduced. Recommended preparation: Concurrent enrollment in ENGR 225.

ECIV 360. Civil Engineering Systems. 3 Units.
Introduction to probability and statistics. Discrete and continuous random variables, probability distributions, bivariate data, probabilistic analysis of systems, and reliability analysis. Introduction to engineering economics. Interest rates and equivalence, present worth, rate of return analysis, depreciation, and inflation.

ECIV 361. Water Resources Engineering. 3 Units.
Water doctrine, probabilistic analysis of hydrologic data, common and rare event analysis, flood forecasting and control, reservoir design, hydrologic routing, synthetic streamflow generation, hydroelectric power, water resource quality, water resources planning. Recommended preparation: ECIV 351.

ECIV 362. Solid and Hazardous Waste Management. 3 Units.

ECIV 368. Environmental Engineering. 3 Units.
Principle and practice of environmental engineering. Water and waste water engineering unit operations and processes including related topics from industrial waste disposal, air pollution and environmental health.

ECIV 370. Structural Design I. 3 Units.

ECIV 371. Structural Design II. 3 Units.
Continuation of ECIV 370. Torsion design of concrete members, design of continuous beams and slabs, reinforcement development, concrete serviceability deflection criteria, design of two-way slabs, stability design of steel members, lateral-torsional buckling and local buckling of steel members, steel connection design, software aided design of a steel building structure. Recommended preparation: ECIV 310 and ECIV 315. Offered as ECIV 371 and ECIV 471. Prereq: ECIV 370.

ECIV 372. Timber and Masonry Design. 3 Units.
Introduction to wood material. Design for timber beams and columns to resist vertical and lateral loads. Design of nailed and bolted connections. Introduction to masonry materials and design of wall. Offered as ECIV 372 and ECIV 472. Prereq: ECIV 322.

ECIV 396. Civil Engineering Special Topics I. 1 - 3 Units.
Special topics in civil engineering in which a regular course is not available. Conferences and report.

ECIV 397. Civil Engineering Topics II. 3 Units.
Special topics in civil engineering in which a regular course is not available. Conferences and report.

ECIV 398. Civil Engineering Senior Project. 3 Units.
Capstone course for civil engineering students. Material from previous and concurrent courses used to complete a multidisciplinary engineering design project. Professional engineering topics such as project management, engineering design, communications, and professional ethics. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Counts as SAGES Senior Capstone. Counts as SAGES Senior Capstone.

ECIV 400T. Graduate Teaching I. 0 Unit.
This series of three courses will provide Ph.D. students with practical experience in teaching at the University level and will expose them to effective teaching methods. Each course assignment will be organized in coordination with the student’s dissertation advisor and the department chairperson. Assignments will successively require more contact with students, with duties approaching the teaching requirements of a faculty member in the Ph.D. student’s area of study. Prereq: Ph.D. students in Civil Engineering.

ECIV 411. Elasticity, Theory and Applications. 3 Units.

ECIV 415. Fracture Mechanics and Size Effect. 3 Units.
ECIV 420. Finite Element Analysis. 3 Units.
Theory and application of the finite element method. Approximation theory as the basis for finite element methods. The formulations for a variety of finite elements in one, two, and three dimensions. The modeling and analysis of structural components and systems using planar, solid, and plate elements. Implementations of element formulations using Matlab. An advanced finite element analysis program will be used for analysis of structural problems. Recommended preparation: ECIV 321 is a prerequisite for structural engineering students. Background in advanced mechanics and numerical analysis of structures is required for this course. If you have not completed these courses, please discuss with the instructor. Prereq: Graduate Standing or ECIV 321.

ECIV 421. Advanced Topics in Reinforced Concrete Structures. 3 Units.
Group project-based course to evaluate nonlinear dynamic behavior of multistory reinforced concrete structures designed to the US building design codes (ACI318, ASCE7, ASCE41); Main topics including Review of RC Design Principles, Procedure Requirements and Assumptions; Inelastic Behavior of Plain Concrete, Reinforced Concrete, and Reinforcing Steel; Code-Based Design vs. Performance-Based Design; Strength vs. Displacement Demand Parameters at the Member, Story, and Structure Levels; Pushover Analysis Using an Open Source Code (OpenSees). Prereq: Graduate Standing or ECIV 321, ECIV 322 and ECIV 323.

ECIV 422. Advanced Structural Steel Design. 3 Units.
Advanced topics for the design of steel structures including member and frame stability, design of members for torsion, plate girders, base plate and anchorage connections, and basics of composite systems. Plastic analysis and design concepts for structural engineering limit state load applications. Seismic design of steel lateral force resisting systems. Recommended Preparation: ECIV 321. Prereq: ECIV 323 or instructor consent.

ECIV 424. Structural Dynamics. 3 Units.
Modeling of structures as single and multidegree of freedom dynamic systems. The eigenvalue problem, damping, and the behavior of dynamic systems. Deterministic models of dynamic loads such as wind and earthquakes. Analytical methods, including modal, response spectrum, time history, and frequency domain analyses. Recommended preparation: ECIV 321 and consent of instructor.

ECIV 425. Structural Design for Dynamic Loads. 3 Units.
Structural design problems in which dynamic excitations are of importance. Earthquake, wind, blast, traffic, and machinery excitations. Human sensitivity to vibration, mechanical behavior of structural elements under dynamic excitation, earthquake response and earthquake-resistant design, wind loading, damping in structures, hysteretic energy dissipation, and ductility requirements. Recommended preparation: ECIV 424.

ECIV 426. Probabilistic Analysis. 3 Units.

ECIV 427. Environmental Organic Chemistry. 3 Units.
This is an advanced course focusing on examination of processes that effect the behavior and fate of anthropogenic organic contaminants in aquatic environments. The lectures will focus on intermolecular interactions and thermodynamic principles governing the kinetics of some of the important chemical and physicochemical transformation reactions of organic contaminants. Recommended Preparation: One semester of Organic chemistry or prior approval of the instructor.

ECIV 428. Matrix Analysis of Structures. 3 Units.
Matrix formulation and computer analysis (MATLAB recommended) for statically indeterminate linear structural systems; Stiffness method (direct/displacement method); Potential Energy Method; Development of element equations for 1D axial and flexural members and 2D triangle element; Transformation between local to global coordinates; Development of displacement fields (linear function for axial members and cubic function for flexural members); Shape function concept in approximation; Introduction to elasticity, finite element analysis and nonlinear structural analysis. Additional term project on programming for six degrees of freedom beam structure analysis will be assigned to students enrolled in ECIV428. Recommended for all students: Linear Algebra, Structural Analysis, and MATLAB Programming. Offered as ECIV 321 and ECIV 428. Prereq: Graduate Student standing.

ECIV 430. Foundation Engineering. 3 Units.

ECIV 432. Mechanical Behavior of Soils. 3 Units.
Soil statics and stresses in a half space-tridimensional consolidation and sand drain theory; stress-strain relations and representations with rheological models. Critical state and various failure theories and their experimental justification for cohesive and noncohesive soils. Laboratory measurement of rheological properties, pore water pressures, and strength under combined stresses. Laboratory. Recommended preparation: ECIV 330.

ECIV 433. Soil Dynamics. 3 Units.

ECIV 434. Field Instrumentation and Insitu Testing. 3 Units.

ECIV 437. Pavement Analysis and Design. 3 Units.
ECIV 450. Environmental Engineering Chemistry. 3 Units.
Fundamentals of inorganic, organic, and physical chemistry with emphasis on the types of problems encountered in the environmental engineering field. Equilibria among liquid, gaseous, and solid phases; kinetics to the extent that time permits. A strong mathematical approach is taken in solving the equilibrium and kinetic problems presented. Equilibrium speciation software for solution of more complex problems. Topics that will be covered in the course include chemical equilibria, acid/base reactions, mathematical problem solving approach, graphical approaches, titration curves, solubility of gases and solids, buffering systems, numerical solution of equilibrium problems, thermodynamics, oxidation-reduction reactions, principles of quantitative chemistry and analytical techniques, introduction to the use of analytical instrumentation, and chemical kinetics. Prereq: ECIV 368 or requisites not met permission.

ECIV 456. Intelligent Infrastructure Systems. 3 Units.
Topics on smart infrastructure systems; smart materials fabrication, embedded sensing technology for infrastructure condition monitoring, the system models for infrastructural condition diagnosing and adaptive controlling, and spatial-temporal integrated infrastructure management system.

ECIV 461. Environmental Engineering Biotechnology. 3 Units.
Process design fundamentals for biological reactors applied to environmental engineering processes, including wastewater treatment, bioremediation, and bioenergy production. Topics include mass balances, methane fermentation, fixed-growth reactors, molecular biology tools, and reactor models. Recommended preparation: ECIV 368 Environmental Engineering.

ECIV 462. Solid and Hazardous Waste Management. 3 Units.

ECIV 471. Structural Design II. 3 Units.
Continuation of ECIV 370. Torsion design of concrete members, design of continuous beams and slabs, reinforcement development, concrete serviceability deflection criteria, design of two-way slabs, stability design of steel members, lateral-torsional buckling and local buckling of steel members, steel connection design, software aided design of a steel building structure. Recommended preparation: ECIV 310 and ECIV 315. Offered as ECIV 371 and ECIV 471.

ECIV 472. Timber and Masonry Design. 3 Units.
Introduction to wood material. Design for timber beams and columns to resist vertical and lateral loads. Design of nailed and bolted connections. Introduction to masonry materials and design of wall. Offered as ECIV 372 and ECIV 472.

ECIV 500T. Graduate Teaching II. 0 Unit.
This series of three courses will provide Ph.D. students with practical experience in teaching at the University level and will expose them to effective teaching methods. Each course assignment will be organized in coordination with the student's dissertation advisor and the department chairperson. Assignments will successively require more contact with students, with duties approaching the teaching requirements of a faculty member in the Ph.D. student's area of study. Prereq: Ph.D. student in Civil Engineering.

ECIV 600T. Graduate Teaching III. 0 Unit.
This series of three courses will provide Ph.D. students with practical experience in teaching at the University level and will expose them to effective teaching methods. Each course assignment will be organized in coordination with student's dissertation advisor and the department chairperson. Assignments will successively require more contact with students, with duties approaching the teaching requirements of a faculty member in the Ph.D. student's area of study. Prereq: Ph.D. students in Civil Engineering.

ECIV 601. Independent Study. 1 - 18 Units.
Plan B.

ECIV 651. Thesis M.S.. 1 - 18 Units.
Plan A.

ECIV 660. Special Topics. 1 - 18 Units.
Topics of special interest to students and faculty. Topics can be those covered in a regular course when the student cannot wait for the course to be offered.

ECIV 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the ECIV Plan B MS Program.

ECIV 701. Dissertation Ph.D.. 1 - 9 Units.
(Credit as arranged.) Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Department of Computer and Data Sciences

Glennan Building (7071)
http://engineering.case.edu/cds/
Phone: 216.368.2800; Fax: 216.368.6888

Vipin Chaudhary (vipin@case.edu), Kevin J. Kranzusch Professor and Chair

While the BS degree in Computer Science at Case Western Reserve University was approved in 1987, the Department of Computer and Data Sciences (CDS) was recently established in 2019. Computer Science is the study of the theory, practice, and application of computer systems. Data Science is an interdisciplinary field that utilizes computer systems, computational algorithms, and statistical methods to manage, analyze, and visualize data from different domains in order to extract information and knowledge from data. Computer Science and Data Science are at the heart of modern technology with applications in many disciplines. They both have a profound impact on our society and drive job creation. Starting salaries in our fields are consistently ranked at the top of all college majors. Our graduates work in cutting-edge companies–from giants to start-ups, in a variety of technology sectors, including computer and internet, business and finance, healthcare and medical devices, energy, and consulting.

CDS offers a BS degree in Computer Science, a Computer Science major toward the BA degree, a BS degree in Data Science & Analytics, a combined BS/MS program in Computer Science, and MS and PhD degrees in Computer Science. CDS also offers minors in Computer Science, Computer Gaming, and Artificial Intelligence. The minor in Applied Data Science is administered by the Department of Materials Science and Engineering https://engineering.case.edu/materials-science-and-engineering/academics/.
Educational Philosophy
The CDS department is dedicated to developing high-quality graduates who will take positions of leadership as their careers advance. We recognize that the increasing role of technology in virtually every facet of our society, life, and culture makes it vital that our students have access to progressive and cutting-edge higher education programs. The program values for all of the degree programs in the department are:

- mastery of fundamentals
- creativity
- social awareness
- leadership skills
- professionalism

Stressing excellence in these core values helps to ensure that our graduates are valued and contributing members of our global society and that they will carry on the tradition of industrial and academic leadership established by our alumni.

Our goal is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance their fields. To achieve this goal, the department offers a wide range of technical specialties consistent with the breadth of computer science and data science, including recent developments in the fields. Because of the rapid pace of advancement in these fields, our degree programs emphasize a broad and foundational science and technology background that equips students for future developments. Our programs include a wide range of electives and our students can also develop individualized programs that can combine computer and data sciences with other disciplines.

Research
At Case Western, we thrive to provide outstanding educational experiences for both our undergraduate and graduate students, while performing cutting edge research in:

1. Algorithms, Theory, and Quantum Computing
2. Artificial Intelligence and Machine Learning
3. Bioinformatics and Systems Biology
4. Data Science and Analytics
5. Databases & Data Mining
7. Security and Privacy
8. Software Engineering

Primary Faculty Appointments
Erman Ayday, PhD  
(Georgia Institute of Technology)  
Assistant Professor  
Cryptography, network security, trust and reputation management, big data analytics

Vipin Chaudhary, PhD  
(The University of Texas at Austin)  
Kevin J. Kranzusch Professor and Chair  
High performance computing, machine learning, computational and data science, computer aided diagnosis and interventions, and quantum computing

Harold S. Connamacher, PhD  
(University of Toronto)  
Robert J. Herbold Associate Professor in Transformative Teaching  
Constraint satisfaction problems, graph theory, random structures, and algorithms

Mehmet Koyuturk, PhD  
(Purdue University)  
Professor  
Bioinformatics and computational biology, computational modeling and algorithm development for systems biology, integration, mining and analysis of biological data, algorithms for distributed systems

Michael Lewicki, PhD  
(California Institute of Technology)  
Professor  
Computational perception and scene analysis, visual representation and processing, auditory representation and analysis

Jing Li, PhD  
(University of California, Riverside)  
Leonard Case Jr. Professor  
Computational biology and bioinformatics, data mining and machine learning, data science and analytics, algorithms

Vincenzo Liberatore, PhD  
(Rutgers University)  
Associate Professor  
Distributed systems, Internet computing, randomized algorithms

Orhan Ozguner, PhD  
(Case Western Reserve University)  
Assistant Professor  
Algorithms, data science, data structure, programming

H. Andy Podgurski, PhD  
(University of Massachusetts, Amherst)  
Professor  
Software engineering methodology and tools, especially use of data mining, machine learning, and program analysis techniques in software testing, fault detection and localization, reliable engineering and software security, electronic medical records, privacy

Michael Rabinovich, PhD  
(University of Washington)  
Professor  
Computer networks, distributed systems, Internet security and performance

Soumya Ray, PhD  
(University of Wisconsin, Madison)  
Associate Professor  
Artificial intelligence, machine learning, reinforcement learning, automated planning, applications to interdisciplinary problems including medicine and bioinformatics

An Wang, PhD  
(George Mason University)  
Assistant Professor  
Systems and network security
Adjunct Faculty Appointments

Mark A. Allman, MSEE
Adjunct Instructor

Nicholas Barendt, MSEE, BSEE
Adjunct Sr. Instructor

Michael Branicky, PhD
Adjunct Professor

Mahdi Cheraghchi Bashi Astaneh, PhD
Adjunct Assistant Professor

Sanjaya Gajurel, PhD
Adjunct Assistant Professor

Roberto Galan, PhD
Adjunct Assistant Professor

Eamon Johnson, PhD
Adjunct Instructor

Ronald Loui, PhD
Adjunct Professor

Stanley Omeike
Adjunct Instructor

Gideon Samid, PhD
Adjunct Assistant Professor

Matthew Sargent, PhD
Adjunct Assistant Professor

Sadida Siddiqi
Adjunct Instructor

Miguel Zubizarreta-Ada, PhD
Adjunct Professor

Secondary Faculty Appointments

Gurkan Bebek, PhD
Assistant Professor
SOM-Center for Proteomics

Marc Buchner, PhD
Associate Professor
CSE-ECSE

M. Cenk Cavusoglu, PhD
(University of California, Berkeley)
Nord Professor of Engineering

Vira Chankong, PhD
Associate Professor
CSE-ECSE

Roger French, PhD
Professor
CSE-EMSE

Michael Fu, PhD
Timothy E. and Allison L. Schroeder Assistant Professor
CSE-ECSE

Mark Griswold, PhD
Professor
SOM-Radiology

Evren Gurkan-Cavusoglu, PhD
Associate Professor
CSE-ECSE

Fulai Jin, PhD
Assistant Professor
SOM-Genetics & Genome Sciences

Thomas LaFramboise, PhD
Associate Professor, Genetics
SOM-Genetics

Xiao Li, PhD
Assistant Professor
SOM-RNA Center

Anant Madabhushi, PhD
Professor
CSE-EBME

Aziz Nazha, PhD
Assistant Professor
SOM, CCF-Ctr of Clinical Artificial Intelligence

Christos Papachristou, PhD
Professor
CSE-ECSE

Satya Sahoo, PhD
Associate Professor
SOM-Dept. of Population & Quantitative Health Sciences

Peter Thomas, PhD
Associate Professor
CAS-MATH
Emeritus Faculty
Gultekin Ozsoyoglu, PhD
(University of Alberta, Canada)
Emeritus Professor
Graph databases and data mining problems in metabolic networks, metabolomics, and systems biology, bioinformatics, web data mining

Z. Meral Ozsoyoglu, PhD
(University of Alberta, Canada)
Emeritus Professor
Database systems, database query languages and optimization, data models, index structures, bioinformatics, medical informatics

Undergraduate Programs
The Computer and Data Science (CDS) department offers programs leading to degrees in:

1. Data Science and Analytics, Bachelor of Science
2. Computer Science, Bachelor of Science
3. Computer Science, Bachelor of Arts

These programs provide students with a strong background in the fundamentals of mathematics and science. Students can use their technical and open electives to pursue concentrations in software engineering, algorithms, artificial intelligence, databases, data mining, bioinformatics, security, computer systems, and computer networks. In addition to an excellent technical education, all students in the department are exposed to societal issues, ethics, professionalism, and have the opportunity to develop leadership and creativity skills.

Data Science and Analytics BS
The Data Science and Analytics BS program provides our students with a broad foundation in the field and with the instruction, skills, and experience needed to understand and handle large amounts of data to derive actionable information. The degree program has a unique focus on real-world data and real-world applications.

This major is one of the first undergraduate programs nationwide with a curriculum that includes mathematical modeling, computation, data analytics, visual analytics and project-based applications – all elements of the future emerging field of data science.

Program Educational Objectives
Graduates from the Data Science and Analytics Bachelor of Science program will be prepared to:

1. Analyze real-world problems and create data-driven solutions based on the fundamentals of data science and computing.
2. Work effectively, professionally, and ethically.
3. Assume positions of leadership in industry, academia, public service, and entrepreneurship.
4. Successfully progress in advanced degree programs in data science, computing, and related fields.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science degree program in Data Science and Analytics is designed so that students attain the ability to:

1. Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
6. Apply theory, techniques, and tools throughout the data analysis life cycle and employ the resulting knowledge to satisfy stakeholders’ needs.

Major Requirements
The major requires completion. The major requires completion of the University general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/) and the engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceindatascienceandtext) as modified for the Bachelor of Science in Data Science and Analytics degree, and the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 133</td>
<td>Introduction to Data Science and Engineering for Majors</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 234</td>
<td>Structured and Unstructured Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 312</td>
<td>Introduction to Data Science Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 341D</td>
<td>Introduction to Databases: DS Major</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 395</td>
<td>Senior Project in Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>MATH 380</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
</tbody>
</table>

Two of STAT 243, STAT 244, STAT 312, and STAT 325 3 units each. Core courses provide our students with a strong background in foundations and analytics.

Foundations
Each student must supplement their competence in foundational technical areas by taking at least three additional courses, totaling at least nine credit hours from the following list. Other courses, beyond those that are listed, may be approved by the student’s academic advisor. The following list is organized in topical areas for informational purposes only; foundation courses may come from the same or from different areas.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 305</td>
<td>Files, Indexes and Access Structures for Big Data</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
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</tr>
<tr>
<td>CSDS 315</td>
<td>Scalable Parallel Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

### Statistics

- STAT 243: Statistical Theory with Application I
- STAT 244: Statistical Theory with Application II
- Any STAT course number 300 or above

### Analytics: Artificial Intelligence

- CSDS 390: Advanced Game Development Project
- CSDS 391: Introduction to Artificial Intelligence
- CSDS 442: Causal Learning from Data
- CSDS 491: Artificial Intelligence: Probabilistic Graphical Models

### Analytics: Data Mining

- CSDS 339: Web Data Mining
- CSDS 391: Introduction to Artificial Intelligence or CSDS 435: Data Mining

### Theory

- CSDS 477: Advanced Algorithms
- MATH 201: Introduction to Linear Algebra for Applications or MATH 307: Linear Algebra
- MATH 327: Convexity and Optimization

### Engineering: Signals

- ECSE 246: Signals and Systems
- ECSE 313: Signal Processing

### Engineering: Optimization

- ECSE 346: Engineering Optimization
- ECSE 416: Convex Optimization for Engineering

### Applications

Data science graduates are expected to be knowledgeable in a wide range of areas of applications of the data science profession. The breadth requirement is satisfied by choosing at least two courses totaling at least six credit hours from the following list. Additional courses, beyond those that are listed, may be approved by the student’s academic advisor.

- BIOL 319: Applied Probability and Stochastic Processes for Biology
- BIOL 311A: Survey of Bioinformatics: Technologies in Bioinformatics
- BIOL 311B: Survey of Bioinformatics: Data Integration in Bioinformatics
- BIOL 311C: Survey of Bioinformatics: Translational Bioinformatics
- DSCI 330: Cognition and Computation
- DSCI 351: Exploratory Data Science

### Economics

- ECON 326: Econometrics
- ECON 327: Advanced Econometrics

### Bioinformatics

- CSDS 458: Introduction to Bioinformatics
- CSDS 459: Bioinformatics for Systems Biology

### Marketing and Epidemiology

- MKMR 310: Marketing Analytics
- MPHP 301: Introduction to Epidemiology
- MPHP 426: An Introduction to GIS for Health and Social Sciences

### Technical Electives

Two more courses from the core, foundations, and applications lists for at least six credit hours. The combination of core, foundations, and application courses with technical and open electives makes it possible to achieve a minor in fields as different as Economics and Biology. Interested students should contact their advisors.

### Suggested Program of Study: Data Science and Analytics BS

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu).

#### First Year

<table>
<thead>
<tr>
<th>Units</th>
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<tbody>
<tr>
<td>Fall</td>
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<tr>
<td>Spring</td>
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<td></td>
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<tr>
<td>15</td>
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<td>18</td>
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</table>

#### Second Year

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<tr>
<th>Units</th>
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<tr>
<td>Fall</td>
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<td>Spring</td>
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<tr>
<td>16</td>
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<td>15</td>
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</tbody>
</table>
The Bachelor of Science degree program in computer science is administered in the Materials Science and Engineering Department. An undergraduate minor in applied data science is available, which requires five courses as listed below:

**Third Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Data Analysis (CSDS 313)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Security (CSDS 344) (or Foundations)(^4)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Breadth elective(^2)</td>
<td>3</td>
<td></td>
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<tr>
<td>Probability or Statistics(^3)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Science Systems (CSDS 312)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Privacy (CSDS 356) (or Foundations)(^4)</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)</td>
<td>2</td>
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<tr>
<td>Professional Communication for Engineers (ENGR 398)</td>
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<tr>
<td>Breadth Elective(^2)</td>
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<tr>
<td>Open Elective</td>
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<tr>
<td>Probability or Statistics(^3)</td>
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<tr>
<td>Year Total:</td>
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<td>18</td>
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</table>

**Fourth Year**

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<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Breadth Elective(^2)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations(^4)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundations(^4)</td>
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<tr>
<td>Applications(^5)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Open Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Project in Computer Science (CSDS 395)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications(^5)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective</td>
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<td></td>
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</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units in Sequence:**

1. University General Education Requirement
2. Engineering General Education Requirement (http://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceandexperientiallearning)
3. Probability (MATH 380) or Statistics (Two of STAT 243, STAT 244, STAT 312, and STAT 325)
4. Three courses and nine credit hours required from the Foundation list
5. Two courses and six credit hours required from the Applications list

**Applied Data Science Minor**

An undergraduate minor in applied data science (p. 159) is administered in the Materials Science and Engineering Department.

**Computer Science BS**

The Bachelor of Science degree program in computer science is designed to give a student a strong background in the fundamentals of mathematics and computer science. The curriculum is designed according to the latest ACM/IEEE computer science curriculum guidelines. A graduate of this program should be able to use these fundamentals to analyze and evaluate software systems and the underlying abstractions upon which they are based. A graduate should also be able to design and implement software systems that are state-of-the-art solutions to a variety of computing problems; this includes problems that are sufficiently complex to require the evaluation of design alternatives and engineering trade-offs. In addition to these program-specific objectives, all students in the Case School of Engineering are exposed to societal issues, professionalism, and are provided opportunities to develop leadership skills.

The Bachelor of Science degree program in computer science is accredited by the Computing Accreditation Commission of ABET, http://www.abet.org/.

**Mission**

The mission of the Bachelor of Science degree program in computer science is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the field of computer science and its application to other disciplines.

**Program Educational Objectives**

1. To educate and train students in the fundamentals of computer science and mathematics
2. To educate students with an understanding of real-world computing needs
3. To train students to work effectively, professionally and ethically in computing-related professions

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Science degree program in computer science is designed so that students attain the ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Core and breadth courses provide our students with the flexibility to work across many disciplines and prepare them for a variety of professions. Our curriculum is designed to teach fundamental skills and knowledge needed by all CS graduates while providing the greatest flexibility in selecting topics. Students are also required to develop depth in at least one of the following technical areas: software engineering; algorithms and theory; computer systems, networks, and security; databases and data mining; bioinformatics; or artificial intelligence.

**Major Requirements**

Each student is required to complete a total of 20 computer science and computer science related courses, totaling at least 63 credits.
The 20 courses must include:

1. all 6 core courses;
2. at least 5 computer science breadth courses;
3. at least 4 courses in one of the listed computer science depth areas, including all starred courses in that area;
4. and a course from the secure computing requirement list.

The remaining courses needed to fulfill the 20 course requirement may come from the computer science breadth courses, courses of any computer science depth area, and up to 6 of the 20 courses may come from the list of approved technical electives with at most two group 2 courses.

Other computer science related courses not listed here may be used with prior permission from the student’s academic advisor. Some courses appear in more than one list. The same course may be used to satisfy multiple requirements of the core, computer science breadth and depth requirements, but courses may not be double counted for the purpose of achieving 20 separate computer science courses and 63 credits.

In addition to engineering general education requirements and (http://bulletin.case.edu/undergraduatestudies/csedegree/#bachelorofscienceincomputersciencetext) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degereeprograms/), the major requires the following courses:

**Computer Science Core Requirement**

All computer science majors are required to complete the following 6 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 395</td>
<td>Senior Project in Computer Science</td>
<td>4</td>
</tr>
</tbody>
</table>

**Computer Science Breadth Requirement**

BS students are required to complete at least 5 of the 7 following computer science breadth courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 314</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 325</td>
<td>Computer Networks I</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 345</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Statistics Requirement**

Computer science BS students are required to complete a statistics elective.

One Statistics elective may be chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 380</td>
<td>Introduction to Probability</td>
<td>3</td>
</tr>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Experiments</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Science Secure Computing Requirement**

Students pursuing the BS degree must demonstrate competence in the principles and practices of secure computing by completing one of the following courses as part of their 20 computer science or computer science related courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 444</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
</tbody>
</table>

This course may be double counted as a computer science depth course, as appropriate. There is no secure computing requirement for students pursuing the BA degree.

**Computer Science Depth Requirement**

Students pursuing the BS degree must demonstrate a depth of competence in one of the technical areas listed below. To complete the depth requirement, students must complete at least four courses in one of the depth areas, including all starred courses. Recommended general background courses are listed following each area where applicable.

**Area 1: Software Engineering**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 337</td>
<td>Compiler Design</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 345</td>
<td>Programming Language Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 392</td>
<td>App Development for iOS</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 438</td>
<td>High Performance Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area 2: Algorithms and Theory**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 343</td>
<td>Theoretical Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 394</td>
<td>Introduction to Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 455</td>
<td>Applied Graph Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 477</td>
<td>Advanced Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>MATH 406</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 306</td>
<td>Mathematical Logic and Model Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Recommended preparation: MATH 380 Introduction to Probability
### Area 3: Computer Systems, Networks and Security

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 312</td>
<td>Introduction to Data Science Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 325</td>
<td>Computer Networks *</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 337</td>
<td>Compiler Design</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 338</td>
<td>Intro to Operating Systems and Concurrent Programming *</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 344</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 444</td>
<td>Computer Security</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 356</td>
<td>Data Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 427</td>
<td>Internet Security and Privacy</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 428</td>
<td>Computer Communications Networks II</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 438</td>
<td>High Performance Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 448</td>
<td>Smartphone Security</td>
<td>3</td>
</tr>
<tr>
<td>MATH 408</td>
<td>Introduction to Cryptology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area 4: Databases and Data Mining

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 234</td>
<td>Structured and Unstructured Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 313</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 339</td>
<td>Web Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems *</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 405</td>
<td>Data Structures and File Management</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 433</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>MATH 382</td>
<td>High Dimensional Probability</td>
<td>3</td>
</tr>
<tr>
<td>MATH 444</td>
<td>Mathematics of Data Mining and Pattern Recognition</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area 5: Bioinformatics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 310</td>
<td>Algorithms *</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 341</td>
<td>Introduction to Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>or CSDS 341D</td>
<td>Introduction to Databases: DS Major</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 435</td>
<td>Data Mining</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 458</td>
<td>Introduction to Bioinformatics *</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 459</td>
<td>Bioinformatics for Systems Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area 6: Artificial Intelligence

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence *</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 394</td>
<td>Introduction to Information Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 440</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 442</td>
<td>Causal Learning from Data</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 465</td>
<td>Computer Vision</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 491</td>
<td>Artificial Intelligence: Probabilistic Graphical Models</td>
<td>3</td>
</tr>
</tbody>
</table>

### List of Approved Technical Electives

This list of approved technical electives is divided into groups according to how closely a course is related to the core knowledge areas as defined in the ACM/IEEE computer science curriculum guidelines. For Computer Science BS students, up to 6 of the 20 computer science and computer science related courses may come from this list with up to two courses from group 2. Computer science related courses not listed below may be used as a technical elective but require prior permission from the student's academic advisor.

#### Group 1

Any CSDS course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 301</td>
<td>Digital Logic Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ECSE 303</td>
<td>Embedded Systems Design and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 317</td>
<td>Computer Design - FPGAs</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 419</td>
<td>Computer System Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 485</td>
<td>VLSI Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 488</td>
<td>Embedded Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>MATH 330</td>
<td>Introduction to Scientific Computing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 431</td>
<td>Introduction to Numerical Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Group 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 351</td>
<td>Exploratory Data Science</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 352</td>
<td>Applied Data Science Research</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 353</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
<td>3</td>
</tr>
<tr>
<td>ECON 380</td>
<td>Computational Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 305</td>
<td>Control Engineering I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 318</td>
<td>VLSI/CAD</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 319</td>
<td>Applied Probability and Stochastic Processes for Biology</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 350</td>
<td>Operations and Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 354</td>
<td>Digital Communications</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 408</td>
<td>Introduction to Linear Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 413</td>
<td>Nonlinear Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 414</td>
<td>Wireless Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 416</td>
<td>Convex Optimization for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 489</td>
<td>Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>MATH 224</td>
<td>Elementary Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 228</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MATH 303</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 308</td>
<td>Introduction to Abstract Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MATH 327</td>
<td>Convexity and Optimization</td>
<td>3</td>
</tr>
<tr>
<td>MATH 413</td>
<td>Graph Theory</td>
<td>3</td>
</tr>
<tr>
<td>MATH 416</td>
<td>Convex Optimization for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>MATH 489</td>
<td>Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 250</td>
<td>Computational Methods in Physics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 345</td>
<td>Theoretical Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 346</td>
<td>Theoretical Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Suggested Program of Study: Computer Science BS**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Programming in Java (CSDS 132)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)²</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122) or Calculus II (MATH 124)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Structures (CSDS 233)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)²</td>
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<td></td>
<td></td>
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<td>Year Total:</td>
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<td>15</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
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<td>Calculus for Science and Engineering III (MATH 223) or Calculus III (MATH 227)</td>
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<tr>
<td>Discrete Mathematics (CSDS 302)</td>
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<tr>
<td>Logic Design and Computer Organization (CSDS 281)</td>
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**Third Year**

<table>
<thead>
<tr>
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<th>Spring</th>
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<tr>
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<tr>
<td>Computer science breadth course b</td>
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<tr>
<td>Computer science breadth course b</td>
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<tr>
<td>Breadth elective**</td>
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<td>Professional Communication for Engineers (ENGL 398)</td>
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<tr>
<td>Professional Communication for Engineers (ENGR 398)</td>
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<tr>
<td>Computer science breadth course b</td>
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<td></td>
</tr>
<tr>
<td>Computer science depth course c</td>
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<td></td>
</tr>
<tr>
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<table>
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<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer science depth course c</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective d</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective d</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior Project in Computer Science (CSDS 395)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer science depth course c</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective d</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective d</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
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<tr>
<td>Year Total:</td>
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</table>

**Total Units in Sequence:** 126

**Hours Required for Graduation:** 126

* University general education requirement
** Engineering general education requirement (http://bulletin.case.edu/undergraduatestudies/csdegree/#bachelorofscienceincomputersciencetext)
a Chosen from: MATH 380 Introduction to Probability, STAT 312 Basic Statistics for Engineering and Science, STAT 313 Statistics for Experimenters, STAT 332 Statistics for Signal Processing, STAT 333 Uncertainty in Engineering and Science

c
Each student must complete 4 courses in one of the computer science depth areas listed above, including all starred courses.

d
Chosen from additional computer science breadth courses, depth courses, or the list of approved technical electives. Any other course used as a technical elective must be approved by the student’s advisor.

**Computer Science BA**

The Bachelor of Arts degree program in computer science is a combination of a liberal arts program and a computing major. It is a professional program in the sense that graduates can be employed as computer professionals, but it is less technical than the Bachelor of Science degree program in computer science. This degree is particularly suitable for students with a wide range of interests. For example, students can major in another discipline in addition to computer science and routinely complete all of the requirements for the double major in a 4 year period. This is possible because over a third of the courses in the program are open electives. Furthermore, if a student is majoring in computer science and a second technical field such as mathematics or physics many of the technical electives will be accepted for both majors. Another example of the utility of this program is that it routinely allows students to major in computer science and take all of the pre-med courses in a four-year period.

**Mission**

The mission of the Bachelor of Arts degree program in computer science is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the field of computer science and its application to other disciplines.

**Program Educational Objectives**

1. To educate and train students in the fundamentals of computer science and mathematics
2. To educate students with an understanding of real-world computing needs
3. To train students to work effectively, professionally and ethically in computing-related professions

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Arts degree program in computer science is designed so that students attain the ability to:

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline.
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Core and breadth courses provide our students with the flexibility to work across many disciplines and prepare them for a variety of professions. Our curriculum is designed to teach fundamental skills and knowledge needed by all CS graduates while providing the greatest flexibility in selecting topics.

**Major Requirements**

Students are required to complete a total of 13 computer science and computer science related courses, totaling at least 42 credits. The 13 courses for a total of 42 credits must include all 6 core courses and at least 3 computer science breadth courses. The remaining 4 courses may be any CS Course, defined below, plus at most 3 courses from either the group 1 or the group 3 list of approved technical electives. There is no depth requirement for the Computer Science BA degree.

In addition to arts & sciences general education requirements (http://bulletin.case.edu/undergraduatestudies/casdegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

**Computer Science BA Mathematics Requirement**

BA students must complete two calculus courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 121</td>
<td>Calculus for Science and Engineering I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 123</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>or MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td></td>
</tr>
<tr>
<td>MATH 122</td>
<td>Calculus for Science and Engineering II (or)</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 124</td>
<td>Calculus II</td>
<td></td>
</tr>
<tr>
<td>or MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td></td>
</tr>
</tbody>
</table>

**Computer Science Core Requirement**

All computer science majors are required to complete the following 6 courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 132</td>
<td>Introduction to Programming in Java</td>
</tr>
<tr>
<td>CSDS 233</td>
<td>Introduction to Data Structures</td>
</tr>
<tr>
<td>CSDS 281</td>
<td>Logic Design and Computer Organization</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
</tr>
</tbody>
</table>
Computer Science Breadth Requirement

Computer science BA students are required to complete at least 3 of the 7 following computer science breadth courses.

- CSDS 314: Computer Architecture 3
- CSDS 325: Computer Networks I 3
- CSDS 338: Intro to Operating Systems and Concurrent Programming 4
- CSDS 341: Introduction to Database Systems 3
- CSDS 345: Programming Language Concepts 3
- CSDS 391: Introduction to Artificial Intelligence 3
- CSDS 393: Software Engineering 3

CS Courses

In addition to the required core and breadth courses, computer science BA students must complete an additional CS Course so that the total number of CS Courses completed is at least 10. The remaining 3 courses to complete the major may come from this list of CS Courses or from the list of approved technical electives below.

The CS Courses are:

- Any computer science core course.
- Any computer science breadth course.
- CSDS 234: Structured and Unstructured Data 3
- CSDS 293: Software Craftsmanship 4
- CSDS 312: Introduction to Data Science Systems 3
- CSDS 313: Introduction to Data Analysis 3
- CSDS 337: Compiler Design 4
- CSDS 339: Web Data Mining 3
- CSDS 343: Theoretical Computer Science 3
- CSDS 344: Computer Security 3
- CSDS 356: Data Privacy 3
- CSDS 392: App Development for iOS 3
- CSDS 394: Introduction to Information Theory 3
- CSDS 405: Data Structures and File Management 3
- CSDS 427: Internet Security and Privacy 3
- CSDS 428: Computer Communications Networks II 3
- CSDS 433: Database Systems 3
- CSDS 435: Data Mining 3
- CSDS 438: High Performance Computing 3
- CSDS 440: Machine Learning 3
- CSDS 442: Causal Learning from Data 3
- CSDS 448: Smartphone Security 3
- CSDS 455: Applied Graph Theory 3
- CSDS 458: Introduction to Bioinformatics 3
- CSDS 459: Bioinformatics for Systems Biology 3
- CSDS 465: Computer Vision 3
- CSDS 477: Advanced Algorithms 3
- CSDS 491: Artificial Intelligence: Probabilistic Graphical Models 3
- CSDS 496: Artificial Intelligence: Sequential Decision Making 3
- CSDS 497: Artificial Intelligence: Statistical Natural Language Processing 3
- CSDS 499: Algorithmic Robotics 3
- ECSE 484: Computational Intelligence I: Basic Principles 3
- MATH 382: High Dimensional Probability 3
- MATH 406: Mathematical Logic and Model Theory 3
- MATH 408: Introduction to Cryptology 3
- MATH 444: Mathematics of Data Mining and Pattern Recognition 3
- PHIL 306: Mathematical Logic and Model Theory 3

List of Approved Technical Electives

For Computer Science BA students, up to 3 of the 13 computer science and computer science related courses may come from the group 1 and group 3 lists. Computer science related courses not listed below may be used as a technical elective but require prior permission from the student’s academic advisor.

Group 1

- Any CSDS course.
- ECSE 301: Digital Logic Laboratory 2
- ECSE 303: Embedded Systems Design and Laboratory 3
- ECSE 317: Computer Design - FPGAs 3
- ECSE 318: VLSI/CAD 4
- ECSE 419: Computer System Architecture 3
- ECSE 485: VLSI Systems 3
- ECSE 488: Embedded Systems Design 3
- MATH 330: Introduction to Scientific Computing 3
- MATH 431: Introduction to Numerical Analysis I 3

Group 3

- MATH 201: Introduction to Linear Algebra for Applications 3
- or MATH 307: Linear Algebra 3
- MATH 380: Introduction to Probability 3
- or MATH 444: Mathematics of Data Mining and Pattern Recognition 3

Suggested Program of Study: Computer Science BA

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Course/Topic</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Programming in Java (CSDS 132)</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Breadth elective**</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I (MATH 125)</td>
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<td></td>
<td>4</td>
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<tr>
<td>or Calculus I (MATH 123)</td>
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<td></td>
</tr>
<tr>
<td>or Calculus for Science and Engineering I (MATH 121)</td>
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</tr>
<tr>
<td>Open elective</td>
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### Second Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic Design and Computer Organization (CSDS 281)</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Breadth elective **</td>
<td>3</td>
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<tr>
<td>Open elective</td>
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<tr>
<td>Open elective</td>
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<td>3</td>
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<tr>
<td>SAGES University Seminar*</td>
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<tr>
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### Third Year

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<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Computer science breadth course a</td>
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<tr>
<td>Computer science breadth course a</td>
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</tr>
<tr>
<td>Open elective</td>
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<td>3</td>
</tr>
<tr>
<td>SAGES Department Seminar</td>
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<tr>
<td>Computer science breadth course a</td>
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<tr>
<td>Open elective</td>
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<tr>
<td>Technical elective b</td>
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### Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Algorithms (CSDS 310)</td>
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<tr>
<td>Open elective</td>
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<td>3</td>
</tr>
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<td>Technical elective b</td>
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<tr>
<td>Senior Project in Computer Science (CSDS 395)</td>
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<tr>
<td>Open elective</td>
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### Total Units in Sequence: 120

### Hours Required for Graduation: 120

* University general education requirement

** Arts and Sciences general education requirement ([http://bulletin.case.edu/undergraduates/graduate/casdegree/](http://bulletin.case.edu/undergraduates/graduate/casdegree/))

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### Cooperative Education Program in Computer Science

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at [http://engineering.case.edu/coop/](http://engineering.case.edu/coop/).

Alternatively or additionally, students may obtain employment as summer interns.

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### BS/MS Program in Computer Science

Students with a grade point average of 3.2 or higher are encouraged to apply to the BS/MS Program which will allow them to get both degrees in five years. The BS can be in Computer Science or a related discipline, such as mathematics or electrical engineering. Integrating graduate study in computer science with the undergraduate program allows a student to satisfy all requirements for both degrees in five years. Review the Office of Undergraduate Studies BS/MS program requirements here ([http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegreetext](http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegreetext)).

---

### Minor in Computer Science (BS or BSE)

For students pursuing a BS or BSE degree, the following four courses are required for a minor in computer science:

- **CSDS 132** Introduction to Programming in Java 3
- **CSDS 233** Introduction to Data Structures 4
Cognitive Science Track (requires 3 of the following courses):

- BIOL 373 Introduction to Neurobiology 3
- BIOL 374 Neurobiology of Behavior 3
- ENGL 301 Linguistic Analysis 3
- PHIL 201 Introduction to Logic 3
- PHIL 306 Mathematical Logic and Model Theory 3
- PSCL 101 General Psychology I 3

Minor in Computer Science (BA)

For students pursuing BA degrees, the following courses are required for a minor in computer science:

- CSDS 132 Introduction to Programming in Java 3
- CSDS 233 Introduction to Data Structures 4
- MATH 125 Math and Calculus Applications for Life, Managerial, and Social Sci I 4

A student must take an additional 3 credit hours of CS Courses (see BA Major Requirements).

Minor in Artificial Intelligence

The minor consists of five courses. Every student who takes the Minor in Artificial Intelligence must take the corresponding courses listed above. These courses cannot be used to fulfill any course requirements for the major.

CSDS 233 Introduction to Data Structures

Two additional CS Courses (see BA Major Requirements) are required for this minor.

Minor in Artificial Intelligence

The minor consists of five courses. Every student who takes the minor in artificial intelligence must take the two courses, ENGR 131 Elementary Computer Programming and CSDS 391 Introduction to Artificial Intelligence. Students who take the Artificial Intelligence minor must also take an additional three courses from one of two minor tracks.

Technology Track (requires 3 of the following courses):

- BIOL 373 Introduction to Neurobiology 3
- BIOL 374 Neurobiology of Behavior 3
- CSDS 465 Computer Vision 3
- CSDS 477 Advanced Algorithms 3
- CSDS 478 Computational Neuroscience 3
- ECSE 350 Operations and Systems Design 3
- ECSE 352 Engineering Economics and Decision Analysis 3
- ECSE 360 Manufacturing and Automated Systems 3
- ECSE 375 Applied Control 3
- ECSE 411 Applied Engineering Statistics 3
- ECSE 475 Applied Control 3
- ECSE 484 Computational Intelligence I: Basic Principles 3
- ECSE 489 Robotics I 3
- ECSE 589 Robotics II 3
- PHIL 201 Introduction to Logic 3
- PHIL 306 Mathematical Logic and Model Theory 3

Cognitive Science Track (requires 3 of the following courses):

- BIOL 373 Introduction to Neurobiology 3
- BIOL 374 Neurobiology of Behavior 3
- ENGL 301 Linguistic Analysis 3
- PHIL 201 Introduction to Logic 3
- PHIL 306 Mathematical Logic and Model Theory 3
- PSCL 101 General Psychology I 3

Minor in Computer Gaming (CGM)

The Department of Electrical, Computer, and Systems Engineering offers a minor in Computer Gaming (CGM). For more information on the requirements for the minor, visit the Electrical, Computer, and Systems Engineering General Bulletin page (p. 123).

MS Degree Program (Computer Science)

The Master of Science in Computer Science has replaced the Master of Science in Computing and Information Science.

MS in CS has three tracks: a Course-Focused track, a Project-Focused track, and a Thesis-Focused track. Although all of the three options require 30 semester hours of credit, they are structured differently to achieve different objectives. The Course-Focused track prepares students for advanced industry employment and should be treated as a terminal MS degree in CS. The Project-Focused track if for students who seek opportunities for completing an applied project, for example within the context of an established collaboration with industry. The Thesis-Focused track is mainly for students who have interests in research. Therefore, the three tracks have different requirements in admission, advising, and course work.

Admission

Graduate students shall be admitted to the MS degree program upon recommendation of the faculty of the CS program. Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in computer science and related areas, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 90 on the internet-based exam for the thesis-focused or the project-focused track. For the course-focused track, a minimum TOEFL score of 80 is required. For students who are expected to have any professional student to student interaction, e.g., as a teaching assistant, a lab instructor, or a tutor, a minimum TOEFL score of 90 is required. It is required that all students submit original copies of GRE scores, with the exception of CWRU students applying to the BS/MS program.

The MS program requires students to have substantial knowledge of undergraduate computer science material. Applications from students with a bachelor’s degree in fields other than computer science may be granted admission on a provisional basis. Students should have knowledge equivalent to that in the courses:

- CSDS 233 Introduction to Data Structures
- CSDS 310 Algorithms
- Any one course listed as an undergraduate Computer Science Breadth Requirement

Students deficient in one or more of these areas (admission with provision) may be required to satisfy this requirement by taking the corresponding courses listed above. These courses cannot be counted towards their MS requirement. However, a student taking and passing a course that subsumes one of the requirements automatically demonstrates knowledge of the material in the required course, e.g. taking CSDS 410 Analysis of Algorithms demonstrates knowledge of the
material in CSDS 310 Algorithms. Such graduate level courses will be used to satisfy their MS requirement.

Applicants lacking the required background are encouraged to explore the Computer Science pathway options. Additional information on the Computer Science pathway can be obtained by contacting the department.

**Registration**
Course registration can be performed through the SIS system. Each semester before registration, students should update any personal information that may have changed by logging onto the SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

**Advising**
Each MS student will be assigned an academic advisor, who will assist the student in formulating an academic program. A student in the thesis-focused or project-focused track is expected to pick a research advisor in the program by the end of their first semester. The research advisor will supervise the student's thesis or project and also serves as the academic advisor. A student whose research advisor is a faculty member not in the CDS department must maintain an academic advisor in the CS program. Each student, in consultation with their advisor(s), must submit a Planned Program of Study preferably before completing 9 credit hours of coursework. This should specify all courses and thesis/project work that will be counted toward the 30 credit hour requirement.

**Requirements of different tracks**
The Course-Focused MS degree program requirements consist of the completion of 30 hours of approved coursework, satisfactory completion of a comprehensive exam, i.e., passing the course ENGR 600 with a grade of "P". ENGR 600 consists of Comprehensive Exam questions that are administered in CSDS 410 Analysis of Algorithms, CSDS 425 Computer Networks I, CSDS 440 Machine Learning, CSDS 444 Computer Security, and CSDS 493 Software Engineering. Students must take and pass questions in at least two of these classes. Students who fail one exam in a course may retake that exam one more time but are not required to retake the associated course.

The Project-Focused track requires 24 semester hours of coursework credit and 6 semester hours of project (CSDS 695 Project M.S.).

The Thesis-Focused track requires 18 semester hours of coursework credit and 12 hours of thesis (CSDS 651 Thesis M.S.). A BS/MS student is required to choose the thesis-focused track initially.

Both the Thesis-Focused and the Project-Focused track require a formal written report, as well as a final oral examination by a committee of at least three faculty members, two of whom must be primarily affiliated with the CS program. The academic advisor is normally one of the committee members. For Project-Focused track students, the oral examination fulfills the Comprehensive Examination requirement of the School of Graduate Studies.

If a student wishes to switch from one track to another, the following requirements apply:

- **Deadline.** In each semester, students must request to switch track one week before the date at which Drop/Add ends, as stated in the academic calendar.
- **Course-only or Project to Thesis.** A course-only student may request to switch to the thesis track only if she (1) has already taken at least 9 credit hours of letter graded CSDS courses and (2) has a GPA of 3.5 or higher and (3) has a TOEFL score of 90 or higher and (4) has the recommendation of a CDS advisor or (co)advisor.
- **Course-only to Project.** A course-only student may request to switch to the thesis track only if she (1) has a TOEFL score of 90 or higher and (2) has the recommendation of a CDS advisor or (co)advisor.
- **Thesis to Project, or Thesis to Course-only.** Such a transfer needs approval from the student's advisor and the department chair.
- **Petition.** If a student fails to satisfy the transfer requirements, a petition may be submitted by a CDS advisor or (co)advisor to the department chair. In no case, petitions may be submitted by non-CDS faculty members or by students.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Course Requirements**
For all three tracks, at least 18 hours of coursework must be at the 400 level or above. All students are required to have specialized knowledge in at least one of the following depth areas, by taking at least three graduate-level classes from that area. The list of acceptable classes is shown below. For research or project-focused tracks, the chosen area should correspond to the student's thesis research area or project in general. CSDS 600 Special Topics classes will also qualify in this category with approval from the student's advisor. The remaining classes can be (i) any other class from the classes listed below, or (ii) any letter graded CSDS class (see note below), or (iii) at most two graduate-level classes other than those in category (i) and (ii) (such as non-letter-graded graduate CSDS classes or graduate classes in other departments).

(Note: The Graduate School and the School of Engineering limit the number of undergraduate courses that can be taken for credit by Master students.)

Students should discuss their courses with their advisor every semester prior to registration. Students must achieve a grade point average of 3.0 or higher; it is computed for all of the letter-graded courses on the student's academic program.

**List of depth areas and corresponding courses**

1. **Algorithms & Theory:**
   a. CSDS 410 Analysis of Algorithms
   b. CSDS 440 Machine Learning
   c. CSDS 455 Applied Graph Theory
   d. CSDS 456 Data Privacy
   e. CSDS 477 Advanced Algorithms
   f. MATH 408 Introduction to Cryptology
2. **Artificial Intelligence:**
   a. CSDS 440 Machine Learning
   b. CSDS 442 Causal Learning from Data
   c. CSDS 455 Applied Graph Theory
   d. ECSE 484 Computational Intelligence I: Basic Principles
   e. CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
   f. CSDS 496 Artificial Intelligence: Sequential Decision Making
   g. CSDS 497 Artificial Intelligence: Statistical Natural Language Processing
   h. CSDS 499 Algorithmic Robotics
   i. CSDS 465 Computer Vision
3. **Bioinformatics:**
a. CSDS 410 Analysis of Algorithms
b. CSDS 435 Data Mining
c. CSDS 440 Machine Learning
d. CSDS 456 Data Privacy
e. EECS 458 Introduction to Bioinformatics
f. EECS 459 Bioinformatics for Systems Biology
g. SYBB 412 Survey of Bioinformatics: Programming for Bioinformatics

4. Computer Networks and Systems:
   a. CSDS 427 Internet Security and Privacy
   b. ECSE 414 Wireless Communications
c. CSDS 425 Computer Networks I
d. CSDS 428 Computer Communications Networks II
e. CSDS 438 High Performance Computing
f. CSDS 444 Computer Security

g. Databases and Data Mining:
   a. CSDS 405 Data Structures and File Management
   b. CSDS 433 Database Systems
c. CSDS 435 Data Mining
d. CSDS 439 Web Data Mining
e. CSDS 440 Machine Learning
f. STAT 426 Multivariate Analysis and Data Mining
g. PQHS 471 Machine Learning & Data Mining

6. Security and Privacy:
   a. CSDS 427 Internet Security and Privacy
   b. CSDS 444 Computer Security
c. CSDS 448 Smartphone Security
d. CSDS 456 Data Privacy
e. CSDS 493 Software Engineering
f. MATH 408 Introduction to Cryptology

7. Software Engineering:
   a. CSDS 425 Computer Networks I
   b. CSDS 433 Database Systems
c. CSDS 438 High Performance Computing
d. CSDS 442 Causal Learning from Data
e. CSDS 444 Computer Security
f. CSDS 448 Smartphone Security
g. CSDS 493 Software Engineering

PhD Degree Program (Computer Science)
The Doctor of Philosophy in Computer Science has replaced the Doctor of Philosophy in Computing and Information Science.

Admission
Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in computer science and related areas, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 577 on the paper-based exam or 90 on the internet-based exam. It is required that all students submit original copies of GRE scores. When applying to this program, please select the Computer Science option in your application.

Registration
Course registration (including submission of the Academic Program) can be performed through SIS. Each semester before registration, students should update any personal information that may have changed by logging onto the SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

PhD Requirements
Each student must satisfy requirements in the following categories:

- Course Work
- Mathematics and Science Requirement
- Research Proposal
- Qualifying Examination
- Dissertation

All programs of study must contain at least 36 hours of courses past the undergraduate degree. All courses must be at the 400-level or higher. Six hours must be in a basic science or mathematics. A minimum of 12 hours must be in courses outside the student’s thesis area. A student must have attained a minimum 3.25 grade point average (GPA) at the time of graduation. The minimum GPA is calculated based on all courses in the student’s Program of Study that carry quality points.

These regulations are in addition to the Academics Regulations of the School of Graduate Studies and the Specific Requirements for the PhD Degree of the Graduate Program in the Case School of Engineering as found in the General Bulletin of Case Western Reserve University.

Academic Advisor and Research Advisor
Upon arrival, each graduate student is assigned an academic advisor from the Computer Science (CS) program faculty, typically the CS graduate representative. By the end of the second semester of study, a PhD student should transfer to a research advisor who may or may not be the same as the academic advisor. Once a research advisor is selected, the research advisor will also serve as the academic advisor, with whom a student consults to ensure that the balance of the PhD course work constitutes a coherent program of study.

If the research advisor is not from the Computer Science program, the student must have an academic advisor from the CS program. The academic advisor may serve as a research co-advisor if so desired by the student and the research advisor.

Academic Program
Each PhD student must submit an Academic Program detailing his or her course work, Qualifying Examination and dissertation schedules. The Academic Program lists all courses taken beyond the undergraduate degree and shows how these courses satisfy the following course requirements for the PhD:

1. The minimum course requirement beyond the BS level is 36 credit hours of courses taken for credit, at least 18 hours of which must be taken at CWRU. The following courses taken for credit will be acceptable:
   - All 400, 500, 600 level courses.
   - Graduate level courses taken at other institutions approved by the student’s advisor.

The above courses must include the following:

- 1.1 - A minimum of 12 credit hours in the student’s dissertation research area.
The Computer Science PhD qualifying examination is in the form of an oral exam and a written report, assessing the student’s ability to survey a specific research topic, discuss the state-of-the-art in depth, provide a critical description of the literature, and propose creative ideas on improving the state-of-the-art. The written and oral parts of the exam are administered by a committee consisting of three faculty members. The exam is supplemented by the evaluation of the student’s course performance and the final decision is made in a meeting of faculty affiliated with the CS program.

Students who hold a MS degree are required to take the qualifying exam at the start of their 3rd semester, and pass the qualifying exam before the start of their 4th semester in the PhD program. Students who do not hold a MS degree are required to take the qualifying exam at the start of their 5th semester, and pass the qualifying exam before the start of their 6th semester in the PhD program.

Committee: The exam will be administered by a committee composed of 3 faculty members, at least 2 of them being faculty members whose primary affiliation is Computer Science. The student will provide 0 to 3 names as suggested committee members and the CS Graduate Committee will appoint the committee, taking into account the student’s suggestion and maintenance of the load balance of the faculty. If the student has research advisors at the time of the exam, then one advisor must be a member of the committee. Multiple advisors cannot serve on the committee, and no advisors can serve as the chair of the committee. The CS Graduate Committee will make every effort to include a faculty member outside the research area in the committee. The committee must be appointed at least 2 months prior to the exam.

Format: The student will select a research area from the following list:

1. Algorithms and Theory
2. Artificial Intelligence
3. Bioinformatics
4. Computer Networks and Systems
5. Databases and Data Mining
6. Security and Privacy
7. Software Engineering

The exam committee will ask the student to write a report that adequately demonstrates the student’s ability to perform research in their chosen area of research. Specific examples of this might be a survey of a broad area and/or approaches to a specific problem in the area. This will be followed by an oral examination.

Written Report: The student will submit a written report on the specific research problem. The report has to adequately describe the problem and justify its relevance, identify the challenges associated with the problem, provide a broad classification of existing approaches, point out their key differences and trade-offs, identify limitations, and propose solutions for these limitations. The report must be at most 10 pages in length (11 pt font, single-spaced, single column, 1” margins) and use illustrative figures, tables, and other visual material to communicate key ideas. In addition, the report must include a comprehensive list of references. The written report must be submitted to the exam committee three weeks before the date of the oral exam.

Oral Exam: In the oral exam, the student will answer questions by the committee members on a specific research problem chosen by the committee in the selected research area, assessing the knowledge, technical depth, and broader vision of the student on the problem. The committee may also ask questions on the fundamentals of computer science as they relate to the specific research problem. The student may prepare slides in advance that will help answer questions or use the chalk board (or both), but the exam will not be in the format of a presentation. The exam will be one hour in duration. All students who are taking the exam for the first time have to take their oral exam in the week prior to the beginning or in the first two weeks of the Fall semester.

Scoring: Each of the three committee members will prepare a report rating the student’s exam performance according to the following criteria:

- Fundamentals: Does the student have broad knowledge of fundamental concepts in computer science that will enable the student to understand and tackle the challenges in the specific research area?
- Knowledge of Chosen Area: Does the student have sufficient technical depth and command of the key challenges and the state-of-the-art in the chosen area of research?
- Vision: Does the student demonstrate a solid understanding of the relevance of the problem in the context of scientific progress and societal needs? Does the student show creativity in innovating their chosen area of research?
- Communication: Can the student explain the concepts in an accessible and comprehensible manner and handle questions effectively?
- Overall Score for the Written Report and the Oral Exam.

Possible ratings are 2 (Pass), 1(Retake), or 0 (Fail).

Course Work: The student’s performance in all courses taken before the exam will also be considered by the CS program faculty in making a decision. At the time of the exam, the student must have completed
at least two 400-level Computer Science courses with a "B" or above. One of these courses must be CSDS 410 Analysis of Algorithms or CSDS 477 Advanced Algorithms. The second course must be relevant to their chosen area of research. The relevance of the additional course to the research area is subject to approval by the CS Graduate Studies Committee. The following courses are pre-approved for each area:

1. Algorithms and Theory:
   a. CSDS 410 Analysis of Algorithms
   b. CSDS 477 Advanced Algorithms
2. Artificial Intelligence:
   a. CSDS 440 Machine Learning
   b. CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
3. Bioinformatics:
   a. CSDS 458 Introduction to Bioinformatics
   b. CSDS 459 Bioinformatics for Systems Biology
4. Computer Networks and Systems:
   a. CSDS 425 Computer Networks I
   b. CSDS 428 Computer Communications Networks II
   c. CSDS 427 Internet Security and Privacy
5. Databases and Data Mining:
   a. CSDS 433 Database Systems
   b. CSDS 435 Data Mining
6. Security and Privacy:
   a. CSDS 427 Internet Security and Privacy
   b. CSDS 444 Computer Security
   c. CSDS 448 Smartphone Security
   d. CSDS 456 Data Privacy
7. Software Engineering:
   a. CSDS 493 Software Engineering

Outcome: The final decision will be made by the CS program faculty based on the committee’s reports and the student’s coursework. The outcome of the exam will be one of Pass (the student advances to candidacy), Retake (the student has to retake the exam once more before the end of the following semester. The Retake decision can be partial, i.e. the student may be asked to retake the oral exam only, rewrite the report only, or take/retake a course), Fail (the student will be separated from the PhD program). The decision will be documented by the CS graduate chair and the student will be sent a notification letter.

Advancement to Candidacy
A student formally advances to candidacy after passing the Qualifying Examination and finding a faculty member who agrees to be the student’s research advisor. The student should advance to candidacy within one semester of passing the Qualifying Examination.

Students should submit documentation, approved by the academic and research advisor(s), to the Chairman of the Graduate Studies Committee of Computer Science to be admitted to candidacy.

Students who have failed to complete the conditions above within the time limit will be separated from the PhD program. Separation may also occur in the event of failure of the student to maintain a satisfactory GPA. A student who has been separated may not undertake further study for credit toward the PhD degree. With the approval of the Department and the Dean of Graduate Studies, such a student may complete a master’s degree, may register as a non-degree student or seek admission to the graduate program of another department.

Dissertation Advisory Committee
Each PhD student must form a Dissertation Advisory Committee which consists of at least 4 members of University faculty. The student’s academic advisor serves as the chair of this committee. Both the chair of the committee and at least one other member must be a regular faculty member whose primary affiliation is with the Computer Science program. The committee must also include one member whose primary appointment is not in the Computer Science program.

Dissertation Proposal
The PhD student must write a formal thesis proposal and defend it in an oral presentation to his or her Dissertation Advisory Committee. Normally this is done within a year of advancing to candidacy. A student who fails to defend his or her thesis proposal can attempt to defend it a second time after modifying the thesis proposal, but a second failure will cause the student to be separated from the program.

Dissertation
The student’s dissertation must be original research in CS which represents a significant contribution to existing knowledge in the student’s research area, a portion of which must be suitable for publication in reputable research journals or selective peer-reviewed conferences. In addition to the written dissertation, the doctoral candidate must pass an oral examination in defense of the dissertation. The Dissertation Advisory Committee is responsible for certifying that the quality and suitability of the material presented in the dissertation meet acceptable scholarly standards. If the student has not publicly presented their work at a conference or similar external venue, they must also present the dissertation research in a departmental seminar.

Course List for Program of Study Requirement
CSDS 405 Data Structures and File Management
CSDS 410 Analysis of Algorithms
CSDS 425 Computer Networks I
CSDS 427 Internet Security and Privacy
CSDS 428 Computer Communications Networks II
CSDS 433 Database Systems
CSDS 435 Data Mining
CSDS 438 High Performance Computing
CSDS 439 Web Data Mining
CSDS 440 Machine Learning
CSDS 442 Causal Learning from Data
CSDS 444 Computer Security
CSDS 448 Smartphone Security
CSDS 455 Applied Graph Theory
CSDS 456 Data Privacy
CSDS 458 Introduction to Bioinformatics
CSDS 459 Bioinformatics for Systems Biology
CSDS 466 Computer Graphics
CSDS 477 Advanced Algorithms
ECSE 484 Computational Intelligence I: Basic Principles
CSDS 491 Artificial Intelligence: Probabilistic Graphical Models
CSDS 493 Software Engineering
CSDS 496 Artificial Intelligence: Sequential Decision Making
CSDS 497 Artificial Intelligence: Statistical Natural Language Processing
ECSE 499 Algorithmic Robotics

Colloquium and Presentation Requirement PhD Students
The requirement has two parts: (1) passing 3 semesters of CSDS 500 CSDS Colloquium, and (2) a public presentation.

(1) All PhD students are required to register for and pass CSDS 500 CSDS Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. (This is a 0 credit hour required course.) Students (such as students working in industry) may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.

(2) All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference or in the CDS seminar series.

Facilities

Computer Facilities
The department computer facilities incorporate both Unix/Linux and Microsoft Windows-based operating systems on high-end computing workstations for education and research. A number of file, printing, database, and authentication servers support these workstations, as well as the administrative functions of the department. Labs are primarily located in the Olin and Glennan buildings, but include Nord Hall, and are networked via the Case network.

The Case network is a state-of-the-art, high-speed fiber optic campus-wide computer network that interconnects laboratories, faculty and student offices, classrooms, and student residence halls. It is one of the largest fiber-to-desktop networks anywhere in the world. Every desktop has a 1 Gbps (gigabit per second) connection to a fault-tolerant 10 Gbps backbone. To complement the wired network, over 1,200 wireless access points (WAPs) are also deployed allowing anyone with a laptop or wireless enabled PDA to access resources from practically anywhere on campus.

Off-campus users, through the use of virtual private network (VPN) servers, can use their broadband connections to access many on-campus resources, as well as software, as if they were physically connected to the Case network. The department and the university participate in the Internet2 and National Lambda Rail projects, which provides high-speed, inter-university network infrastructure allowing for enhanced collaboration between institutions. The Internet2 infrastructure allows students, faculty and staff alike the ability to enjoy extremely high-performance connections to other Internet2 member institutions.

Aside from services provided through a commodity Internet connection, Case network users can take advantage of numerous online databases such as EUCLIDplus, the University Libraries’ circulation and public access catalog, as well as Lexus-Nexus™ and various CD-ROM based dictionaries, thesauri, encyclopedias, and research databases. Many regional and national institutional library catalogs are accessible over the network, as well.

Additional Department Facilities

Jennings Computer Center and Undergraduate Computer Lab
Supported by an endowment from the Jennings Foundation, this lab provides our students with the educational resources necessary for their coursework and exploration of the art of computing. This lab has both PCs and Linux/Unix workstations and includes two high-speed laser printers. This laboratory on the 8th floor of the Olin building supports the freshman computing classes: ENGR 131 Elementary Computer Programming and CSDS 132 Introduction to Programming in Java, as well as other classes that have a lab component.

Nord Computer Laboratory
This is a general-purpose computer facility that is open 24 hours a day, to all students. The lab contains 50 PCs running Windows and four Apple Macintosh computers. Facilities for color printing, faxing, copying and scanning are provided. Special software includes PRO/Engineer, ChemCAD and Visual Studio. Visit the website (https://engineering.case.edu/it/nord-computer-lab/) for more information.

Virtual Worlds (Gaming and Simulation) Laboratory
The Virtual Worlds Gaming and Simulation Laboratory provides software and hardware to support education and research in computer gaming and simulation activities within the Computer and Data Sciences Department and the University at large. The lab has been leveraged to provide students with extensive gameplay opportunities and excellent, strongly experiential simulation and game development educational opportunities – primarily targeted to the CDS undergraduate population.

The lab also stimulates large amounts of cross-disciplinary collaboration in both education and research. Simulation and visualization techniques are of great value in all science and engineering fields, and the lab is capable of supporting advanced applications of these techniques in real-time applications. In addition, interactive technologies and video games require substantial artistic resources, which has resulted in excellent opportunities for educational and research collaboration with the Cleveland Institute of Art (CIA), the School of Nursing, the Medical School, and the Psychology Department. Of particular note has been the Advanced Game Project course (CSDS 390 Advanced Game Development Project) taught jointly by CWRU and CIA for juniors and seniors. This course has been very popular and has provided truly excellent student game design and production experiences while receiving industrial and popular recognition and acclaim. In addition, an entry-level computer game programming course (CSDS 290 Introduction to Computer Game Design and Implementation) is available for students who have taken both a Java-based programming course and a data structures course to provide an introduction to many of the technical aspects of computer game development. Many other courses in the department also use the lab as an important part of their curriculum including courses on computer graphics, artificial intelligence, simulation, digital signal processing, and control systems. The lab also supports research in the department requiring significant computational resources, e.g. GPU acceleration, VLSI simulation, etc.

A recent large donation for the lab has allowed for the update and renovation of the entire lab including the physical infrastructure (carpeting, furniture, etc.), the gaming PCs, and the gaming consoles. In
addition, a new VR and AR room has been added to represent this new area connected strongly to computer gaming. The lab is now structured into a PC gaming area and an adjacent gaming console area, a VR/AR room, a portable gaming development room, and a team collaboration room.

The renovated lab includes the following primary equipment:

- 24 New Alienware PCs with Dell 27" 4K monitors
- 4 Sony Bravia Television monitors 75" 3DTV
- 2 Microsoft HoloLens AR Units
- 4 Oculus Rift VR units with Haptic Touch Input devices
- A 3D projector (and large wall screen) with 3D capability for common presentations
- 4 Xbox One Units with Xbox One controllers
- 4 PS4 Sony PlayStation units with controllers

**Sally & Larry Sears Undergraduate Design Laboratory**

This laboratory supports CDS/ECSE courses in circuits and includes a state-of-the-art lecture hall, a modernistic glass-walled lab, an electronics "store", and a student lounge and meeting area. Specialized lab space is available for senior projects and sponsored undergraduate programs. The lab is open to all undergraduates, and components are provided free of charge, so students can "play and tinker" with electronics and foster innovation and creativity. The laboratory provides access to PCs, oscilloscopes, signal generators, logic analyzers, and specialized equipment such as RF analyzers and generators. In addition, the lab includes full-time staff dedicated to the education, guidance and mentoring of undergraduates in the "art and practice" of hands-on engineering.

This is the central educational resource for students taking analog, digital, and mixed-signal courses in electronics, and has been supported by various corporations in addition to alumnus Larry Sears, a successful engineer and entrepreneur. Basic workstations consist of Windows-based computers equipped with LabView software, as well as Agilent 546xx oscilloscopes, 33120A Waveform Generators, 34401A Digital Multimeters, and E3631A power supplies. Advanced workstations are similarly configured, but with a wider variety of high-performance test equipment.

**Courses**

**CSDS 132. Introduction to Programming in Java. 3 Units.**

An introduction to modern programming language features, computer programming and algorithmic problem solving with an emphasis on the Java language. Computers and code compilation; conditional statements, subprograms, loops, methods; object-oriented design, inheritance and polymorphism, abstract classes and interfaces; types, type systems, generic types, abstract data types, strings, arrays, linked lists; software development, modular code design, unit testing; strings, text and file I/O; GUI components, GUI event handling; threads; comparison of Java to C, C++, and C#. Offered as CSDS 132 and ECSE 132. Counts for CAS Quantitative Reasoning Requirement.

**CSDS 133. Introduction to Data Science and Engineering for Majors. 3 Units.**

This course is an introduction to data science and analytics. In the first half of the course, students will develop a basic understanding of how to manipulate, analyze and visualize large data in a distributed computing environment, with an appreciation of open source development, security and privacy issues. Case studies and team project assignments in the second half of the course will be used to implement the ideas. Topics covered will include: Overview of large scale parallel and distributed (cloud) computing; file systems and file i/o; open source coding and distributed versioning, data query and retrieval; basic data analysis; visualization; data security, privacy and provenance. Prereq: ENGR 131 or EECS 132.

**CSDS 233. Introduction to Data Structures. 4 Units.**

Different representations of data: lists, stacks and queues, trees, graphs, and files. Manipulation of data: searching and sorting, hashing, recursion and higher order functions. Abstract data types, templating, and the separation of interface and implementation. Introduction to asymptotic analysis. The Java language is used to illustrate the concepts and as an implementation vehicle throughout the course. Offered as CSDS 233 and ECSE 233. Prereq: CSDS 132 or ECSE 132.

**CSDS 234. Structured and Unstructured Data. 3 Units.**

This course is an introduction to types of data and their representation, storage, processing and analysis. The course has three parts. In the first part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze structured data. Structured data include catalogs, records, tables, logs, etc., with a fixed dimension and well-defined meaning for each data point. Suitable representation and storage mechanisms include lists and arrays. Relevant techniques include keys, hashes, stacks, queues and trees. In the second part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze semi-structured data. Semi-structured data include texts, web pages and networks, without a dimension and structure, but with well-defined meaning for each data point. Suitable representation and storage mechanisms include XML, YAML, JSON, parsing, annotation, language processing. In the third part of the course, students will develop a basic understanding and the ability to represent, store, process and analyze unstructured data. Unstructured data include images, video, and time series data, without neither a fixed dimension and structure, nor well-defined meaning for individual data points. Suitable representation and storage mechanisms include large matrices, EDF, DICOM. Relevant techniques include feature extraction, segmentation, clustering, rendering, indexing, and visualization. Prereq: CSDS 133.

**CSDS 236. Introduction to C/C++ Programming. 1 Unit.**

This course provides an introduction to C and C++ programming languages. Prior knowledge of these languages is not expected. However, students are expected to know at least one programming language prior to the class. The lectures will cover low-level programming techniques and object-oriented class design. Students will learn specific topics in C/C++ including required background knowledge, pointers & references, memory management, inheritance, polymorphism, templates, exceptions, use of debugging and compiler tools, and others as time permits. Prereq: CSDS 132.
CSDS 275. Fundamentals of Robotics. 4 Units.
The Fundamentals of Robotics course will expose students to fundamental principles of robotics. Students will explore high level conceptual foundations of robotics beginning with Braitenberg vehicles and apply this knowledge to simulated and physical robot hardware in laboratory experiences and in a final project. Laboratory experiences will guide students through applying theory to practice increasingly complex tasks in a project oriented, group work environment. The course culminates in a robotics challenge project at the end of the semester. Topics covered are: sensors, actuators, kinematics, control, planning and programming. Programming languages and concepts (e.g., C++, object oriented programming) used in robotics will be introduced and used with modern robotics programming toolboxes and frameworks. Prior experience with these languages will not be necessary. Previous experience with robotics is not required for this course. Offered as CSDS 275 and ECSE 275. Prereq: (ENGR 131 or EECS 132) and PHYS 121 and MATH 121.

CSDS 281. Logic Design and Computer Organization. 4 Units.
Fundamentals of digital systems in terms of both computer organization and logic level design. Organization of digital computers; information representation; boolean algebra; analysis and synthesis of combinational and sequential circuits; datapaths and register transfers; instruction sets and assembly language; input/output and communication; memory. Offered as CSDS 281 and ECSE 281. Prereq: ENGR 131 or CSDS 132.

CSDS 285. Linux Tools and Scripting. 3 Units.
A fast paced introduction to linux that brings the project-oriented student from little or no linux experience to be fully capable of using scripting languages as tools in a linux command-line environment. This includes systems administration and agile web services with server-side scripting and server-side management. This also involves data cleaning, scraping, wrangling, and processing user data with regular expressions. Current main languages include php, bash, awk, with some client-side javascript, and very brief looks at tcl/lua, powershell, and python. Tools include vim, make, grep/sed, and curl/wget. Recommended preparation: one year of computer programming and familiarity with raw HTML/CSS. Prereq: CSDS 132.

CSDS 290. Introduction to Computer Game Design and Implementation. 3 Units.
This class begins with an examination of the history of video games and of game design. Games will be examined in a systems context to understand gaming and game design fundamentals. Various topics relating directly to the implementation of computer games will be introduced including graphics, animation, artificial intelligence, user interfaces, the simulation of motion, sound generation, and networking. Extensive study of past and current computer games will be used to illustrate course concepts. Individual and group projects will be used throughout the semester to motivate, illustrate and demonstrate the course concepts and ideas. Group game development and implementation projects will culminate in classroom presentation and evaluation. Offered as CSDS 290 and ECSE 290. Prereq: EECS 132 or CSDS 132.

CSDS 293. Software Craftsmanship. 4 Units.
A course to improve programming skills, software quality, and the software development process. Software design; Version control; Control issues and routines; Pseudo-code programming process and developer testing; Defensive programming; Classes; Debugging; Self-documenting code; Refactoring. Offered as CSDS 293 and CSDS 293N. Prereq: Computer Science Major and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 293N. Software Craftsmanship. 4 Units.
A course to improve programming skills, software quality, and the software development process. Software design; Version control; Control issues and routines; Pseudo-code programming process and developer testing; Defensive programming; Classes; Debugging; Self-documenting code; Refactoring. Offered as CSDS 293 and CSDS 293N. Prereq: (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 296. Independent Projects. 1 - 3 Units.
Independent projects in Computer and Data Science. Recommended preparation: ENGR 131 or EECS/CSDS/ECSE 132. Prereq: Limited to freshmen and sophomore students.

CSDS 297. Special Topics. 1 - 3 Units.
Special topics in Computer and Data Science. Prereq: Limited to freshmen and sophomores.

CSDS 302. Discrete Mathematics. 3 Units.
A general introduction to basic mathematical terminology and the techniques of abstract mathematics in the context of discrete mathematics. Topics introduced are mathematical reasoning, Boolean connectives, deduction, mathematical induction, sets, functions and relations, algorithms, graphs, combinatorial reasoning. Offered as CSDS 302, ECSE 302 and MATH 304. Prereq: MATH 122 or MATH 124 or MATH 126.

CSDS 305. Files, Indexes and Access Structures for Big Data. 3 Units.
Database management become a central component of a modern computing environment, and, as a result, knowledge about database systems has become an essential part of education in computer science and data science. This course is an introduction to the nature and purpose of database systems, fundamental concepts for designing, implementing and querying a database and database architectures. Objectives: -An expert knowledge of basic data structures, basic searching, sorting, methods, algorithm techniques, (such as greedy and divide and conquer) -In-depth knowledge on Search and Index Structures for large, heterogeneous data including multidimensional data, high dimensional data and data in metric spaces (e.g., sequences, images), on different search methods (e.g. similarity searching, partial match, exact match), and on dimensionality reduction techniques. Prereq: CSDS 234 or ECSE 233.

CSDS 310. Algorithms. 3 Units.
Fundamentals in algorithm design and analysis. Loop invariants, asymptotic notation, recurrence relations, sorting algorithms, divide-and-conquer, dynamic programming, greedy algorithms, basic graph algorithms. Offered as CSDS 310 and CSDS 310N. Prereq: (Computer Science Major/Minor or Data Science Major or Biomedical Engineering Major on the Computing and Analysis Track) and (CSDS 302 or ECSE 302 or MATH 304 with a C or higher) and (CSDS 233 or ECSE 233 with a C or higher).

CSDS 310N. Algorithms. 3 Units.
Fundamentals in algorithm design and analysis. Loop invariants, asymptotic notation, recurrence relations, sorting algorithms, divide-and-conquer, dynamic programming, greedy algorithms, basic graph algorithms. Offered as CSDS 310 and CSDS 310N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 312. Introduction to Data Science Systems. 3 Units.
An introduction to the software and hardware architecture of data science systems, with an emphasis on Operating Systems and Computer Architecture that are relevant to Data Sciences systems. At the end of the course, the student should understand the principles and architecture of storage systems, file systems (especially, HDFS), memory hierarchy, and GPU. The student should have carried out projects in these areas, and should be able to critically compare various design decisions in terms of capability and performance. Prereq: CSDS 132.

CSDS 313. Introduction to Data Analysis. 3 Units.
In this class we will give a broad overview of data analysis techniques, covering techniques from data mining, machine learning and signal processing. Students will also learn about probabilistic representations, how to conduct an empirical study and support empirical hypotheses through statistical tests, and visualize the results. Course objectives: -Exposé students to different analysis approaches. -Understand probabilistic representations and inference mechanisms. -Understand how to create empirical hypotheses and how to test them. Prereq: EECS 340 and DSCI 234.

CSDS 314. Computer Architecture. 3 Units.
This course provides students the opportunity to study and evaluate a modern computer architecture design. The course covers topics in fundamentals of computer design, performance, cost, instruction set design, processor implementation, control unit, pipelining, communication and network, memory hierarchy, computer arithmetic, input-output, and an introduction to RISC and super-scalar processors. Offered as CSDS 314 and ECSE 314. Prereq: EECS 281.

CSDS 315. Scalable Parallel Data Analysis. 3 Units.
This course provides an introduction to scalable and parallel data analysis using the most common frameworks and programming tools in the age of big data. Covered topics include parallel programming models, parallel hardware architectures, multi-threaded, multi-core programming, cluster computing and GPU programming. The course is designed to provide a heavily hands-on experience with several programming assignments. Prereq: CSDS 312.

CSDS 325. Computer Networks I. 3 Units.
An introduction to computer networks and the Internet. Applications: http, ftp, e-mail, DNS, socket programming. Transport: UDP, TCP reliable data transfer, and congestion control. Network layer: IP routing, and NAT. Link layer: taxonomy, Ethernet, 802.11. Offered as CSDS 325 and CSDS 325N. Prereq: Computer Science Major with minimum Junior Standing and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 325N. Computer Networks I. 3 Units.
An introduction to computer networks and the Internet. Applications: http, ftp, e-mail, DNS, socket programming. Transport: UDP, TCP reliable data transfer, and congestion control. Network layer: IP routing, and NAT. Link layer: taxonomy, Ethernet, 802.11. Offered as CSDS 325 and CSDS 325N. Prereq: Minimum Junior Standing and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 335D. Data Mining for Big Data. 3 Units.
With the unprecedented rate at which data is being collected today in almost all fields of human endeavor, there is an emerging economic and scientific need to extract useful information from it. Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases, and is a highly interdisciplinary field representing the confluence of several disciplines, including database systems, data warehousing, machine learning, statistics, algorithms, data visualization, and high-performance computing. This course is an introduction to the commonly used data mining techniques. In the first part of the course, students will develop a basic understanding of the basic concepts in data mining such as frequent pattern mining, association rule mining, basic techniques for data preprocessing such as normalization, regression, and classic matrix decomposition methods such as SVD, LU, and QR decompositions. In the second part of the course, students will develop a basic understanding of classification and clustering and be able to apply classic methods such as k-means, hierarchical clustering methods, nearest neighbor methods, association based classifiers. In the third part of the course, students will have a chance to study more advanced data mining applications such as feature selection in high-dimensional data, dimension reduction, and mining biological datasets. Prereq: CSDS 234 and CSDS 313.

CSDS 337. Compiler Design. 4 Units.
Design and implementation of compilers and other language processors. Scanners and lexical analysis; regular expressions and finite automata; scanner generators; parsers and syntax analysis; context free grammars; parser generators; semantic analysis; intermediate code generation; runtime environments; code generation; machine independent optimizations; data flow and dependence analysis. There will be a significant programming project involving the use of compiler tools and software development tools and techniques. Offered as CSDS 337 and ECSE 337. Prereq: (CSDS 233 or ECSE 233 or EECS 233) and (CSDS 281 or ECSE 281 or EECS 281).

CSDS 338. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: Computer Science Major or Minor and (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.

CSDS 338N. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE, 338, CSDS 338N and ECSE 338N. Prereq: (CSDS 233 or ECSE 233 or EECS 233) with a C or higher.
CSDS 339. Web Data Mining. 3 Units.
Web crawling technology, web search and information extraction, unsupervised and semi-supervised learning techniques and their application to web data extraction, social network analysis, various pagerank algorithms, link analysis, web resource discovery, web, resource description framework (RDF), XML, Web Ontology Language (OWL). Prereq: (CSDS 338 or ECSE 338) and CSDS 341 and (CSDS 302 or ECSE 302 or MATH 304).

CSDS 340D. Machine Learning for Big Data. 3 Units.
Machine learning is a sub-field of Artificial Intelligence that is concerned with the design and analysis of algorithms that "learn" and improve with experience. While the broad aim behind research in this area is to build systems that can simulate or even improve on certain aspects of human intelligence, algorithms developed in this area have become very useful in analyzing and predicting the behavior of complex systems. Machine learning algorithms have been used to guide diagnostic systems in medicine, recommend interesting products to customers in e-commerce, play games at human championship levels, and solve many other very complex problems. This course is an introduction to algorithms for machine learning and their implementation in the context of big data. We will study different learning settings, the different algorithms that have been developed for these settings, and learn about how to implement these algorithms and evaluate their behavior in practice. We will also discuss dealing with noise, missing values, scalability properties and talk about tools and libraries available for these methods. At the end of the course, you should be able to: --Understand when to use machine learning algorithms; --Understand, represent and formulate the learning problem; --Apply the appropriate algorithm(s) or tools, with an understanding of the tradeoffs involved including scalability and robustness; --Correctly evaluate the behavior of the algorithm when solving the problem. Prereq: CSDS 234 and CSDS 313.

CSDS 341. Introduction to Database Systems. 3 Units.
Relational model, ER model, relational algebra and calculus, SQL, OBE, security, views, files and physical database structures, query processing and query optimization, normalization theory, concurrency control, object relational systems, multimedia databases, Oracle SQL server, Microsoft SQL server. Offered as CSDS 341 and CSDS 341N. Prereq: Computer Science Major or Data Science and Analytics Major and (CSDS 302 or ECSE 302 or MATH 304) and (CSDS233 or ECSE 233) with a C or higher.

CSDS 341D. Introduction to Databases: DS Major. 3 Units.
Database management become a central component of a modern computing environment, and, as a result, knowledge about database systems has become an essential part of education in computer science and data science. This course is an introduction to the nature and purpose of database systems, fundamental concepts for designing, implementing and querying a database and database architectures. Weeks 1-6 provide an overview of basic database systems concepts including database design, database systems architecture, and database querying, using relational model and SQL as query language. Weeks 7-10 Objects, Semi structured data, XML and RDF basics. Weeks 11-14 provide an overview of more advanced topics including Database System Architectures (Parallel Databases and Distributed Databases), and Data Warehousing and Information Retrieval. Students cannot receive credit for both CSDS341 and CSDS341D. Prereq: CSDS 233 or ECSE 233 or CSDS 234.

CSDS 341N. Introduction to Database Systems. 3 Units.
Relational model, ER model, relational algebra and calculus, SQL, OBE, security, views, files and physical database structures, query processing and query optimization, normalization theory, concurrency control, object relational systems, multimedia databases, Oracle SQL server, Microsoft SQL server. Offered as CSDS 341 and CSDS 341N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a grade of C or higher and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 343. Theoretical Computer Science. 3 Units.
Introduction to different classes of automata and their correspondence to different classes of formal languages and grammars, computability, complexity and various proof techniques. Offered as CSDS 343 and MATH 343. Prereq: EECS 302 or MATH 304.

CSDS 344. Computer Security. 3 Units.
General types of security attacks; approaches to prevention; secret key and public key cryptography; message authentication and hash functions; digital signatures and authentication protocols; information gathering; password cracking; spoofing; session hijacking; denial of service attacks; buffer overruns; viruses, worms, etc., principles of secure software design, threat modeling; access control; least privilege; storing secrets; socket security; firewalls; intrusions; auditing; mobile security. Recommended preparation: EECS/CSDS/ECSE 132, EECS/CSDS 293, EECS/CSDS 325 and EECS/CSDS 338. Offered as CSDS 344 and CSDS 444.

CSDS 345. Programming Language Concepts. 3 Units.
This course examines the four main programming paradigms: imperative, object-oriented, functional, and logical. It is assumed that students will come to the course with significant exposure to object-oriented programming and some exposure to imperative programming. The course will teach the functional paradigm in depth, enhance the students' knowledge of the object-oriented and imperative paradigms, and introduce the logical paradigm. The course will explore language syntax, semantics, names/scopes, types, expressions, assignment, subprograms, abstraction and inheritance. This exploration will have several forms. Students will study the programming language concepts at a theoretical level, use the concepts in functional language programming, and implement the concepts by designing language interpreters. Offered as CSDS 345 and CSDS 345N. Prereq: Computer Science Major and (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 345N. Programming Language Concepts. 3 Units.
This course examines the four main programming paradigms: imperative, object-oriented, functional, and logical. It is assumed that students will come to the course with significant exposure to object-oriented programming and some exposure to imperative programming. The course will teach the functional paradigm in depth, enhance the students' knowledge of the object-oriented and imperative paradigms, and introduce the logical paradigm. The course will explore language syntax, semantics, names/scopes, types, expressions, assignment, subprograms, abstraction and inheritance. This exploration will have several forms. Students will study the programming language concepts at a theoretical level, use the concepts in functional language programming, and implement the concepts by designing language interpreters. Offered as CSDS 345 and CSDS 345N. Prereq: (CSDS 302 or ECSE 302 or MATH 304) with a C or higher and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 356. Data Privacy. 3 Units.
Introduction to privacy, economics and incentives, crypto-based solution for privacy, hiding data from the database user, hiding access patterns from the database owner, anonymous routing and TOR, privacy in online social networks, privacy in cellular and Wi-Fi networks, location privacy, privacy in e-cash systems, privacy in e-voting, genomic privacy. Offered as CSDS 356 and CSDS 456. Prereq: (EECS 132 and EECS 233 and any STAT course) or (Graduate student in Computing & Info Science or Computer Engineering).

CSDS 364. Computational Perception. 3 Units.
An introduction to the information processing and computational algorithms that underlie perception. The course focuses on vision and audition but also covers other senses and various types of perceptual processing in biological systems. The motivating question is: What are the fundamental computational problems faced by perceptual systems in complex environments? The course draws from fields in engineering and the study of biological perception. Specific topics include signal detection and processing; sound localization; motion perception and estimation; sensory coding; perception of structure; active perception; perceptual invariance; attention; object, sound and speech recognition; visual and auditory scene analysis. Offered as CSDS 364 and CSDS 464. Prereq: CSDS 132 or ENGR 131.

CSDS 366. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: EECS 233.

CSDS 373. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473.

CSDS 376. Mobile Robotics. 4 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 376 and ECSE 376. Prereq: CSDS 373 or CSDS 473.

CSDS 377. Introduction to Connected Devices. 3 Units.
Introduction to Connected Devices (e.g., Internet of Things). Undergraduates work in pairs to build a complete connected-device system, an embedded device with wireless networking, cloud and web, and mobile, and then develop hands-on experience with systems-level aspects of the connected-device system, including analytics, remote firmware update, load testing, and essential security. Students learn about current architectures, languages, and technologies, such as Pub/Sub (MQTT), Python, Objective-C, Python Django, JavaScript, HTML/CSS, and Bluetooth Low Energy. Offered as CSDS 377 and ECSE 377.

CSDS 386. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 233 or ECSE 233) and (CSDS 281 or ECSE 281) and (MATH 201 or MATH 307) and (MATH 223 or MATH 227) and (PHYS 122 or PHYS 124).

CSDS 390. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interdisciplinary group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: EECS 233 and EECS 290.

CSDS 391. Introduction to Artificial Intelligence. 3 Units.
This course is an introduction to artificial intelligence. We will study the concepts that underlie intelligent systems. Topics covered include problem solving with search, constraint satisfaction, adversarial games, knowledge representation and reasoning using propositional and first order logic, reasoning under uncertainty, introduction to machine learning, automated planning, reinforcement learning and natural language processing. Recommended: basic knowledge of probability and statistics. Prereq: ENGR 131 or CSDS 132 or ECSE 132.

CSDS 392. App Development for iOS. 3 Units.
This course is an introduction to app development for iPhone and iPad using Cocoa Touch Framework and Xcode development environment. Topics include Swift programming language and iOS SDK/ foundations, object-oriented design and model-view-controller framework, user interface design using Xcode. Additional topics may include data management, map applications, animations and some recent developments in iOS. Recommended preparation: experiences in object-oriented programming and Mac OS; knowledge in software engineering and databases. Prereq: EECS 293 and Junior or Senior standing.
CSDS 393. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: (Computer Science Major/Minor or Data Science Major) and (CSDS 233 or ECSE 233) with a C or higher.

CSDS 393N. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: CSDS 233 or ECSE 233 with a C or higher.

CSDS 394. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity; channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as CSDS 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494. Prereq: MATH 223 and MATH 380 or requisites not met permission.

CSDS 395. Senior Project in Computer Science. 4 Units.
Capstone course for computer science seniors. Material from previous and concurrent courses used to solve computer programming problems and to develop software systems. Professional engineering topics such as project management, engineering design, communications, and professional ethics. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Scheduled formal project presentations during last week of classes. Counts as SAGES Senior Capstone. Prereq: Senior standing.

CSDS 396. Independent Projects. 1 - 6 Units.
Independent projects in Computer and Data Science. Prereq: Limited to juniors and seniors.

CSDS 397. Special Topics. 1 - 6 Units.
Special topics in Computer and Data Science. Prereq: Limited to juniors and seniors.

CSDS 400T. Graduate Teaching I. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, tutoring students. Recommended preparation: Ph.D. student in CSDS department.

CSDS 405. Data Structures and File Management. 3 Units.
Fundamental concepts: sequential allocation, linked allocation, lists, trees, graphs, internal sorting, external sorting, sequential, binary, interpolation search, hashing file, indexed files, multiple level index structures, btrees, hashed files. Multiple attribute retrieval; inverted files, multi lists, multiple-key hashing, hd trees. Introduction to data bases. Data models. Recommended preparation: EECS/CSDS/ECSE 233 and MATH 304. Prereq: ECES 341 or Graduate standing.

CSDS 410. Analysis of Algorithms. 3 Units.
This course covers fundamental topics in algorithm design and analysis in depth. Amortized analysis, NP-completeness and reductions, dynamic programming, advanced graph algorithms, string algorithms, geometric algorithms, local search heuristics. Offered as CSDS 410 and OPRE 454. Prereq: ECES 340.

CSDS 425. Computer Networks I. 3 Units.

CSDS 427. Internet Security and Privacy. 3 Units.
This course introduces students to research on Internet security and privacy. Covered topics include denial of service attacks, attacks enabled by man-in-the-middle surveillance, communication hijacking, botnet and fast-flux networks, email and Web spam, threats to privacy on the Internet, and Internet censorship. The course will be based on a collection of research papers. Students will be required to attend lectures, read the materials, prepare written summaries of discussed papers, present a paper in class, complete a course project and take the final exam (in the form of the course project presentation). Prereq: EECS 325 or EECS 425 or graduate standing in Computer Science or Computer Engineering.

CSDS 428. Computer Communications Networks II. 3 Units.
Introduction to topics and methodology in computer networks and middleware research. Traffic characterization, stochastic models, and self-similarity. Congestion control (Tahoe, Reno, Sack). Active Queue Management (RED, FQ) and explicit QoS. The Web: overview and components, HTTP, its interaction with TCP, caching. Overlay networks and CDN. Expected work includes a course-long project on network simulation, a final project, a paper presentation, midterm, and final test. Recommended preparation: EECS/CSDS 425.

CSDS 433. Database Systems. 3 Units.
CSDS 435. Data Mining. 3 Units.
Data Mining is the process of discovering interesting knowledge from large amounts of data stored either in databases, data warehouses, or other information repositories. Topics to be covered includes: Data Warehouse and OLAP technology for data mining, Data Preprocessing, Data Mining Primitives, Languages, and System Architectures, Mining Association Rules from Large Databases, Classification and Prediction, Cluster Analysis, Mining Complex Types of Data, and Applications and Trends in Data Mining. Prereq: ECE 341 or Graduate standing.

CSDS 438. High Performance Computing. 3 Units.
High performance computing (HPC) leverages parallel processing in order to maximize speed and throughput. This hands-on course will cover theoretical and practical aspects of HPC. Theoretical concepts covered include computer architecture, parallel programming, and performance optimization. Practical applications will be discussed from various information and scientific fields. Practical considerations will include HPC job management and Unix scripting. Weekly assessments and a course project will be required. Offered as CSDS 438 and ECE 438. Prereq: ECE 233 or graduate standing.

CSDS 439. Web Data Mining. 3 Units.
Web crawling technology, web search and information extraction, unsupervised and semi-supervised learning techniques and their application to web data extraction, social network analysis, various pagerank algorithms, link analysis, web resource discovery, web, resource description framework (RDF), XML, Web Ontology Language (OWL). Recommended preparation: ECE/CDS/ECSE 338, ECE/CDS 341.

CSDS 440. Machine Learning. 3 Units.
Machine learning is a subfield of Artificial Intelligence that is concerned with the design and analysis of algorithms that “learn” and improve with experience. While the broad aim behind research in this area is to build systems that can simulate or even improve on certain aspects of human intelligence, algorithms developed in this area have become very useful in analyzing and predicting the behavior of complex systems. Machine learning algorithms have been used to guide diagnostic systems in medicine, recommend interesting products to customers in e-commerce, play games at human championship levels, and solve many other very complex problems. This course is focused on algorithms for machine learning; their design, analysis and implementation. We will study different learning settings, including supervised, semi-supervised and unsupervised learning. We will study different ways of representing the learning problem, using propositional, multiple-instance and relational representations. We will study the different algorithms that have been developed for these settings, such as decision trees, neural networks, support vector machines, k-means, harmonic functions and Bayesian methods. We will learn about the theoretical tradeoffs in the design of these algorithms, and how to evaluate their behavior in practice. At the end of the course, you should be able to: Recognize situations where machine learning algorithms are applicable; Understand, represent and formulate the learning problem; Apply the appropriate algorithm(s), or if necessary, design your own, with an understanding of the tradeoffs involved; Correctly evaluate the behavior of the algorithm when solving the problem. Prereq: CSE 391 or CSE 491.

CSDS 442. Causal Learning from Data. 3 Units.
This course introduces key concepts and techniques for characterizing, from observational or experimental data and from background information, the causal effect of a specific treatment, exposure, or intervention (e.g., a medical treatment) upon an outcome of interest (e.g., disease status). The fundamental problem of causal inference is the impossibility of observing the effects of different and incompatible treatments on the same individual or unit. This problem is overcome by estimating an average causal effect over a study population. Making valid causal inferences with observational data is especially challenging, because of the greater potential for biases (confounding bias, selection bias, and measurement bias) that can badly distort causal effect estimates. Consequently, this topic has been the focus of intense cross-disciplinary research in recent years. Causal inference techniques will be illustrated by applications in several fields such as computer science, engineering, medicine, public health, biology, genomics, neuroscience, economics, and social science. Course grading will be based on quizzes, homeworks, a class presentation, and a causal data analysis project. Specific topics: treatments, exposures, and interventions; causal effects and causal effect measures; confounding bias; potential outcomes and counterfactuals; randomized experiments; observational studies; causal directed acyclic graphs (DAGs); exchangeability and conditional exchangeability; effect modification; causal interactions; nonparametric structural equations; Pearl's Back-Door Criterion, Front-Door Criterion, and related results; covariate adjustment; matching on covariates; selection bias; measurement bias; instrumental variables; causal modeling; inverse probability weighting; marginal structural models; standardization; structural nested models; outcome regression; propensity scores; sensitivity analysis. Prereq: ECE 440 or MATH 380 or STAT 312 or STAT 313 or STAT 332 or Requisites Not Met permission.

CSDS 444. Computer Security. 3 Units.
General types of security attacks; approaches to prevention; secret key and public key cryptography; message authentication and hash functions; digital signatures and authentication protocols; information gathering; password cracking; spoofing; session hijacking; denial of service attacks; buffer overruns; viruses, worms, etc., principles of secure software design, threat modeling; access control; least privilege; storing secrets; socket security; firewalls; intrusions; auditing; mobile security. Recommended preparation: ECE/CDS/ECSE 132, ECE/CDS 293, ECE/CDS 325 and ECE/CDS 338. Offered as CSE 344 and CSE 444.

CSDS 448. Smartphone Security. 3 Units.
This course is designed to better prepare undergraduate and graduate students for researching and developing in the neighborhood of mobile and software security. Lectures, paper readings and presentations, in-class discussions, and projects are the main components. The course covers the basics of Android programming and a wide range of security issues and solutions concerning mobile platforms, including permission analysis, textual artifacts analysis, malware analysis, program analysis, and UI analysis. Students should expect one literature survey paper and one system-building or empirical study project on one selected security solution in mobile app security. Prereq: ECE 132 and a Graduate or Undergraduate Computer Science major.
CSDS 455. Applied Graph Theory. 3 Units.
This course serves as an introduction to many of the important aspects of graph theory. Topics include connectivity, flows, matchings, planar graphs, and graph coloring with additional topics selected from extremal graphs, random graphs, bounded treewidth graphs, social networks and small world graphs. The class will explore the underlying mathematical theory with a specific focus on the development and analysis of graph algorithms. Prereq: Graduate Student or (EECS 302 or MATH 304 or MATH 305 or MATH 307).

CSDS 456. Data Privacy. 3 Units.
Introduction to privacy, economics and incentives, crypto-based solution for privacy, hiding data from the database user, hiding access patterns from the database owner, anonymous routing and TOR, privacy in online social networks, privacy in cellular and Wi-Fi networks, location privacy, privacy in e-cash systems, privacy in e-voting, genomic privacy. Offered as CSDS 356 and CSDS 456. Prereq: (EECS 132 and EECS 233 and any STAT course) or (Graduate student in Computing & Info Science or Computer Engineering).

CSDS 458. Introduction to Bioinformatics. 3 Units.
Fundamental algorithmic and statistical methods in computational molecular biology and bioinformatics will be discussed. Topics include introduction to molecular biology and genetics, DNA sequence analysis, polymorphisms and personal genomics, structural variation analysis, gene mapping and haplotyping algorithms, phylogenetic analysis, biological network analysis, and computational drug discovery. Much of the course will focus on the algorithmic techniques, including but not limited to, dynamic programming, hidden Markov models, string algorithms, graph theories and algorithms, and some representative data mining algorithms. Paper presentations and course projects are also required. Prereq: EECS 340 or Graduate standing.

CSDS 459. Bioinformatics for Systems Biology. 3 Units.

CSDS 464. Computational Perception. 3 Units.
An introduction to the information processing and computational algorithms that underlie perception. The course focuses on vision and audition but also covers other senses and various types of perceptual processing in biological systems. The motivating question is: What are the fundamental computational problems faced by perceptual systems in complex environments? The course draws from fields in engineering and the study of biological perception. Specific topics include signal detection and processing; sound localization; motion perception and estimation; sensory coding; perception of structure; active perception; perceptual invariance; attention; object, sound and speech recognition; visual and auditory scene analysis. Offered as CSDS 364 and CSDS 464. Prereq: CSDS 132 or ENGR 131.

CSDS 465. Computer Vision. 3 Units.
The goal of computer vision is to create visual systems that recognize objects and recover structures in complex 3D scenes. This course emphasizes both the science behind our understanding of the fundamental problems in vision and the engineering that develops mathematical models and inference algorithms to solve these problems. Specific topics include feature detection, matching, and classification; visual representations and dimensionality reduction; motion detection and optical flow; image segmentation; depth perception, multi-view geometry, and 3D reconstruction; shape and surface perception; visual scene analysis and object recognition. Offered as CSDS 465 and ECSE 465.

CSDS 466. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: Graduate standing or Requisites Not Met permission.

CSDS 473. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473.

CSDS 476. Mobile Robotics. 3 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 476 and ECSE 476. Prereq: EECS 373 or ECES 473.

CSDS 477. Advanced Algorithms. 3 Units.
CSDS 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

CSDS 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 233 or ECSE 233) and (CSDS 281 or ECSE 281) and (MATH 201 or MATH 307) and (MATH 223 or MATH 227) and (PHYS 122 or PHYS 124).

CSDS 487. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interprofessional group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: Graduate student standing.

CSDS 489. Robotics I. 3 Units.

CSDS 490. Digital Image Processing. 3 Units.
Digital images are introduced as two-dimensional sampled arrays of data. The course begins with one-to-one operations such as image addition and subtraction and image descriptors such as the histogram. Basic filters such as the gradient and Laplacian in the spatial domain are used to enhance images. The 2-D Fourier transform is introduced and frequency domain operations such as high and low-pass filtering are developed. It is shown how filtering techniques can be used to remove noise and other image degradation. The different methods of representing color images are described and fundamental concepts of color image transformations and color image processing are developed. One or more advanced topics such as wavelets, image compression, and pattern recognition will be covered as time permits. Programming assignments using software such as MATLAB will illustrate the application and implementation of digital image processing. Offered as CSDS 490 and ECSE 490.

CSDS 491. Artificial Intelligence: Probabilistic Graphical Models. 3 Units.
This course is a graduate-level introduction to Artificial Intelligence (AI), the discipline of designing intelligent systems, and focuses on probabilistic graphical models. These models can be applied to a wide variety of settings from data analysis to machine learning to robotics. The models allow intelligent systems to represent uncertainties in an environment or problem space in a compact way and reason intelligently in a way that makes optimal use of available information and time. The course covers directed and undirected probabilistic graphical models, latent variable models, associated exact and approximate inference algorithms. These models can be applied to a wide variety of applications and are used in a variety of fields such as computer vision, natural language processing, and robotics. Recommended preparation: CSDS 391 or Requisites Not Met permission.

CSDS 493. Software Engineering. 3 Units.
Topics: Introduction to software engineering; software lifecycle models; development team organization and project management; requirements analysis and specification techniques; software design techniques; programming practices; software validation techniques; software maintenance practices; software engineering ethics. Undergraduates work in teams to complete a significant software development project. Graduate students are required to complete a research project. Offered as CSDS 393, CSDS 393N, and CSDS 493. Prereq: (Computer Science Major/Minor or Data Science Major) and (CSDS 233 or ECSE 233) with a C or higher.
CSDS 494. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity: channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494.

CSDS 496. Artificial Intelligence: Sequential Decision Making. 3 Units.
This course will study the formulation and solution of decision making problems by automated agents. Topics covered include one-shot decision making (decision trees and influence diagrams), Markov decision processes (MDPs), automated classical and probabilistic planning, reinforcement learning (RL), hierarchical planning and RL, partially observable MDPs, Bayesian RL, collaborative multi-agent systems. Recommended preparation: EECS/CSDS 491 (Probabilistic Graphical Models). Prereq: ECSE 391.

CSDS 497. Artificial Intelligence: Statistical Natural Language Processing. 3 Units.
This course gives students an overview of the state of the art in natural language processing. We will discuss computational aspects of language modeling through probabilistic models, computational approaches to syntax (parsing) and semantic representations, discourse and dialog. We will study the applications of these techniques to a variety of problems including information extraction, translation and summarization. At the end of the course a student should be able to (i) understand the various statistical models and algorithms for NLP (ii) modify them as needed or design novel approaches for specific NLP tasks and (iii) understand how to evaluate the performance of these models and compare them to alternatives. Prereq: ECSE 440.

CSDS 499. Algorithmic Robotics. 3 Units.
This course introduces basic algorithmic techniques in robotic perception and planning. Course is divided into two parts. The first part introduces probabilistic modeling of robotic motion and sensing, Gaussian and nonparametric filters, and algorithms for mobile robot localization. The second part introduces fundamental deterministic and randomized algorithms for motion planning. Offered as CSDS 499 and ECSE 499. Prereq: Graduate Standing or Requisites Not Met permission.

CSDS 500. CSDS Colloquium. 0 Unit.
Seminars on current topics in Computer and Data Science.

CSDS 500T. Graduate Teaching II. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, running recitation sessions, providing laboratory assistance. Recommended preparation: Ph.D. student in CSDS department.

CSDS 589. Robotics II. 3 Units.
Survey of research issues in robotics. Force control, visual servoing, robot autonomy, on-line planning, high-speed control, man/machine interfaces, robot learning, sensory processing for real-time control. Primarily a project-based lab course in which students design real-time software executing on multi-processors to control an industrial robot. Recommended preparation: EECS/CSDS/ECSE 489. Offered as CSDS 589 and ECSE 589.

CSDS 600. Special Topics. 1 - 18 Units.
CSDS 600T. Graduate Teaching III. 0 Unit.
This course will provide Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities running recitation sessions, providing laboratory assistance, developing teaching or lecture materials presenting lectures. Recommended preparation: Ph.D. student in CSES department.

CSDS 601. Independent Study. 1 - 18 Units.
CSDS 620. Special Topics. 1 - 18 Units.
CSDS 621. Special Projects. 1 - 18 Units.
CSDS 651. Thesis M.S.. 1 - 18 Units.
Credit as arranged.
CSDS 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EECS Plan B MS Program.
CSDS 701. Dissertation Ph.D.. 1 - 9 Units.
Credit as arranged.

Engineering Physics
Rockefeller Building (7079)
http://physics.case.edu/undergraduate-programs/undergrad-degree-programs/bsdegree-engphys/
Phone: 216.368.4017; Fax: 216.368.4671
Xuan Gao, Professor of Physics and Program Director
xg15@case.edu

The Engineering Physics major allows students with strong interests in both physics and engineering to concentrate their studies in the common areas of these disciplines. The Engineering Physics major prepares students to pursue careers in industry, either directly after undergraduate studies, or following graduate study in engineering or physics. Many employers value the unique problem-solving approach of physics, especially in industrial research and development. Its engineering science and design components prepare students to work as professional engineers.

Students majoring in engineering physics complete the Engineering Core as well as a rigorous course of study in physics. Students select a concentration area from an engineering discipline and must complete a sequence of at least four courses in this discipline. In addition, a senior research project under the guidance of a faculty member is required. The project includes a written report and participation in the senior seminar and symposium.
The Bachelor of Science in Engineering degree program with a major in Engineering Physics is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Mission
The mission of the Engineering Physics program is to prepare students for careers in engineering where physics principles can be applied to the advancement of technology. This education at the intersection of engineering and physics will enable students to seek employment in engineering upon graduation while providing a firm foundation for the pursuit of graduate studies in either engineering or physics. The Engineering Physics program will develop sufficient depth in both engineering and physics skills to produce engineers who can relate fundamental physics to practical engineering problems and will possess the versatility to address new problems in our rapidly changing technological base. The program will provide a curriculum and environment to develop interdisciplinary collaboration, ethical and professional outlooks, communication skills, and the tools and desire for life-long learning.

Program Educational Objectives
1. Graduates of the Engineering Physics program will apply their strong problem-solving skills as physicists along with an understanding of the approach, methods, and requirements of engineering and engineering design for a successful career in advancing technology.
2. Graduates of the Engineering Physics program will use their strong skills in problem-solving, research experience and knowledge in physics and engineering as successful graduate students and researchers in highly ranked graduate programs.

Student Outcomes
As preparation for achieving the above program educational objectives, the Bachelor of Science in Engineering degree program with a major in Engineering Physics is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

Bachelor of Science in Engineering
Required Courses: Major in Engineering Physics
In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

<table>
<thead>
<tr>
<th>Major Required Courses</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>PHYS 208 Instrumentation and Signal Analysis Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 221 Introduction to Modern Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 250 Computational Methods in Physics</td>
<td>3</td>
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</tbody>
</table>

PHYS 310 Classical Mechanics 3
PHYS 313 Thermodynamics and Statistical Mechanics 3
PHYS 317 Engineering Physics Laboratory I 3
PHYS 318 Engineering Physics Laboratory II 4
PHYS 324 Electricity and Magnetism I 3
PHYS 325 Electricity and Magnetism II 3
PHYS 331 Introduction to Quantum Mechanics I 3
PHYS 352 Senior Physics Project Seminar a 1
PHYS 353 Senior Engineering Physics Project a 2

and one of the following courses (Applications of Quantum Mechanics): 3-4
ECSE 321 Semiconductor Electronic Devices
PHYS 315 Introduction to Solid State Physics
PHYS 327 Laser Physics
PHYS 332 Introduction to Quantum Mechanics II

Breadth Elective Sequence 38-39

a Two semester course. Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstone courses in another department in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

Engineering Physics Concentration
Engineering Physics majors must complete a sequence of at least four upper-level courses in an engineering concentration. Students should seek advice from those engineering representatives listed below to select the courses consistent with scheduling, student preparation, and student interest. Both the program representative and the student’s adviser must approve the sequence. Following approval, students must submit the paperwork to undergraduate studies to ensure credit for the sequence toward graduation.

- Biomedical Engineering (Contact: Prof. Dustin Tyler)
- Civil and Environmental Engineering (Contact: Prof. Xiong (Bill) Yu)
- Electrical, Computer, and Systems Engineering (Contact: Prof. Pedram Mohseni)
- Macromolecular Science and Engineering (Contact: Prof. Gary Wnek)
- Mechanical and Aerospace Engineering (Contact: Prof. Paul Barnhart)
- Materials Science and Engineering (Contact: Prof. Frank Ernst)

Bachelor of Science in Engineering
Suggested Program of Study: Major in Engineering Physics
The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://case.edu/sis/).

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>4</td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**a</td>
<td>4</td>
</tr>
</tbody>
</table>

** a Two semester course. Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstone courses in another department in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

**b Minimum four senior level credits are required for the SAGES capstone requirement.
<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES First Seminar*</td>
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<tr>
<td>PHED Physical Education Activities*</td>
<td></td>
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</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**a</td>
<td>4</td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**b</td>
<td>4</td>
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<tr>
<td>Elementary Computer Programming (ENGR 131)**c</td>
<td>3</td>
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<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
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<tr>
<td>SAGES University Seminar*</td>
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<tr>
<td>PHED Physical Education Activities*</td>
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<tr>
<td>Year Total:</td>
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<th><strong>Second Year</strong></th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
<td>3</td>
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<tr>
<td>Introduction to Modern Physics (PHYS 221)</td>
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<td></td>
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<tr>
<td>Statics and Strength of Materials (ENGR 200)**</td>
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<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
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<tr>
<td>SAGES University Seminar*</td>
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<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
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<tr>
<td>Instrumentation and Signal Analysis Laboratory (PHYS 208)</td>
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<tr>
<td>Computational Methods in Physics (PHYS 250)</td>
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<tr>
<td>Classical Mechanics (PHYS 310)</td>
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<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
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<td>Year Total:</td>
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<th><strong>Third Year</strong></th>
<th>Units</th>
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<th>Spring</th>
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<tr>
<td>Thermodynamics and Statistical Mechanics (PHYS 313)</td>
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<tr>
<td>Engineering Physics Laboratory I (PHYS 317)</td>
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<tr>
<td>Advanced Laboratory Physics Seminar (PHYS 303)</td>
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<tr>
<td>Introduction to Quantum Mechanics I (PHYS 331)</td>
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<tr>
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<td>Breadth elective**</td>
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<tr>
<td>Engineering Physics Laboratory II (PHYS 318)</td>
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<tr>
<td>Electricity and Magnetism I (PHYS 324)</td>
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<tr>
<td>Professional Communication for Engineers (ENGL 398) &amp; Professional Communication for Engineers (ENGR 398)**</td>
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<tr>
<td>Breadth elective**</td>
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<tr>
<td>Engineering Concentrationd</td>
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<td>Year Total:</td>
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<th><strong>Fourth Year</strong></th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity and Magnetism II (PHYS 325)</td>
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<tr>
<td>Senior Physics Project Seminar (PHYS 352)f</td>
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<tr>
<td>Senior Engineering Physics Project (PHYS 353)f</td>
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<tr>
<td>Engineering Concentrationd</td>
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</table>

**Total Units in Sequence:** 129

**Hours required for graduation:** 129

* University general education requirement
** Engineering general education requirement
a Selected students may be invited to take MATH 124 Calculus II, MATH 227 Calculus III or MATH 228 Differential Equations in place of MATH 121 Calculus for Science and Engineering I, MATH 122 Calculus for Science and Engineering II, MATH 223 Calculus for Science and Engineering III or MATH 224 Elementary Differential Equations.
b Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics or PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics or PHYS 122 General Physics II - Electricity and Magnetism.
c Students may also choose to fulfill this requirement with CSDS 132 Introduction to Programming in Java.
d Engineering Physics Concentration courses are flexible, but must be in a specific engineering discipline or study area and be approved by an advisor. Possible concentration areas include: Biomedical Engineering (Biomedical Systems and Analysis, Devices and Instrumentation, Biomaterials); Chemical and Biomolecular Engineering; Civil and Environmental Engineering (Solid Mechanics, Structural Engineering, Geotechnical Engineering, Environmental Engineering); Electrical, Computer, and Systems Engineering (Solid State, Computer Science, Computer Engineering-Software, Computer Engineering-Hardware, Systems and Control); Macromolecular Science and Engineering; Materials Science and Engineering: Mechanical and Aerospace Engineering (Aerospace, Mechanics). One of the Engineering Physics concentration courses must provide an engineering design experience which can be satisfied by completing one of the following courses - EBME 380, ECHE 399, ECIV 398, EECS 378, EMAC 378, EMAE 360, EMAE 398 or EMSE 379.
e Students may choose to fulfill this requirement in their third year:
   - PHYS 315 Introduction to Solid State Physics
   - PHYS 332 Introduction to Quantum Mechanics II
   - PHYS 327 Laser Physics/PHYS 427 Laser Physics
   - ECSE 321 Semiconductor Electronic Devices

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- **SAGES University Seminar**: University general education requirement
- **PHED Physical Education Activities**: Engineering general education requirement
- **MATH 121 Calculus for Science and Engineering I**: The course can be taken instead of MATH 122 Calculus for Science and Engineering II.
- **PHYS 121 General Physics I - Mechanics**: The course can be taken instead of PHYS 122 General Physics II - Electricity and Magnetism.
- **CSDS 132 Introduction to Programming in Java**: Students may also choose to fulfill this requirement.
- **EBME 380, ECHE 399, ECIV 398, EECS 378, EMAC 378, EMAE 360, EMAE 398 or EMSE 379**: These courses can be used to fulfill the Engineering Physics Concentration requirement.
- **PHYS 315 Introduction to Solid State Physics**: Students may choose to fulfill this requirement in their third year.
- **PHYS 332 Introduction to Quantum Mechanics II**: This course can be taken instead of PHYS 327 Laser Physics/PHYS 427 Laser Physics.
- **ECSE 321 Semiconductor Electronic Devices**: This course can be used as an elective.
Students may elect to satisfy the SAGES capstone requirement by completing one of the SAGES capstone courses in the Case School of Engineering in place of PHYS 352 and PHYS 353. Students selecting this option must also complete a 3-credit hour technical elective satisfied by any 200 level or above course in the Case School of Engineering.

Department of Macromolecular Science and Engineering

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http://polymers.case.edu
Phone: 216.368.4172; Fax: 216.368.4202
Gary Wnek, Professor and Chair
gary.wnek@case.edu

Macromolecular science and engineering is the study of the synthesis, structure, processing, and properties of polymers. These giant molecules are the basis of synthetic materials including plastics, fibers, rubber, films, paints, membranes, and adhesives. Research is constantly expanding these applications through the development of new high performance polymers, e.g. for engineering composites, electronic, optical, and biomedical uses. In addition, most biological systems are composed of macromolecules—proteins (e.g. silk, wool, tendon), carbohydrates (e.g. cellulose) and nucleic acids (RNA and DNA) are polymers and are studied by the same methods that are applied to synthetic polymers.

Production of polymers and their components is central to the chemical industry, and statistics show that over 75 percent of all chemists and chemical engineers in industry are involved with some aspect of polymers. Despite this, formal education in this area is offered by only a few universities in this country, resulting in a continued strong demand for our graduates upon completion of their BS, MS, or PhD degrees.

Mission
To educate students who will excel and lead in the development of polymeric materials and the application of structure-property relationships. The department seeks to prepare students for either professional employment or advanced education, primarily in this or related science or engineering disciplines, but also in professional schools of business, law or medicine. Undergraduate students are offered opportunities for significant research experience, capitalizing on the strength of our graduate program.

Research
The research activities of the department span the entire scope of macromolecular science and polymer technology.

Synthesis
New types of macromolecules are being made in the department's synthesis laboratories. The emphasis is on creating polymers with novel functional properties such as photoconductivity, selective permeation, and biocompatibility, and in producing new materials which behave like classical polymers without being linked together by covalent bonds.

Physical Characterization
This is the broad area of polymer analysis, which seeks to relate the structure of the polymer at the molecular level to the bulk properties that determine its actual or potential applications. This includes characterization of polymers by infrared, Raman, and NMR and mass spectroscopy, thermal and rheological analysis, determination of structure and morphology by x-ray diffraction, electron microscopy, and atomic force microscopy, permeability and free volume, and investigation of molecular weights and conformation by light scattering.

Mechanical Behavior and Analysis
Polymeric materials are known for their unusual mechanical capabilities, usually exploited as components of structural systems. Analysis includes the study of viscoelastic behavior, yielding and fracture phenomena and a variety of novel irreversible deformation processes.

Processing
A major concern of industry is the efficient and large scale production of polymer materials for commercial applications. Research in this area is focusing on reactive processing, multi-layer processing and polymer mixing, i.e., compounding and blends. The integration of sensors and processing equipment, and methods for examining changes in structure and composition during processing steps are growing areas of inquiry. Both laboratory and simulation research are brought to bear on these critical issues.

Materials Development and Design
Often, newly conceived products require the development of polymeric materials with certain specific properties or design characteristics. Materials can be tailor-made by designing synthesis and processing conditions to yield the best performance under specified conditions. Examples might be the design of photoluminescent and semi-conducting polymers for use in optoelectronic devices, polymers that are stable at high temperatures for fire-retardant construction materials, high temperature polymer electrolytes for use in advanced fuel cells, low density thermal insulating polymer composite materials, advanced polymeric optical devices, and biocompatible polymers for use in prosthetic implants, reconstructive medicine and drug-delivery vehicles.

Biopolymers
Living systems are composed primarily of macromolecules, and research is in progress on several projects of medical relevance. The department has a long-standing interest in the hierarchical structure and properties of the components of connective tissues (e.g., skin, cartilage, and bone). The department is also engaged in the development of new biocompatible polymers for applications in human health.

Faculty
Gary Wnek, PhD
(University of Massachusetts, Amherst)
The Joseph F. Toot, Jr. Professor and Chair
Polymeric biomaterials for drug delivery and regenerative medicine; nano- and micro-fiber fabrication; bio-mimicking approaches for polymer flammability mitigation; polymer packaging systems design; polyelectrolyte gels and elastomers; physiologically-mimicking macromolecular constructs with attention to primitive motile and irritable systems
Eric Baer, DEng  
(Johns Hopkins University)  
*Director, Centered for Layered Polymeric Systems (CLiPS) and Herbert Henry Dow Professor of Science and Engineering*  
Multilayered and ultrathin polymer films and devices. Irreversible microdeformation mechanisms; pressure effects on morphology and mechanical properties; relationships between hierarchical structure and mechanical function; mechanical properties of soft connective tissue; polymer composites and blends; polymerization and crystallization on crystalline surfaces; viscoelastic properties of polymer melts; damage and fracture analysis of polymers and their composites. Structure-property relationships in biological systems.

Michael Hore, PhD  
(University of Pennsylvania)  
*Associate Professor*  
Polymer physics; neutron scattering; polymer nanocomposites; grafted polymers and brushes; theory and modeling; self-consistent field theory; structure-property relationships; reconfigurable materials.

Hatsuo Ishida, PhD  
(Case Western Reserve University)  
*Professor*  
Processing of polymers and composite materials; structural analysis of surfaces and interfaces; molecular spectroscopy of synthetic polymers.

João Maia, PhD  
(University of Wales Aberystwyth, U.K.)  
*Associate Professor*  
Polymer rheology; extensional rheology and rheometry; micro- and nano-rheology; bio-rheology; food rheology and processing; rheology for macromolecular technology; development and optimization of polymer blends and composites; viscoelasticity of micro- and nano-layered polymer films; on- and in-line monitoring of extrusion-based processes; micro-processing; environmental rheology and processing.

Ica Manas-Zloczower, DSc  
(Israel Institute of Technology)  
*Professor*  
Structure and micromechanics of fine particle clusters; interfacial engineering strategies for advanced materials processing; dispersive mixing mechanisms and modeling; design and mixing optimization studies for polymer processing equipment through flow simulations.

Svetlana Morozova  
(University of Massachusetts, Amherst)  
*Assistant Professor*  
Polymer dynamics.

Valentin Rodionov, PhD  
(Scripps Res. Institute)  
*Assistant Professor*  
Organic polymer chemistry; synthesis of novel macromolecular structures and architectures; catalysis.

Lei Zhu, PhD  
(University of Akron)  
*Professor*  
Nanoscale structure and morphology of crystalline/liquid crystalline polymers and block copolymers; ferroelectric and dielectric polymers for electric energy storage; polymer/inorganic hybrid nanocomposites; biodegradable polymers for diagnostic and drug delivery.

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**Secondary Faculty**

James M. Anderson, PhD  
(Oregon State University, M.D.)  
*Professor of Macromolecular Science, Pathology, and Biomedical Engineering*  
Biocompatibility, inflammation, foreign body reaction to medical devices, prostheses, and biomaterials.

Donald Feke, PhD  
(Princeton University)  
*Professor of Chemical Engineering and Macromolecular Science*  
Fine-particle processing, colloidal phenomena, dispersive mixing, and acoustic separation methods.

Roger French, PhD  
(Massachusetts Institute of Technology)  
*F. Alex Nason Professor of Materials Science*  
Optical materials and elements, optical properties and electronic structure of materials, and electrodynamic van der Waals-London dispersion interactions.

John Protasiewicz, PhD  
(Cornell University)  
*Professor of Chemistry*  
Inorganic, organic, main group, materials, polymer, catalysis, organometallic chemistry, and X-ray crystallography.

Charles Rosenblatt, PhD  
(Harvard University)  
*Professor of Physics*  
Optical materials and condensed matter physics and liquid crystal physics.

Kenneth Singer, PhD  
(University of Pennsylvania)  
*Professor of Physics*  
Modern optics and condensed matter experiment and nonlinear optics.

Philip Taylor, PhD  
(Cambridge University, England)  
*Perkins Professor of Physics*  
Phase transitions and equations of state for crystalline polymers; piezoelectricity and pyroelectricity.

Horst von Recum, PhD  
(University of Utah, Salt Lake City)  
*Assistant Professor of Biomedical Engineering*  
Novel platforms for the delivery of molecules and cells and the use of novel stimuli-responsive polymers for use in gene and drug delivery.

---

**Adjunct Faculty**

Thomas Chapin, PhD  
(University of Connecticut)  
*Vice President, UL Laboratories*  
Polymer Flammability.

Lashanda Korley, PhD  
(Massachusetts Institute of Technology)  
*Associate Professor, Chemical Engineering and Materials Science and Engineering University of Delaware*  
Hierarchical peptide polymer hybrids; new fiber manufacturing strategies for functional material development; responsive composites; interplay of covalent and non-covalent interactions.
Jon Pokorski, PhD  
(Northwestern University)  
Associate Professor  
Biomaterials for delivery of therapeutic proteins; protein-polymer conjugates; drug-delivery; biopolymer catalysts; self-assembling peptides; affinity-based delivery of therapeutics; layered polymeric delivery systems

Stuart Rowan, PhD  
(University of Glasgow)  
Professor, The Institute for Molecular Engineering, University of Chicago  
Supramolecular chemistry; synthesis of metallosupramolecular and stimuli-responsive polymers; isolation and utilization of cellulose nanocrystals in biomimetic and porous systems; reversible covalent chemistry

Christoph Weder, DrScNat  
(ETH Zurich Switzerland)  
Professor of Polymer Chemistry and Materials and Director, Adolphe Merkle Institute of the University of Fribourg, Switzerland  
Design, synthesis and investigation of structure-property relationships of novel functional polymers: polymers with unusual optic and/or electronic properties; (semi)conducting conjugated polymers; stimuli-responsive polymers; biomimetic materials, polymer nanocomposites, supramolecular chemistry

Griselda Barrera Galland, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Institute of Chemistry

Aurora Perez Gramatges, PhD  
(Pontificical Catholic University of Rio de Janeiro)  
Professor  
Department of Chemistry

Elizabete Fernandes Lucas, PhD  
(Federal University of Rio de Janeiro)  
Professor  
Institute of Macromolecules

CWRU/Brazil Dual PhD Degree Adjunct Professors

Rosario Elida Suman Bretas, PhD  
(Federal University of Sao Carlos)  
Professor  
Department of Materials Engineering

Veronica Maria de Araujo Calado, PhD  
(Federal University of Rio de Janeiro)  
Professor

Sebastiao Vicente Canevarolo Junior, PhD  
(Federal University of Sao Carlos)  
Professor  
Center for Exact and Technology, Dept of Materials Engineering

Leonardo Bresciani Canto, PhD  
(Federal University of Sao Carlos)  
Professor  
Department of Materials Engineering

Marcio da Silveira Carvalho, PhD  
(Pontificical Catholic University of Rio de Janeiro)  
Professor  
Department of Mechanical Engineering

Osvaldo de Lazaro Casagrande Junior, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Department of Organic Chemistry

Jose Roberto Moraes d’Almeida, PhD  
(Federal University of Rio de Janeiro)  
Professor  
Department of Chemical Engineering

Sidnei Paciornik, PhD  
(Pontificical Catholic University of Rio de Janeiro)  
Professor  
Department of Materials Engineering

Luiz Antonio Pessan, PhD  
(Federal University of Sao Carlos)  
Professor  
Department of Materials Engineering

Cesar Liberato Petzhold, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Institute of Chemistry

Joao Henrique Zimnoc Dos Santos, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Institute of Chemistry

Paulo Henrique Schneider, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Institute of Chemistry

Henri Stephan Schrekker, PhD  
(Federal University of Rio Grande do Sul)  
Professor  
Institute of Chemistry

Argimiro Resende Secchi, PhD  
(Federal University of Rio de Janeiro)  
Professor  
COPPE-Chemical Engineering Program
The Case School of Engineering is proud that the polymer science and engineering program was the first such undergraduate program in the country to receive accreditation from the Engineering Council for Professional Development. The curriculum combines courses dealing with all aspects of polymer science and engineering with basic courses in chemistry, physics, mathematics, and biology, depending on the needs and interests of the student. The student chooses a sequence of technical electives, in consultation with a faculty advisor, allowing a degree of specialization in one particular area of interest, e.g., biomaterials, chemical engineering, biochemistry, or physics. In addition to required formal laboratory courses, students are encouraged to participate in the research activities of the department, both through part-time employment as student laboratory technicians and through the senior project requirement: a one or two semester project that involves the planning and performance of a research project.

Polymer science undergraduates are also strongly encouraged to seek summer employment in industrial laboratories during at least one of their three years with the department. In addition to the general undergraduate curriculum in Polymer Science and Engineering, the department offers two specialized programs which lead to the Bachelor of Science in Engineering with a major in Polymer Science and Engineering. The cooperative program contains all the course work required for full-time resident students plus one or two six-month cooperative sessions in polymer-based industry. The company is selected by the student in consultation with his or her advisor, depending on the available opportunities. The dual-degree program allows students to work simultaneously on two baccalaureate level degrees within the university. It generally takes five years to complete the course requirements for each department for the degree. The BS/MS program leads to the simultaneous completion of requirements for both the master's and bachelor's degrees. Students with a minimum GPA of 3.0 may apply for admission to this program in their junior year.

The Bachelor of Science in Engineering degree program with a major in Polymer Science and Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

**Program Educational Objectives**

This program will produce graduates who:

1. Are competent, creative, and highly valued professionals in industry, academia, or government.
2. Are flexible and adaptable in the workplace, possess the capacity to embrace new opportunities of emerging technologies, and embrace leadership and teamwork opportunities, all affording sustainable engineering careers.
3. Continue their professional development by obtaining advanced degrees in Polymer Science and Engineering or other professional fields, as well as medicine, law, management, finance or public policy.
4. Act with global, ethical, societal, ecological, and commercial awareness expected of practicing engineering professionals.

**Student Outcomes**

As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Polymer Science and Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
• an understanding of professional and ethical responsibility
• an ability to communicate effectively

Bachelor of Science in Engineering
Required Courses: Major in Polymer Science and Engineering

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

Traditional track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
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<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 352</td>
<td>Polymer Physics and Engineering</td>
<td>3</td>
</tr>
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<td>EMAC 355</td>
<td>Polymer Analysis Laboratory</td>
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<td>EMAC 370</td>
<td>Polymer Chemistry</td>
<td>3</td>
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<td>EMAC 372</td>
<td>Polymer Processing and Testing Laboratory</td>
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<td>EMAC 375</td>
<td>Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 376</td>
<td>Polymer Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 377</td>
<td>Polymer Processing</td>
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<tr>
<td>EMAC 378</td>
<td>Polymer Engineer Design Product</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 398</td>
<td>Polymer Science and Engineering Project</td>
<td>3</td>
</tr>
</tbody>
</table>

3 Technical Electives which can include a 3 or 6 credit sequence of

- EMAC 125/EMAC 325 Undergraduate Research

1 Natural Science Elective, chosen in consultation with the student's academic adviser.

Total Units 45

Biomaterials track

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
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<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
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<td>EMAC 351</td>
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<td>EMAC 352</td>
<td>Polymer Physics and Engineering</td>
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<td>EMAC 355</td>
<td>Polymer Analysis Laboratory</td>
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<td>EMAC 370</td>
<td>Polymer Chemistry</td>
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<td>EMAC 376</td>
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<td>Polymer Engineer Design Product</td>
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<td>EMAC 398</td>
<td>Polymer Science and Engineering Project</td>
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<td>EBME 201</td>
<td>Physiology-Biophysics I</td>
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<td>EBME 202</td>
<td>Physiology-Biophysics II</td>
<td>3</td>
</tr>
<tr>
<td>EBME 306</td>
<td>Introduction to Biomedical Materials</td>
<td>3</td>
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</table>

1 Natural Science Elective, chosen in consultation with the student's academic adviser.

3 Technical Electives have to be taken from:

- EBME 305 Materials for Prosthetics and Orthotics
- EBME 316 Bioprosthesis Design
- EBME 325 Introduction to Tissue Engineering
- EBME 350 Quantitative, Molecular, Cellular, and Tissue Bioengineering
- EBME 425 Tissue Engineering and Regenerative Medicine
- EBME 426 Nanomedicine
- EBME 406 or EMAC 471 Polymers in Medicine

A three-credit research sequence may be substituted for one of the technical electives

- EMAC 125 Freshman Research on Polymers
  (and/or)
- EMAC 325 Undergraduate Research in Polymer Science

Total Units 51

Electives for Polymer Science Majors:

Biomedical Engineering

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<td>EBME 201</td>
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<td>&amp; EBME 202</td>
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<td>EMAC 303</td>
<td>Structure of Biological Materials</td>
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Chemical Engineering

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<td>ECHE 361</td>
<td>Separation Processes</td>
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<td>ECHE 364</td>
<td>Chemical Reaction Processes</td>
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Bachelor of Science in Engineering
Required Courses: Major in Polymer Science and Engineering

(standard track)

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

**First Year**

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<tr>
<th>Course</th>
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<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
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<td>Elementary Computer Programming (ENGR 131)**</td>
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<td>Calculus for Science and Engineering I (MATH 121)**</td>
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<td>FSCC 100 Sages First Seminar*</td>
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<tr>
<td>PHED Physical Education Activities*</td>
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<tr>
<td>SAGES University Seminar I</td>
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<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
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</table>
Bachelor of Science in Engineering
Suggested Program of Study: Major in Polymer Science and Engineering (biomaterials track)

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
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<td>Elementary Computer Programming (ENGR 131) **</td>
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<td>Calculus for Science and Engineering I (MATH 121) **</td>
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<td>FSCC 100 Sages First Seminar</td>
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Second Year

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<tr>
<td>SAGES University Seminar II</td>
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<td>Physiology-Biophysics I (EBME 201)</td>
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<td>Introduction to Polymer Science and Engineering (EMAC 270)</td>
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Third Year

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<tr>
<td>Natural Science elective c</td>
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<tr>
<td>Chemical Laboratory Methods for Engineers (CHEM 290)</td>
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<td>Physical Chemistry for Engineering (EMAC 351)</td>
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<td>Technical elective d,e</td>
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<tr>
<td>Breadth elective **</td>
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<td>Polymer Analysis Laboratory (EMAC 355)</td>
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<td>Professional Communication for Engineers (ENGL 398)</td>
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<td>Professional Communication for Engineers (ENGR 398)**</td>
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Fourth Year

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<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
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<tr>
<td>Polymer Chemistry (EMAC 370)</td>
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<tr>
<td>Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology (EMAC 375)</td>
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<tr>
<td>Polymer Processing (EMAC 377)</td>
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<tr>
<td>Polymer Science and Engineering Project I (EMAC 398) ((SAGES Capstone Course))</td>
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<tr>
<td>Polymer Processing and Testing Laboratory (EMAC 372)</td>
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<td>Polymer Engineer Design Product (EMAC 378)</td>
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<td>Open elective</td>
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</table>

Total Units in Sequence: 128

Hours required for graduation: 128

* University general education requirement
** Engineering general education requirement

Approved Natural Science electives:
- PHYS 221 Introduction to Modern Physics
- STAT 312 Basic Statistics for Engineering and Science
- PHYS 349 Methods of Mathematical Physics I
- BIOC 307 Introduction to Biochemistry: From Molecules To Medical Science

d EMAC 325 may be taken as a technical elective. Students choosing the polymer major in the freshman year are encouraged to register for EMAC 125 (https://sis.case.edu/psp/P90SCWR/?cmd=login&languageCd=ENG&), which may be used as a technical elective provided the student also completes EMAC 325 (https://sis.case.edu/psp/P90SCWR/?cmd=login&languageCd=ENG&) for at least 2 credits.

e Technical sequence must be approved by department advisor.

f Preparation for the polymer science project should commence in the previous semester.

Bachelor of Science in Engineering
Suggested Program of Study: Major in Polymer Science and Engineering (biomaterials track)

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
<td>3</td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
<td>4</td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
</tr>
<tr>
<td>Physiology-Biophysics II (EBME 202)d</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Properties and Design (EMAC 276) (SAGES Departmental Seminar)</td>
<td>3</td>
</tr>
<tr>
<td>Statics and Strength of Materials (ENGR 200)**</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
<td>3</td>
</tr>
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<td>Year Total:</td>
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<tr>
<td></td>
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<tr>
<td><strong>Third Year</strong></td>
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</tr>
<tr>
<td>Breadth elective**</td>
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</tr>
<tr>
<td>Introductory Organic Chemistry I (CHEM 223)d</td>
<td>3</td>
</tr>
<tr>
<td>Chemical Laboratory Methods for Engineers (CHEM 290)</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Biomedical Materials (EBME 306)</td>
<td>3</td>
</tr>
<tr>
<td>Physical Chemistry for Engineering (EMAC 351)</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective I**</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science elective**</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Organic Chemistry II (CHEM 224)d</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Engineering (EMAC 376)</td>
<td>3</td>
</tr>
<tr>
<td>Structure of Biological Materials (EMAC 303)</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Analysis Laboratory (EMAC 355)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
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<tr>
<td></td>
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<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
</tr>
<tr>
<td>Polymer Chemistry (EMAC 370)</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology (EMAC 375)</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Processing (EMAC 377)</td>
<td>3</td>
</tr>
<tr>
<td>Technical elective I**</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Engineer Design Product (EMAC 378)</td>
<td>3</td>
</tr>
<tr>
<td>Polymer Science and Engineering Project I (EMAC 398) (SAGES Capstone Course)**</td>
<td>3</td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)</td>
<td>3</td>
</tr>
<tr>
<td>&amp; Professional Communication for Engineers (ENGR 398)**</td>
<td></td>
</tr>
<tr>
<td>Technical elective III**</td>
<td>3</td>
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<tr>
<td>Open elective</td>
<td>3</td>
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<tr>
<td>Year Total:</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 131

Hours required for graduation: **128**

- University general education requirement
- Engineering general education requirement
- Approved Natural Science electives:
  - BIOL 214 Genes, Evolution and Ecology (d);
  - BIOL 215 Cells and Proteins (d);
  - BIOL 216 Introduction to Biochemistry: From Molecules To Medical Science (d);
  - BIOL 362 Principles of Developmental Biology
- Suggested for pre-med students
- EMAC 355 Polymer Analysis Laboratory is strongly recommended.
- At least 3 of the 4 Technical Electives have to be taken from:
  - EBME 316 Biomaterials for Drug Delivery;
  - EBME 325 Introduction to Tissue Engineering;
  - EBME 350 Quantitative Molecular, Cellular and Tissue Bioengineering;
  - EBME 426 Nanomedicine;
  - EMAC 471 Polymers in Medicine / EBME 406 Polymers in Medicine;
  - a three-credit research sequence of EMAC 125 Freshman Research on Polymers and EMAC 325 Undergraduate Research in Polymer Science
  - EMAC 372 Polymer Processing and Testing Laboratory (offered in the spring semester of the fourth year)
  - Other technical electives, as approved by the student’s academic advisor
- Preparation for the polymer science project should commence in the previous semester.

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**Co-op and Internship Programs**

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

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**Five-Year Combined BS/MS Program**

This program offers outstanding undergraduate students the opportunity to obtain an MS degree, with a thesis, in one additional year of study beyond the BS degree (normally, it takes 2 years beyond the BS to earn an MS degree). In this program, an undergraduate student can take up to 9 credit hours that simultaneously satisfy undergraduate and graduate requirements. If the BS part of the BS/MS is in Polymer Science & Engineering, then participating students generally will not take the standard EMAC 401-405 sequence; the additional course work will be taken as electives in this case. Students in this program typically produce a senior thesis during the fall of their fourth year. They then start their research leading to the MS thesis in the spring semester of that year, culminating in a thesis defense spring semester of year five.

Application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of a faculty member of the department. Review the Office of Undergraduate Studies BS/MS program requirements here (http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegree/).
Year five plan

Fifth Year

<table>
<thead>
<tr>
<th>Technical Elective 1</th>
<th>Fall</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis M.S. (EMAC 651)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Technical Elective 2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective 3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Thesis M.S. (EMAC 651)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Thesis defense (typically by mid-March)</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Year Total:</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 18

Note: A number of 2 credit hour electives are offered each year by the Macro Department, so students may elect to take a sequence of four electives, totaling at least 9 credit hours, in addition to the required 9 hours of EMAC 651 Thesis M.S.

Minor in Polymer Science and Engineering

The minor in Polymer Science and Engineering consists of five courses from the list below (special arrangements can be made to include appropriate EMAC graduate courses as well).

Required Courses 6

- EMAC 270 Introduction to Polymer Science and Engineering
- EMAC 276 Polymer Properties and Design

Choose any three of the remaining courses listed below 9

- EMAC 351 Physical Chemistry for Engineering
- EMAC 355 Polymer Analysis Laboratory
- EMAC 370 Polymer Chemistry
- EMAC 372 Polymer Processing and Testing Laboratory
- EMAC 375 Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology
- EMAC 376 Polymer Engineering
- EMAC 377 Polymer Processing
- EMAC 378 Polymer Engineer Design Product

Total Units 15

Graduate Programs

Courses leading to the Master of Science (MS) and Doctor of Philosophy (PhD) degrees in macromolecular science are offered within the Case School of Engineering. They are designed to increase the student's knowledge of macromolecular science and of his/her own basic area of scientific interest, with application to specific polymer research problems. Research programs derive particular benefit from close cooperation with graduate programs in chemistry, physics, materials science, chemical engineering, biological sciences, and other engineering areas. The interdisciplinary academic structure allows the faculty to fit the individual program to the student's background and career plans. Basic and advanced courses are offered in polymer synthesis, physical chemistry, physics, biopolymers, and applied polymer science and engineering. A laboratory course in polymer characterization instructs students in the use of modern experimental techniques and equipment. Graduate students are also encouraged to take advanced course work in polymer solid state physics, physical chemistry, synthesis, rheology, and polymer processing.

Master of Science

Master’s Thesis-Focused Track

The minimum requirement to complete a master’s degree under the Thesis-Focused Track is 30 hours. Of the 30 hours, at least 18 hours must be coursework, and 9 hours must be EMAC 651 Thesis M.S. At least 18 semester hours of coursework, including thesis, must be at the 400 level or higher.

All Thesis-Focused MS students must take 6 credits of departmental fundamentals courses including the lab component. Please note: Once a student begins registration of EMAC 651 Thesis M.S., the student must register for at least one credit hour of this course every semester until graduation. The normal residency period for an MS degree is 2 years.

Elective and core courses can be taken via Distance Learning or by transfer (transfers need to be approved by the chair of the department and dean of graduate studies; core courses also need instructors’ approval).

MS students will generally be required to take the core courses:

- EMAC 401 Polymer Foundation Course I: Organic Chemistry
- EMAC 402 Polymer Foundation Course II: Physical Chemistry
- EMAC 403 Polymer Foundation Course III: Physics
- EMAC 404 Polymer Foundation Course IV: Engineering

Plus an additional 6 credit hours of coursework for Thesis-Focused courses to be approved by their advisor.

For completion of a master’s degree in the Thesis-Focused Track, an oral examination (defense) of the master’s thesis is required. The examination is conducted by a committee of three university faculty members. The candidate’s thesis advisor usually serves as the chair of the examining committee. The chair of the department or the curricular program faculty appoints members of the committee. The examining committee must agree unanimously that the candidate has passed the thesis examination.

Master’s Project-Focused Track

The master’s Project-Focused Track is available for individuals who live out of state or are working full-time. A research report and oral examination are required before graduation. This option requires 30 total credit hours; categorized by the following:

1. 3-6 cr. hrs. need to be project credit (independent study) which needs to be approved by advisor
2. 21-24 course credits (of which 9 must be based in Macromolecular Science); and
3. 6 core course credits

Each candidate for the master’s degree under Project-Focused Track must satisfactorily pass a comprehensive examination, which is administered by the department or curricular program committee. The examination may be written or oral or both. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required
to register for one semester hour of EXAM 600 Master’s Comprehensive Exam, before taking the examination.

Elective and core courses can be taken via Distance Learning or by transfer (transfers need to be approved by the chair of the department and dean of graduate studies; core courses also need instructors’ approval).

MS students will generally be required to take the core courses:

- EMAC 401 Polymer Foundation Course I: Organic Chemistry
- EMAC 402 Polymer Foundation Course II: Physical Chemistry
- EMAC 403 Polymer Foundation Course III: Physics
- EMAC 404 Polymer Foundation Course IV: Engineering

Plus an additional 15 credit hours of coursework for Project-Focused courses to be approved by their advisor.

**Master's Course-Focused Track**
The Course-Focused MS degree program requirements consist of the completion of 30 hours of approved coursework at the 400 level or higher, satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and additional requirements as specified by the program. Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**Master of Science in Engineering with Specialization**

**Advanced Films and Packaging Systems**
The Department of Macromolecular Science and Engineering at Case Western Reserve University offers a Master’s Degree track in Advanced Films and Packaging Systems. This program is designed to be completed over 12 months but can be spread out over multiple years. Options for either a thesis-based or a course-based Master’s are available.

Through a 30 credit hour curriculum, students explore and learn how to apply the fundamental principles of macromolecular science and engineering toward emerging challenges and opportunities in the utilization of plastics in films and packaging. The department offers a unique intersection of deep expertise polymer synthesis, structure-property relationships, and processing which can be applied to benefit an industry with a global economic impact of at least $1 trillion annually.

**Core Course Requirements (9 credits):**

- EMAC 436 Polymers in Advanced Packaging Systems 2
- EMAC 437 Advanced Polymeric Films 2
- EMAC 438 Packaging Design and Innovation 3
- EMAC 450 The Business of Polymers 2

**Fire Science and Engineering**
The Case School of Engineering at Case Western Reserve University offers an MS graduate program in Fire Science and Engineering. Students will choose either a Master of Science in Macromolecular Science and Engineering or a Master of Science in Mechanical Engineering, both with a concentration in fire science. Case Western Reserve offers a unique intersection of expertise in macromolecular and combustion science and mechanical and chemical engineering, making us singularly suited to cover all aspects of fire protection, safety, and flammability.

Through a 30 credit hour curriculum, students explore and learn how to apply the fundamental principles of fire behavior and dynamics, protection and suppression systems, polymeric materials structure, properties and selection and more. The program is designed to be completed in one year but can be spread out over multiple years.

The Fire Science and Engineering program at Case Western Reserve covers all aspects of combustion and fire suppression. After graduating from this degree program, students will be ready to apply their thorough understanding of:

- The chemistry of fire and materials
- Flammability logistics
- Fire dynamics and fire behavior
- Fire risk assessment
- Fire protection engineering
- Combustion
- Fire and safety-related codes
- Human behavior and life safety analysis
- Structural fire protection
- Passive fire protection systems
- Polymer engineering

**Core Course Requirements (18 credits):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 404</td>
<td>Polymer Foundation Course IV: Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 457</td>
<td>Combustion</td>
<td>3</td>
</tr>
<tr>
<td>EMAC/EMAE 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td>3</td>
</tr>
<tr>
<td>EMAC/EMAE 463</td>
<td>Fire Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC/EMAE 464</td>
<td>Fire Protection Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective tracks:**

Choose one of the following two elective tracks:

**Elective Track I: Macromolecular Science and Engineering (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 401</td>
<td>Polymer Foundation Course I: Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 402</td>
<td>Polymer Foundation Course II: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 403</td>
<td>Polymer Foundation Course III: Physics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 405</td>
<td>Polymer Characterization Laboratory</td>
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</table>

**Elective Track II: Mechanical Engineering (9 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 459</td>
<td>Advanced Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 558</td>
<td>Conduction and Radiation</td>
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</tr>
<tr>
<td>ECIV 424</td>
<td>Structural Dynamics</td>
<td>3</td>
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</table>

**Degree Options**
The Fire Science and Engineering master’s degree track comprises 30 credit hours, which may be all coursework or include an MS thesis (9 credit hours) or a project (3 to 6 credit hours). Students can choose to
receive a Master of Science in Macromolecular Science and Engineering with a specialization in Fire Science and Engineering, or a Master of Science in Mechanical Engineering with a specialization in Fire Science and Engineering.

All students will take six core fire protection engineering courses. Other courses can be chosen from the elective track for macromolecular science and engineering or mechanical engineering. The materials track focuses on polymer chemistry and materials, and the chemistry of flammability and fire suppression. The mechanical track follows a traditional mechanical engineering/combustion approach to fire protection and suppression, but with specialization classes in polymers.

The track can be finished in one year or in multiple years. Students have the option of completing a thesis or research project at their employers' laboratories with Case Western Reserve faculty members as co-advisors.

For additional information, please contact:
Gary Wnek, Chair of the Department of Macromolecular Science and Engineering
Ya-Ting Liao, Assistant Professor in the Department of Mechanical and Aerospace Engineering

Academic Calendar

This fire protection engineering degree is offered over three semesters: 12 credits in the fall semester; 12 credits in the spring semester; and 6 credits in the summer. See the university's academic calendar (http://www.case.edu/registrar/calendar.html).

How to Apply

Application to the Fire Science and Engineering program is handled through the university's School of Graduate Studies. Students will need to know whether they wish to apply for the MS in Macromolecular Science and Engineering or the MS in Mechanical Engineering.

Students interested in applying to the Fire Science and Engineering program should already have a bachelor's degree in Chemistry, Chemical Engineering, Mechanical Engineering or Materials Science & Engineering and have taken the GRE. Additional application requirements include a statement of objectives, academic transcripts, and three letters of recommendation. International students will also need to take the Test of English as a Foreign Language (TOEFL). Read more about the university's full application procedure requirements here (http://gradstudies.case.edu/prospect/admissions/apply.html).

When you are ready to apply, electronic applications can be submitted here (https://app.applyyourself.com/AYApplicantLogin/ApplicantConnectLogin.asp?id=casegrad).

PhD Programs

The PhD program consists of 36 hours of coursework, including the departmental core courses and 18 credit hours of PhD thesis (EMAC 701 Dissertation Ph.D.) are required for the PhD degree, in addition to passing the research qualifying exam (oral proposal) and the written qualifying exam.

Of the coursework credit requirements, the core courses are designated as "depth" courses (12 credits). In addition, all students will take a minimum of two breadth courses in basic science and/or other departments in the School of Engineering (for a total of six credits). The remaining breadth requirements (up to 18 credits) are satisfied by course modules taken in Macromolecular Science and Engineering.

Each doctoral student is responsible for becoming sufficiently familiar with the research interests of the department or program faculty to choose in a timely manner a faculty member who will serve as the student's research advisor. The research advisor is expected to provide mentorship in research conception, methods, performance, and ethics, as well as focus on development of the student's professional communication skills, building professional contacts in the field, and fostering the professional behavior standard of the field and research in general.

The research advisor also assists with the selection of three other faculty to serve as the required additional members of the dissertation advisory committee. This committee must be formed within the second semester following admission. Throughout the development and completion of the dissertation, these members are expected to provide constructive criticism and helpful ideas generated by the research problem from the viewpoint of their particular expertise. Each member will make an assessment of the originality of the dissertation, its value, the contribution it makes and the clarity with which concepts are communicated, especially to a person outside the field.

The doctoral student is expected to arrange meetings and maintain periodic contact with each committee member. A meeting of the full committee for the purpose of assessing the student's progress should occur at least once a year until the completion of the dissertation.

For students entering the PhD program with an MS degree, 18, instead of 36 credit hours, of coursework is required. Other requirements for a PhD remain the same as described above. Normally students should orient their training around their main area of interest/expertise and in relation to their research program. For those enrolled in the MD/PhD degree program, all 18 course credits for breadth and depth courses must be taken within the Medical School Program.

The core courses designated as depth courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 401</td>
<td>Polymer Foundation Course I: Organic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 402</td>
<td>Polymer Foundation Course II: Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 403</td>
<td>Polymer Foundation Course III: Physics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 404</td>
<td>Polymer Foundation Course IV: Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to take all four depth courses (12 credits), but on the approval of the instructor, can be excused from one or more of the courses if the relevant course content is not satisfied by a course taken in prior undergraduate or graduate degrees. However, the excused credits must be fulfilled by taking additional breadth courses. NOTE: While EMAC 401 Polymer Foundation Course I: Organic Chemistry and EMAC 402 Polymer Foundation Course II: Physical Chemistry, and EMAC 404 Polymer Foundation Course IV: Engineering are offered at the same time in the Fall and Spring semesters, respectively, students can still sign up for both courses, since one is offered in the first half and the other in the second half of the semester.

Two courses in basic science and/or engineering are required. These courses can be taken in other departments of the School of Engineering,
or the departments of Mathematics, Biology, Biochemistry, Chemistry, or Physics as approved by the advisor.

As part of the course requirements, all students are required to register for EMAC 677 Colloquium in Macromolecular Science and Engineering (the Friday departmental seminars) which will be graded with either "Pass" or "No Pass."

Students who have taken EMAC 370 Polymer Chemistry and EMAC 376 Polymer Engineering as undergraduates can use these courses to fulfill one or more of the depth requirements in the Department of Macromolecular Science and Engineering for the MS and PhD degree. However, the credits for this course cannot be applied towards the course credit requirements for the graduate degree. Exceptions are possible for the combined BS/MS program.

**Graduate Program Rules**

Graduates entering the Department of Macromolecular Science and Engineering are subject to the academic rules of the University, of the School of Engineering, and of the Department. Consult the Graduate Student Handbook (http://gradstudies.case.edu/).

A short abstract of important points include:

1. GPA requirements are described below in the Departmental Rules.
2. A student receiving a "U" in a course is automatically placed on probation and must remove him/herself from probation within one year (usually by repeating the course). If a course is repeated, both original and revised grades will count in the grade point average.
3. Some students are admitted on a probationary basis and must achieve a 3.0 GPA after two semesters to remain in good standing (this is a rule of the Engineering School).
4. Students entering the graduate program for a PhD will need to fill out the Academic Program by the end of their second semester.
5. All students are required to serve as teaching assistants. Responsibilities as a TA include serving as an instructor, lab assistant, recitation leader, grader, or tutor in an undergraduate course. After fulfilling the required teaching assistant program, UNIV 400, students will make sure that three teaching courses (400T, 500T, and 600T) are listed on their Academic Program. Completion of this teaching requirement will be monitored by Graduate Studies and is required in order to graduate.

**Engineering School Rules**

Most of these rules are incorporated in the number and type of courses required by the Department. However, Case School of Engineering PhD students are required to 1) maintain full-time status as a PhD bound student; 2) maintain a grade point average of 3.2 or above; and 3) continue making satisfactory academic progress as certified by their advisor.

**Departmental Rules**

1. Students in the PhD program receiving a GPA below 2.50 in any two consecutive semesters will be asked to terminate their graduate study program.

2. The GPA requirement established by the university at various stages of the graduate program shall exclude MS or PhD thesis credits which will be graded "S" or "U" until a final grade is given at the end of the program. Hence a student must maintain a minimum GPA of 3.0 (for an MS) OR a 3.0 (for a PhD) in coursework. (As mentioned above, Case School of Engineering PhD students must maintain a GPA of 3.2 or above.)

3. Thesis-Focused Track MS students must give a departmental seminar (as part of the student lecture series).

4. Project-Focused Track MS degrees are limited to non-fellowship students.

5. Coursework may be transferred from another university, subject to Graduate Committee approval if:
   - the courses duplicate requirements of the department;
   - the courses were in excess of the undergraduate degree requirements; or
   - the courses were taken in a graduate program elsewhere;
   - a grade of B or better was achieved in those courses;
   - a petition is made to and approved by the Graduate Committee of the Department
   - the transferred grades will not count in the GPA at CWRU

6. The Department reserves the right to withhold financial support to a student if that student takes an undue amount of time in completing his/her MS or PhD requirements (normally no longer than 3 years for MS and 5 years after initial registration of EMAC 701 Dissertation Ph.D.)

7. A PhD student must pass the written Qualifying Exam within 18 months after enrollment with an MS degree into the PhD program. A PhD student must pass the written Qualifying Exam within 24 months after enrollment with a BS degree into the PhD program. A student only has two chances to pass the Qualifying Exam. Students will be asked to answer 4 mandatory questions – one from each of the following five areas:
   - Polymer Synthesis
   - Polymer Physical Chemistry
   - Polymer Physics
   - Applied Polymer Science
   - Seminars (from the previous year)

Two elective questions will be chosen from a number of questions from all elective courses offered in the Department. NOTE: The Qualifying Exam is given twice per year respectively on the first Friday at the beginning and the first Friday after the end of the Spring semester. For PhD students enrolled in a Spring semester, those with MS must pass the Qualifying Exam at the end of his/her second Spring semester, and those with BS must pass it at the beginning of his/her third Spring semester.

8. The Research Qualifying Exam (RQE) is designed to test the student's knowledge of the chosen field as well as his/her originality and ability to perform high quality, independent research. It consists of a written research proposal and an oral defense. All PhD students who hold an MS degree must pass the RQE within 2 years of enrolling in the PhD program, while students with a BS degree must do so within 2.5 years. Successful passing of the Written Qualifying Exam (not to be confused with the written portion of this RQE) is a prerequisite to taking the RQE. Students have two chances to pass the RQE and no student will be allowed to continue on to a PhD degree if he/she has not successfully taken it. A conditional pass with major revision (see below) requires modification to the
written or oral portion, at the examination committee’s discretion, within ten business days and following guidelines by the examination committee. A second exam, if required due to failure of the first exam, must be taken within six months of the first exam with at least one examination committee member remaining the same. Passing the exam constitutes advancement to candidacy and is required for enrolling in EMAC 701 Dissertation Ph.D.

9. At least three (3) weeks prior to the RQE oral defense, the student will submit to the graduate chairperson a research proposal title with a one-paragraph synopsis of the research problem and approach, along with suggestions for two members ((i) and (ii), below) of the three member examining committee. The examining committee will consist of three faculty members: (i) a member (or intended member) of the student’s Thesis Advisory Committee, (ii) an expert in the research proposal area and (iii) a faculty member selected systematically and in a neutral manner by the Graduate Committee. The student’s primary thesis advisor or co-advisors is/are excluded from the examining committee. Upon establishing the examining committee, the student will arrange with the committee for the date, time, and location of the RQE. The student will then distribute the written research proposal to the examining committee five full business days before the defense. It should be no less than 15 and no more than 20 pages of double-spaced text with 1” margins on all sides. No more than 5 pages can be devoted to the proposal introduction or background. Figures, tables, and schemes should not exceed five pages in total. Literature citations are in addition to this page count. The oral presentation will be chaired by a designated chairperson from the examining committee. It should contain only limited background material, focusing primarily on execution of the proposed research. The oral presentation should last 20-30 minutes, with questions from faculty being for clarification only. Following the presentation, the examining committee will ask questions for the student to answer concerning the proposal. On the basis of the written proposal and oral defense (presentation and question responses), the faculty will then confer and tender a decision of pass, conditional pass with major revision, or fail, immediately. The decision will be communicated to the student and graduate chairperson in writing within one business day.

10. All PhD students are required to fulfill their teaching requirement by registering for the three teaching courses, 400T, 500T, and 600T that will be posted to the departmental roster each semester. Completion of the teaching requirement will be monitored by Graduate Studies, and these three teaching courses must appear both on the Program of Study form and the student’s transcript.

11. It is expected that all students will present the results of their research in a Departmental Seminar. This is mandatory for students enrolled in the PhD program. Attendance and registration for these seminars EMAC 677 Colloquium in Macromolecular Science and Engineering. Colloquia Seminars are also mandatory.

12. The department requires the equivalent of six credit hours of departmental assistance. This requirement takes the form of grading, laboratory assistance and/or general departmental duties and is designed to utilize no more than three hours/week of a student’s time. The departmental service requirement must be completed within the first two semesters of study. However, the departmental service requirement form must be turned in at the end of each semester until the obligation is met.

13.  Vaccation Policy. Graduate students in the department who receive fellowship support for 12 months are normally entitled to two weeks vacation plus national holidays. Alternative arrangements may be made with the student's advisor, giving ample advance notice. In certain situations, it is possible to take a leave of absence without financial support.

14. Prior to graduation, a student is required to clean out his/her laboratory space including removal of waste solvents and hazardous material.

15. Failure to comply with all of the above course requirements may result in termination or delay in graduation.

Facilities

The Kent Hale Smith Science and Engineering Building houses the Department of Macromolecular Science. The building was built in 1993, and specifically designed to meet the specific needs of polymer research. The facility consists of five floors, plus a basement. The laboratories for chemical synthesis are located principally on the top floor, the molecular and materials characterization laboratories on the middle floors, and the major engineering equipment on the ground floor, while the NMR, MALDI-TOF, and TA-Instruments. Thermal Characterization instrumentation is located in the basement. Modern, computer-interfaced classrooms are installed on the ground floor. Additional instrumentation available includes Small and Wide-Angle X-ray diffractometers; scanning electron microscopy; a complete range of molecular spectroscopic equipment including FTIR, Laser Raman, and high resolution solution and solid-state NMR (including imaging), as well as Raman and FTIR microscopes; and dynamic light scattering spectroscopy. There are also facilities for polymer characterization (molecular weight distribution), optical microscopy, solution and bulk rheology, scanning calorimetry, and for testing and evaluating the mechanical properties of materials. A newly built-out processing lab provides the complete suite of Thermo-Fisher batch, single- and twin-screw mixing and extrusion equipment, as well as that manufacturer’s state of the art rheometers. The C. Richard Newpher polymer processing laboratory includes a high temperature Rheometrics RMS-800 dynamic mechanical spectrometer, a Bomem DA-3 FTIR with FT-Raman capabilities, a compression molding machine, a Brabender plasticorder, a high speed Instron testing machine, and a vibrating sample magnetometer. The Charles E. Reed ‘34 Laboratory is concerned with the mechanical analysis of polymeric materials. The major testing is done by Instron Universal testing instruments including an Instron model 1123 with numerous accessories such as an environmental chamber for high or low temperature experiments. Additional mechanical testing of fibers, films and injection-molded (Boy model 22-S) are provided by MTS universal testers which are used for both research and undergraduate teaching laboratory classes. The NSF Center for Layered Polymeric Systems (CLiPS) has its central facility within the department, with three cutting-edge multilayer extrusion systems as its centerpiece. CLiPS also operates a Bruckner KARO IV biaxial stretching unit, which allows controlled biaxial stretching of polymer films, and an Atomic Force Microscope which probes the morphological and mechanical properties of materials at the nanoscale. The Molecular Modeling Center provides access to various software packages for the rheological and molecular modeling of polymers.
Courses

EMAC 125. Freshman Research on Polymers. 1 Unit.
Freshman research in polymer chemistry, engineering, and physics. Students will be placed in active research groups and will participate in real research projects under the supervision of graduate students and faculty mentors.

EMAC 270. Introduction to Polymer Science and Engineering. 3 Units.

EMAC 276. Polymer Properties and Design. 3 Units.
The course reviews chemical and physical structures of a wide range of applications for synthetic and natural polymers, and addresses "Which polymer do we choose for a specific application and why?" We examine the polymer properties, the way that these depend on the chemical and physical structures, and reviews how they are processed. We aim to understand the advantages and disadvantages of the different chemical options and why the actual polymers that are used commercially are the best available in terms of properties, processibility and cost. The requirements include two written assignments and one oral presentation. Prereq: ENGR 145 and EMAC 270.

EMAC 303. Structure of Biological Materials. 3 Units.
Structure of proteins, nucleic acids, connective tissue and bone, from molecular to microscopic levels. An introduction to bioengineering biological materials and biomimetic materials, and an understanding of how different instruments may be used for imaging, identification and characterization of biological materials. Recommended preparation: EMAC 270. Offered as: EBME 303 and EMAC 303. Prereq: EBME 201, EBME 202, and EBME 306.

EMAC 325. Undergraduate Research in Polymer Science. 1 - 3 Units.
Undergraduate laboratory research in polymer chemistry/physics/engineering. Students will undertake an independent research project, working under the mentoring of both a graduate student and a faculty member. A mid-term written progress report is required. A written report and oral presentation will be made at the end of the semester. Can be taken for 1-3 credits per semester, up to a total of 6 credit hours. Students are expected to spend approximately 5 hours/week in the laboratory per credit registered each semester. Recommended preparation: Sophomore/ Junior standing and consent of instructor.

EMAC 351. Physical Chemistry for Engineering. 3 Units.
Principles of physical chemistry and their application to systems involving physical and chemical transformations. The nature of physical chemistry, properties of gases, overview of the laws of thermodynamics, thermochemistry, solutions, phases and chemical equilibrium, kinetics of chemical reaction, solutions of electrolytes and introduction to quantum mechanics, atomic structure and molecular statistics. Prereq: ENGR 145.

EMAC 352. Polymer Physics and Engineering. 3 Units.
Single chain statistics and thermodynamics of dilute polymer solutions (single chain statistics, Flory-Kringbaum theory, vapor pressure and osmotic pressure, light, small angle X-Ray, and small-angle neutron scattering), solid state properties of polymers (polymer viscoelasticity (time-temperature superposition; rubber thermodynamics and statistics), glasses and related mechanical properties (fracture mechanism), crystals and liquid crystals; structure property relationship, polymer blends, block copolymers and composites, transport phenomena (conversation of mass, momentum and energy, differential forms, integral forms, momentum transport, laminar and turbulent flow, Navier-Stokes equation, mass transport, diffusion, Fick’s law) and transport phenomena of polymer solutions (intrinsic viscosity, sedimentation and diffusion, dynamic light scattering, polyelectrolytes and block copolymers in solution, size exclusion chromatography). Prereq: EMAC 351

EMAC 353. Foundations of Scattering. 3 Units.
Introduction to the fundamentals of using scattering techniques to characterize the structure and dynamics of soft matter and its interfaces, with an emphasis on X-ray and neutron techniques. Topics covered include a mechanistic description of scattering processes, diffraction, small-angle scattering, reflectometry, and quasi-elastic scattering applied to polymers, proteins, gels/networks, nanoparticles, and other soft materials. Offered as EMAC 353 and EMAC 453. Prereq: EMAC 351 and EMAC 352.

EMAC 355. Polymer Analysis Laboratory. 3 Units.
Experimental techniques in polymer synthesis and characterization. Synthesis by a variety of polymerization mechanisms. Quantitative investigation of polymer structure by spectroscopy, diffraction and microscopy. Molecular weight determination. Physical properties. Prereq: EMAC 276 and (CHEM 290 or CHEM 322).

EMAC 370. Polymer Chemistry. 3 Units.
The fundamentals of organic chemistry of polymer synthesis, suitable for laboratory and industrial polymer production. Prereq: EMAC 270 and (CHEM 224 or CHEM 324).

EMAC 372. Polymer Processing and Testing Laboratory. 3 Units.
Basic techniques for the rheological characterization of thermoplastic and thermoset resins; “hands-on” experience with the equipment used in polymer processing methods such as extrusion, injection molding, compression molding; techniques for mechanical characterization and basic principles of statistical quality control. Prereq: EMAC 377.

EMAC 375. Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology. 3 Units.
This course will involve the study of Rheology from the perspectives of rheological property measurement, phenomenological and molecular models, and applicability to polymer processing. In particular, students will be introduced to: 1) General concepts of Rheology and Newtonian Fluid Mechanics, 2) Standard flows and material functions; 3) The role of Rheology as a structural characterization tool, with an emphasis on polymeric systems; 4) Experimental methods in Rheology with quantitative descriptions of associated flows and data analyses; 5) Viscoelasticity and Non-Newtonian Fluid Mechanics, including the application of models, both phenomenological and molecular, to the prediction of rheological behavior and extraction of model parameters from real data sets; and 6) The relevance of rheological behavior of different systems to practical processing schemes, particularly with respect to plastics manufacturing. Offered as EMAC 375 and EMAC 475. Prereq: ENGR 225 or EMAC 404.
EMAC 376. Polymer Engineering. 3 Units.

EMAC 377. Polymer Processing. 3 Units.
Application of the principles of fluid mechanics, heat transfer and mass transfer to problems in polymer processing; elementary steps in polymer processing (handling of particulate solids, melting, pressurization and pumping, mixing); principles and procedures for extrusion, injection molding, reaction injection molding, secondary shaping. Prereq: EMAC 352 or ENGR 225.

EMAC 378. Polymer Engineer Design Product. 3 Units.
Uses material taught in previous and concurrent courses in an integrated fashion to solve polymer product design problems. Practicality, external requirements, economics, thermal/mechanical properties, processing and fabrication issues, decision making with uncertainty, and proposal and report preparation are all stressed. Several small exercises and one comprehensive process design project will be carried out by class members. Offered as EMAC 378 and EMAC 478. Counts as SAGES Senior Capstone.

EMAC 379. Advanced Polymer Engineering. 2 Units.
This Advanced Polymer Engineering course will focus on the ultimate engineering properties for polymers, including fracture mechanics, electrical, and optical properties of polymers. For polymer fracture mechanics, deformation and fracture behavior of polymers will be introduced. The electrical properties include both insulation and conduction/semiconduction properties for polymers. In the optical property section, we will introduce polymer photonics and polymers in liquid crystal displays. The goal of the course is to help students achieve fundamental understanding of advanced polymer properties. EMAC 479 students will do an additional project design. Offered as EMAC 379 and EMAC 479. Prereq: EMAC 376.

EMAC 396. Special Topics. 1 - 18 Units.
(Credit as arranged.)

EMAC 398. Polymer Science and Engineering Project I. 1 - 3 Units.
(Senior project). Research under the guidance of faculty. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Repeatable up to 3 credit hours. When taken for 3 credits it may be spread over two successive semesters. Counts as SAGES Senior Capstone. Prereq: Senior Standing.

EMAC 399. Polymer Science and Engineering Project II. 1 - 9 Units.
(Senior project.) Research under the guidance of staff, culminating in thesis. Recommended preparation: Majors only and senior standing.

EMAC 400T. Graduate Teaching I. 0 Unit.
This course will engage the Ph.D. students in teaching experiences that will include non-contact (such as preparation and grading of homeworks and tests) and direct contact (leading recitations and monitoring laboratory works, lectures and office hours) activities. The teaching experience will be conducted under the supervision of the faculty. All Ph.D. students will be expected to perform direct contact teaching during the course sequence. The proposed teaching experiences for EMAC Ph.D. students are outlined below in association with undergraduate classes. The individual assignments will depend on the specialization of the students. The activities include grading, recitation, lab supervision and guest lecturing. Recommended preparation: Ph.D. student in Macromolecular Science.

EMAC 401. Polymer Foundation Course I: Organic Chemistry. 3 Units.
The class is an introduction to the synthesis and organic chemistry of macromolecules. The course introduces the most important polymerization reactions, focusing on their reaction mechanisms and kinetic aspects. Topics include free radical and ionic chain polymerization, condensation (step-growth) polymerization, ring-opening, insertion and controlled addition polymerization. There is no limit on the number of students for the class as a whole.

EMAC 402. Polymer Foundation Course II: Physical Chemistry. 3 Units.
This class is an introduction to the physical chemistry of polymers in solution. Topics include: polymer statistics: (microstructure, chain configuration, and chain dimensions), thermodynamics and transport properties of polymers in solution, methods for molecular weight determination, physical chemistry of water-soluble polymers, and characterization of polymer microstructure (IR and NMR). There is no limit on the number of students for the class as a whole.

EMAC 403. Polymer Foundation Course III: Physics. 3 Units.
This class is an introduction to the physics of polymers in the bulk amorphous and crystalline states. Topics include: structural and morphological analysis using X-ray diffraction, electron microscopy and atomic force microscopy, characterization of thermal transitions, viscoelastic behavior and rubber elasticity, and dynamic mechanical analysis. There is no limit on the number of students for the class as a whole.

EMAC 404. Polymer Foundation Course IV: Engineering. 3 Units.
This class is an introduction to the engineering and technology of polymeric materials. Topics include: additives, blends and composites, natural polymers and fibers, thermoplastics, elastomers, and thermostets, polymer degradation and stability, polymers in the environment, polymer rheology and polymer processing, and polymers for advanced technologies (membrane science, biomedical engineering, applications in electronics, photonic polymers). There is no limit on the number of students for the class as a whole.

EMAC 405. Polymer Characterization Laboratory. 3 Units.
Laboratory experience through synthesis and characterization of polymers. Synthesis via addition and condensation polymerization. Characterization methods include size exclusion chromatography, infrared and NMR spectroscopy. Solid samples are characterized by x-ray diffraction, electron microscopy, thermal analysis, and physical properties. Fluid samples are characterized by melt rheology. Prereq: EMAC 401, EMAC 402, EMAC 403 and EMAC 404.

EMAC 410. Polymers Plus Self - Assembly and Nanomaterials. 2 Units.
The course focuses on the concepts of supramolecular chemistry and self-assembly specifically as it applies to nano-polymeric systems. After dealing with many of the fundamental aspects of supramolecular chemistry the focus of the class deals with how to access/utilize nanoscale features using such processes, namely the 'bottom-up' approach to nanomaterials/systems. Areas which will be addressed include block copolymers, DNA assemblies, nanotubes and dendrimers. Prereq: EMAC 401 or EMAC 370.

EMAC 413. Polymers Plus Green Chemistry and Engineering. 2 Units.
This course focuses on green chemistry and engineering, particularly as it relates to polymers. Specific topics to be covered in this course will include green chemistry, catalysis, alternative solvents, green processing, renewable materials, and life cycle analysis. Case studies will be utilized to connect lecture topics to real-world examples. Prereq: EMAC 401 and EMAC 404.
EMAC 415. Polymers Plus Structure and Morphology. 2 Units.
This special topic focuses on polymer structure and morphology and their applications. Topics include solid-state physics of various polymeric materials, ranging from crystalline polymers to liquid crystalline polymers, and block copolymers. First, symmetry operation, space groups, reciprocal spaces are introduced. Examples of the crystalline structures of industrially important polymers and typical polymer crystalline morphology such as lamellar and spherulitic crystals are discussed. Defects in crystalline polymer is also an important issue that determines their physical properties. Second, typical phase structure and transitions of liquid crystals and liquid crystalline polymers are introduced, including both thermotropic and lyotropic liquid crystals. Finally, nanostructure and morphology of block copolymers are discussed. Prereq: EMAC 402 and EMAC 403.

EMAC 422. Polymers Plus Microscopy. 2 Units.
This course focuses on application of microscopy techniques to the analysis of the microstructure of polymeric materials. Specifically, atomic force microscopy, transmission and scanning electron microscopy, and optical microscopy will be discussed. Practical aspects of these techniques will be applied to a variety of systems, including block copolymers, nanocomposites, LC polymers, and multi-layered films. Prereq: EMAC 403.

EMAC 426. Biopolymers: Structure, Synthesis, and Application in Medicine. 2 Units.
An introduction to biomacromolecules including DNA, RNA, and proteins. The course will deal with the synthesis and manipulation of biological and synthetic macromolecules as it applies to topics in modern medicine. Topics covered will include nanoparticle gene and drug delivery systems, polymer hydrogels, polymer imaging agents, and protein-polymer conjugates. The purpose of this course is to provide a survey of important areas in medicine where a polymer chemist/engineer can intervene to make a meaningful contribution. Prereq: CHEM 323 and CHEM 324.

EMAC 436. Polymers in Advanced Packaging Systems. 2 Units.
This course serves as a graduate-level introduction to structure-property relationships for many important polymeric materials. Roughly one specific class of polymer will be studied in detail per week, with analysis and discussion that includes discovery history, physical structure (e.g., morphology) and processing, and how these relate to mechanical, thermal, optical, transport and other properties important in packaging. Examples of selected polymers include polyolefins, vinyl polymers, polyesters, ionomers, and bio-based plastics. A growing awareness of sustainability considerations for packaging with be addressed in the course. Prereq: EMAC 270 and EMAC 276 or Requisites Not Met permission.

EMAC 437. Advanced Polymeric Films. 2 Units.
This course is focused on processing structure and property relationships with particular emphasis on a variety of layered film systems. Two classes will be offered per week, emphasizing a large variety of layered film systems for advanced applications. These film systems exhibit unique properties that allow applications in 1) selective barrier films for food and packaging and flexible photovoltaic protection; 2) optical and photonic characteristics for security-enhanced devices and systems; 3) transport phenomena and separation processes for battery separators and particle separation; and, 4) multilayer films for enhancement of mechanical and adhesive properties. Prereq: EMAC 270 and EMAC 276 or Requisites Not Met permission.

EMAC 438. Packaging Design and Innovation. 3 Units.
The course aims to introduce an enterprise-wide understanding of challenges and opportunities for innovation in packaging design. Students will be introduced to the discipline of product design in the area of advanced packaging systems with an emphasis on needs-based innovation, sustainability, and value creation that leverages technical considerations from a deep understanding of polymer science and engineering. This will be accomplished through an intensive team-based design project selected from a list of topics proposed by industry with fast-feedback via value creation forums and culminating with a functional prototype. An industry representative will co-mentor each team. In addition to a weekly drive toward design and execution of a compelling design project, one class each week will emphasize an important theme that connects to the overall design philosophy. Topics include human factors, sustainability, and marketing among others. Prereq: EMAC 436.

EMAC 450. The Business of Polymers. 2 Units.
This course will link polymer technology to business and management issues that need to be considered for successful technology commercialization. Topics include project management, finance, opportunity assessment, the voice of the customer, and protection of intellectual property. Case studies from both large and small companies will be used to illustrate key concepts. Recommended preparation: EMAC 270, EMAC 276.

EMAC 453. Foundations of Scattering. 3 Units.
Introduction to the fundamentals of using scattering techniques to characterize the structure and dynamics of soft matter and its interfaces, with an emphasis on X-ray and neutron techniques. Topics covered include a mechanistic description of scattering processes, diffraction, small-angle scattering, reflectometry, and quasi-elastic scattering applied to polymers, proteins, gels/networks, nanoparticles, and other soft materials. Offered as EMAC 353 and EMAC 453. Prereq: EMAC 402 and EMAC 403.

EMAC 461. Chemistry of Fire Safe Polymers and Composites. 3 Units.
Chemistry of Fire Safe Polymers and Composites starts with the introduction of characterization techniques used for fire safe materials and combustion phenomena research. General discussion on how reduced flammability of polymers and composites is obtained, for example by additives and preparing intrinsically thermally stable chemical structure and some examples of smart approaches, will be discussed. It also discusses the synthetic methods of preparing high temperature stable polymers in addition to the raw materials used to prepare those materials. Special emphasis will be placed on the thermal stability data obtained by thermogravimetric analysis (TGA) and combustion calorimetry for those fire safe materials. Mechanistic aspects of the flammability of polymers will be explained with special emphasis on the molar contribution of chemical functionality to the heat release capacity. Theoretical derivation of thermokinetic parameters will be explained. In addition, a common sense build-up will be attempted by providing actual numbers associated with those thermokinetic parameters. Upon completion of background formation, a more advanced materials, composites and nanocomposites, will be discussed using the results recently reported. Preliminary attempts to explain flame retardation by nanocomposite structures will also be discussed. Offered as EMAC 461 and EMAE 461.
EMAC 463. Fire Dynamics. 3 Units.
This course introduces compartment fires and burning behavior of materials. Topics include: buoyant driven flow, fire plume, ceiling jet, vent flow, flashover and smoke movement as well as steady burning of liquids and solids; ignition, extinction and flame spread over solids. Recommended Preparation: Elementary knowledge in thermo-fluids is required. Offered as EMAE 463 and EMAC 463.

EMAC 464. Fire Protection Engineering. 3 Units.
This course introduces essentials of fire protection in industry and houses. Topics include: hazard identification (release of flammable gases and their dispersion), fire and explosion hazards, prevention and risk mitigation, fire detection systems, mechanisms of fire extinguishment, evaluation of fire extinguishing agents and systems. Offered as EMAC 464 and EMAE 464.

EMAC 471. Polymers in Medicine. 3 Units.
This course covers the important fundamentals and applications of polymers in medicine, and consists of three major components: (i) the blood and soft-tissue reactions to polymer implants; (ii) the structure, characterization and modification of biomedical polymers; and (iii) the application of polymers in a broad range of cardiovascular and extravascular devices. The chemical and physical characteristics of biomedical polymers and the properties required to meet the needs of the intended biological function will be presented. Clinical evaluation, including recent advances and current problems associated with different polymer implants. Recommended preparation: EBME 306 or equivalent. Offered as EBME 406 and EMAC 471.

EMAC 475. Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology. 3 Units.
This course will involve the study of Rheology from the perspectives of rheological property measurement, phenomenological and molecular models, and applicability to polymer processing. In particular, students will be introduced to: 1) General concepts of Rheology and Newtonian Fluid Mechanics, 2) Standard flows and material functions; 3) The role of Rheology as a structural characterization tool, with an emphasis on polymeric systems; 4) Experimental methods in Rheology with quantitative descriptions of associated flows and data analyses; 5) Viscoelasticity and Non-Newtonian Fluid Mechanics, including the application of models, both phenomenological and molecular, to the prediction of rheological behavior and extraction of model parameters from real data sets; and 6) The relevance of rheological behavior of different systems to practical processing schemes, particularly with respect to plastics manufacturing. Offered as EMAC 375 and EMAC 475. Prereq: ENGR 225 or EMAE 404.

EMAC 476. Polymer Engineering. 3 Units.
Mechanical properties of polymer materials as related to polymer structure and composition. Viscoelastic behavior, yielding and fracture behavior including irreversible deformation processes. Recommended preparation: ENGR 200. Offered as EMAC 376 and EMAC 476.

EMAC 477. Elementary Steps in Polymer Processing. 3 Units.
This course is an application of principles of fluid mechanics and heat transfer to problems in polymer processing. In the first part of the course, basic principles of transport phenomena will be reviewed. In the second part, the elementary steps in polymer processing will be described and analyzed with application to a single screw extruder.

EMAC 478. Polymer Engineer Design Product. 3 Units.
Uses material taught in previous and concurrent courses in an integrated fashion to solve polymer product design problems. Practicality, external requirements, economics, thermal/mechanical properties, processing and fabrication issues, decision making with uncertainty, and proposal and report preparation are all stressed. Several small exercises and one comprehensive process design project will be carried out by class members. Offered as EMAC 378 and EMAC 478. Counts as SAGES Senior Capstone.

EMAC 479. Advanced Polymer Engineering. 2 Units.
This Advanced Polymer Engineering course will focus on the ultimate engineering properties for polymers, including fracture mechanics, electrical, and optical properties of polymers. For polymer fracture mechanics, deformation and fracture behavior of polymers will be introduced. The electrical properties include both insulation and conduction/semiconduction properties for polymers. In the optical property section, we will introduce polymer photonics and polymers in liquid crystal displays. The goal of the course is to help students achieve fundamental understanding of advanced polymer properties. EMAC 479 students will do an additional project design. Offered as EMAC 379 and EMAC 479. Prereq: EMAC 404.

EMAC 491. Polymers Plus Literature Review. 1 Unit.
This course involves weekly presentations of the current polymer literature. It involves at least one presentation by the enrolled student and participation in all literature reviews (at least 10/semester). The course will focus on presentation skills (both oral and written), scientific interpretation, and development of peer-review skills. This course can be taken for a total of 3 credits over three different semesters.

EMAC 500T. Graduate Teaching III. 0 Unit.
This course will engage the Ph.D. students in teaching experiences that will include non-contact (such as preparation and grading of homework and tests) and direct contact (leading recitations and monitoring laboratory works, lectures and office hours) activities. The teaching experience will be conducted under the supervision of the faculty. All Ph.D. students will be expected to perform direct contact teaching during the course sequence. The proposed teaching experiences for EMAC Ph.D. students are outlined below in association with graduate classes. The individual assignments will depend on the specialization of the students. The activities include grading, recitation, lab supervision and guest lecturing. Recommended preparation: Ph.D. student in Macromolecular Science.

This course aims to provide a broad overview of the structure and function of cellular macromolecules, with the major focus being an exploration biological cells as soft materials. Special emphasis is given to connections between cell material properties and macromolecular assemblies (e.g., viscoelasticity and cytoskeletal networks) and roles in determining mechanical, physical, electrical and transport properties. Material properties of collections of cells, namely selected tissues and organs, will be also discussed with special attention to irritability and motion and the design of smart materials and artificial cells using fundamental concepts from macromolecular science and engineering.
Department of Electrical, Computer, and Systems Engineering

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Effective as of June 1, 2019, the Electrical Engineering and Computer Science Department in the Case School of Engineering has been renamed to be the Department of Electrical, Computer, and Systems Engineering (ECSE).

The ECSE Department spans a spectrum of topics from (i) materials, devices, circuits, and processors through (ii) control, signal processing, and systems analysis to (iii) human-machine interfaces, computation, computer systems, embedded systems and networking. The ECSE Department at Case Western Reserve supports three synergistic degree programs: Electrical Engineering, Computer Engineering, and Systems & Control Engineering. Each degree program leads to the Bachelor of Science degree at the undergraduate level. At the graduate level, the department offers the Master of Science and Doctor of Philosophy degrees in Electrical Engineering, Computer Engineering, and Systems & Control Engineering. We offer minors in Electrical Engineering, Computer Engineering, Systems & Control Engineering, and also in Computer Gaming, and Electronics. For supplemental information to this bulletin as well as the latest updates, please visit the ECSE Department website at https://engineering.case.edu/electrical-computer-and-systems-engineering.

ECSE is at the heart of modern technology. ECSE disciplines are responsible for the devices and microprocessors powering our computers and embedded into everyday devices, from cell phones and tablets to automobiles and airplanes. Healthcare is increasingly building on ECSE technologies: micro/nano-systems, electronics/instrumentation, implantable systems, embedded microprocessors, wireless medical devices, surgical robots, imaging, system biology, and visualization. The future of energy will be profoundly impacted by ECSE technologies, from smart appliances connected to the Internet, smart buildings that incorporate distributed sensing and control, to the envisioned smart grid that must be controlled, stabilized, and kept secure over an immense network. ECSE drives job creation and starting salaries in our fields are consistently ranked at the top of all college majors. Our graduates work in cutting-edge companies—from giants to start-ups, in a variety of technology sectors, including computer and internet, healthcare and medical devices, manufacturing and automation, automotive and aerospace, defense, finance, energy, and consulting.

Educational Philosophy

The ECSE department is dedicated to developing high-quality graduates who will take positions of leadership as their careers advance. We recognize that the increasing role of technology in virtually every facet of our society, life, and culture makes it vital that our students have access to progressive and cutting-edge higher education programs. The core values for all of the degree programs in the department are:

- mastery of fundamentals
- creativity
- social awareness
- leadership skills
- professionalism

Stressing excellence in these core values helps to ensure that our graduates are valued and contributing members of our global society and that they will carry on the tradition of engineering leadership established by our alumni.

Our goal is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance their fields. To achieve this goal, the department offers a wide range of technical specialties consistent with the breadth of electrical engineering, computer engineering, and systems & control engineering, including recent developments in the fields. Because of the rapid pace of advancement in these fields, our degree programs emphasize a broad and foundational science and technology background that equips students for future developments. Our programs include a wide range of electives and our students are encouraged to develop individualized programs which can combine many aspects of electrical engineering, computer engineering, and systems & control engineering.
Research

The research thrusts of the Electrical, Computer, and Systems Engineering department include:

1. Micro/Nano Systems
2. Electronics and Instrumentation
3. Robotics and Human-Machine Interfaces
4. Embedded Systems, including VLSI and FPGA design
6. Systems Biology
7. Machine Learning and Data Mining
8. Computer Networks and Distributed Systems
9. Energy Systems, including Wind and Power Grid Management/Control
10. Gaming, Simulation, Optimization
11. Medical Informatics and Wireless Health

ECSE participates in a number of groundbreaking collaborative research and educational programs, including the Microelectromechanical Systems Research Program, the Center for Computational Genomics, graduate program in Systems Biology and Bioinformatics, the Clinical & Translational Science Collaborative, the Great Lakes Energy Institute, and the VA Center for Advanced Platform Technology.

Faculty

Marc Buchner, PhD
(Michigan State University)
Associate Professor
Computer gaming and simulation, virtual reality, software-defined radio, wavelets, joint time-frequency analysis

M. Cenk Cavusoglu, PhD
(University of California, Berkeley)
Nord Professor of Engineering
Robotics, systems and control theory, and human-machine interfaces; with emphasis on medical robotics, haptics, virtual environments, surgical simulation, and bio-system modeling and simulation

Vira Chankong, PhD
(Case Western Reserve University)
Associate Professor
Large-scale optimization; logic-based optimization; multi-objective optimization; optimization applications in radiation therapy treatment planning, medical imaging, manufacturing and production systems, and engineering design problems

Michael Fu, PhD
(Case Western Reserve University)
Timothy E. and Allison L. Schroeder Assistant Professor
Neuro-rehabilitation and motor-relearning, with emphasis on virtual environments, neuromuscular electrical stimulation, and haptic interfaces

Evren Gurkan-Cavusoglu, PhD
(Middle East Technical University)
Associate Professor
Systems and control theory, systems biology, computational biology, biological system modeling, signal processing applied to biological systems, signal processing

Hossein Miri Lavasani, PhD
(The Georgia Institute of Technology)
Assistant Professor
High performance integrated circuits and systems, Low power interface circuits for MEMS and sensors

Gregory S. Lee, PhD
(University of Washington)
Assistant Professor
Haptic devices, including low-power design and effects on perception; applications to robotic surgery and telesurgery; secure teleoperation

Pan Li, PhD
(University of Florida)
Associate Professor
Networks, Cybersecurity, Big data, Cyber-physical systems, Bioinformatics

Wei Lin, PhD
(Washington University in St. Louis)
Professor
Nonlinear control, dynamic systems and homogeneous systems theory, H-infinity and robust control, adaptive control, system parameter estimation and fault detection, nonlinear control applications to under-actuated mechanical systems, biologically-inspired systems and systems biology

Kenneth A. Loparo, PhD
(Case Western Reserve University)
Arthur L. Parker Professor
Stability and control of nonlinear and stochastic systems; fault detection, diagnosis, and prognosis; recent applications work in advanced control and failure detection of rotating machines, signal processing for the monitoring and diagnostics of physiological systems, and modeling, analysis, and control of power and energy systems

Behnam Malakooti, PhD, PE
(Purdue University)
Professor
Risk analysis and prediction, design and multiple-objective optimization of manufacturing/production/operations systems, NASA intelligent internet protocol systems and networks, feed-forward artificial neural networks, intelligent decision making

Mehran Mehregany, PhD
(Massachusetts Institute of Technology)
Professor
Research and development at the intersections of micro/nano-electromechanical systems, semiconductor silicon carbide and integrated circuits
Pedram Mohseni, PhD  
(University of Michigan)  
*Goodrich Professor of Engineering Innovation and Chair*  
Biomedical microsystems, bioelectronics, wireless neural interfaces, CMOS interface circuits for MEMS, low-power wireless sensing/actuating microsystems

Wyatt S. Newman, PhD, PE  
(Massachusetts Institute of Technology)  
*Professor*  
Mechatronics, high-speed robot design, force- and vision-based machine control, artificial reflexes for autonomous machines, rapid prototyping, agile manufacturing, mobile robotic platforms

Christos Papachristou, PhD  
(Johns Hopkins University)  
*Professor*  
VLSI design and CAD, computer architecture and parallel processing, design automation, embedded system design

Daniel Saab, PhD  
(University of Illinois at Urbana-Champaign)  
*Associate Professor*  
Computer architecture, VLSI system design and test, CAD design automation

Sree N. Sreenath, PhD  
(University of Maryland)  
*Professor*  
Systems biology complexity research (modeling, structural issues, and simulation); cell signaling, population behavior, and large-scale behavior; global issues and sustainable development

Christian A. Zorman, PhD  
(Case Western Reserve University)  
*F. Alex Nason Professor*  
Materials and processing techniques for MEMS and NEMS, wide bandgap semiconductors, development of materials and fabrication techniques for polymer-based MEMS and bioMEMS

Research Faculty

Mahdi Bayat, PhD  
(University of Minnesota)  
*Research Assistant Professor*  
Signal processing, biomedical imaging, machine learning

Farhad Kaffashi, PhD  
(Case Western Reserve University)  
*Research Assistant Professor*  
Signal processing of physiological time series data, systems and control

Michael A. Suster, Ph.D.  
(Case Western Reserve University)  
*Research Assistant Professor*  
Point-of-care diagnostic platforms, sensors, circuits, and microsystems

Secondary Faculty Appointments

Vipin Chaudhary, PhD  
(University of Texas at Austin)  
*Professor, Computer and Data Sciences*

Kathryn Daltorio, PhD  
(Case Western Reserve University)  
*Assistant Professor, Mechanical & Aerospace Engineering*

Dominique Durand, Ph.D.  
(University of Toronto)  
*Professor, Biomedical Engineering*

Mark Griswold, PhD  
(University of Würzburg, Germany)  
*Professor, Radiology*

Anant Madabhushi, Ph.D.  
(University of Pennsylvania)  
*Professor, Biomedical Engineering*

Roger D. Quinn, PhD  
(Virginia Polytechnic Institute and State University)  
*Professor, Mechanical and Aerospace Engineering*

Satya S. Sahoo, PhD  
(Wright State University)  
*Associate Professor, Dept of Population & Quantitative Health Sciences*

Peter Thomas, PhD  
(University of Chicago)  
*Associate Professor, Mathematics, Applied Mathematics, and Statistics*

Dustin Tyler, PhD  
(Case Western Reserve University)  
*Professor, Biomedical Engineering*

Satish Viswanath, PhD  
(Rutgers University)  
*Assistant Professor, Biomedical Engineering*

Xiong (Bill) Yu, PhD, PE  
(Purdue University)  
*Professor, Civil and Environmental Engineering*

Adjunct Faculty Appointments

Hanieh Agharazi, PhD  
(Case Western Reserve University)  
*Adjunct Assistant Professor*

Nicholas Barendt, MSEE  
(Case Western Reserve University)  
*Adjunct Sr. Instructor*

Michael S. Branicky, ScD, PE  
(Massachusetts Institute of Technology)  
*Adjunct Professor*

Philip Feng, Ph.D.  
(California Institute of Technology)  
*Adjunct Professor*

Roberto Galan, PhD  
(Humboldt Universität zu Berlin, Germany)  
*Adjunct Associate Professor*
Undergraduate Programs

The ECSE department offers programs leading to degrees in:

1. Electrical Engineering (Bachelor of Science in Engineering)
2. Computer Engineering (Bachelor of Science in Engineering)
3. Systems and Control Engineering (Bachelor of Science in Engineering)

These programs provide students with a strong background in the fundamentals of mathematics, science, and engineering. Students can use their technical and open electives to pursue concentrations in bioelectrical engineering, complex systems, automation and control, digital systems design, embedded systems, micro/nano systems, robotics and intelligent systems, signal processing and communications. In addition to an excellent technical education, all students in the department are exposed to societal issues, ethics, professionalism, and have the opportunity to develop leadership and creativity skills.

Bachelor of Science in Electrical Engineering

The Bachelor of Science in Engineering degree program with a major in Electrical Engineering provides our students with a broad foundation in electrical engineering through combined classroom and laboratory work which prepares our students for entering the profession of electrical engineering, as well as for further study at the graduate level.

The Bachelor of Science in Engineering degree program with a major in Electrical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Mission

The educational mission of the electrical engineering program is to graduate students who have fundamental technical knowledge of their profession and the requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies that will advance the general field of electrical engineering.

Program Educational Objectives

1. Graduates will be successful professionals obtaining positions appropriate to their background, interests, and education.
2. Graduates will use continuous learning opportunities to improve and enhance their professional skills.
3. Graduates will demonstrate leadership in their profession.

Student Outcomes

As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Electrical Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively
Core courses provide our students with a strong background in signals and systems, computers, electronics (both analog and digital), and semiconductor devices. Students are required to develop depth in at least one of the following technical areas: signals and systems, solid state, computer hardware, computer software, control, circuits, robotics, and biomedical applications. Each electrical engineering student must complete the following requirements:

**Major in Electrical Engineering**

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

**Major Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
</tbody>
</table>

Core courses provide our students with a strong background in signals and systems, computers, electronics (both analog and digital), and semiconductor devices. Students are required to develop depth in at least one of the following technical areas: signals and systems, solid state, computer hardware, computer software, control, circuits, robotics, and biomedical applications. Each electrical engineering student must complete the following requirements:

**Technical Elective Requirement**

Each student must complete eighteen (18) credit hours of approved technical electives. Technical electives shall be chosen to fulfill the depth requirement (see next) and otherwise increase the student’s understanding of electrical engineering. Technical electives not used to satisfy the depth requirement are more generally defined as any course related to the principles and practice of electrical engineering. This includes all ECSE courses at the 200 level and above and can include courses from other programs. All non-ECSE technical electives must be approved by the student’s academic advisor.

**Statistics Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

* STAT 333 Uncertainty in Engineering and Science may be substituted with approval of advisor

**Design Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 398</td>
<td>Engineering Projects I</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 399</td>
<td>Engineering Projects II</td>
<td>3</td>
</tr>
</tbody>
</table>

In consultation with a faculty advisor, a student completes the program by selecting technical and open elective courses that provide in-depth training in one or more of a spectrum of specialties, such as, control, signal processing, electronics, integrated circuit design and fabrication, and robotics. With the approval of the advisor, a student may emphasize other specialties by selecting elective courses from other programs or departments.

Additionally, math and statistics classes are highly recommended as an integral part of the student’s technical electives to prepare for work in industry and government and for graduate school. The following math/statistics classes are recommended and would be accepted as approved technical electives:

- MATH 201 Introduction to Linear Algebra for Applications
- MATH 307 Linear Algebra
- MATH 330 Introduction to Scientific Computing
- MATH 380 Introduction to Probability

Other Math/Statistics may be used as technical electives with the approval of the student’s academic advisor.

Many courses have integral or associated laboratories in which students gain “hands-on” experience with electrical engineering principles and instrumentation. Students have ready access to the teaching laboratory facilities and are encouraged to use them during non-scheduled hours in addition to the regularly scheduled laboratory sessions. Opportunities also exist for undergraduate student participation in the wide spectrum of research projects being conducted in the department.

**Depth Requirement**

Each student must show a depth of competence in one technical area by taking at least three courses from one of the following areas. This depth requirement may be met using a combination of the above core courses taking at least three courses from one of the following areas. This depth requirement may be met using a combination of the above core courses.

**Area I: Signals & Control**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 351</td>
<td>Communications and Signal Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 354</td>
<td>Digital Communications</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 490</td>
<td>Digital Image Processing</td>
<td>3</td>
</tr>
<tr>
<td>MATH 307</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area II: Computer Software**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSDS 293</td>
<td>Software Craftsmanship</td>
<td>4</td>
</tr>
<tr>
<td>CSDS 302</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 310</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 391</td>
<td>Introduction to Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 393</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 338</td>
<td>Intro to Operating Systems and Concurrent Programming</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 373</td>
<td>Modern Robot Programming</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 473</td>
<td>Modern Robot Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

**Area III: Solid State**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 322/415</td>
<td>Integrated Circuits and Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 422</td>
<td>Solid State Electronics II</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
</tr>
</tbody>
</table>
### Area IV: Circuits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EBME 310</td>
<td>Principles of Biomedical Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 326</td>
<td>Instrumentation Electronics</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 344</td>
<td>Electronic Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 371</td>
<td>Applied Circuit Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 426</td>
<td>MOS Integrated Circuit Design</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area V: Computer Hardware

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 301</td>
<td>Digital Logic Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>ECSE 314</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 315</td>
<td>Computer Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 317</td>
<td>Computer Design - FPGAs</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 318</td>
<td>VLSI/CAD</td>
<td>4</td>
</tr>
</tbody>
</table>

### Area VI: Biomedical Applications

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBME 201</td>
<td>Physiology-Biophysics I (and 2 of the falling 4 courses)</td>
<td>3</td>
</tr>
<tr>
<td>EBME 310</td>
<td>Principles of Biomedical Instrumentation</td>
<td>3</td>
</tr>
<tr>
<td>EBME 320</td>
<td>Biomedical Imaging</td>
<td>3</td>
</tr>
<tr>
<td>EBME 327</td>
<td>Biomedical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EBME 401D</td>
<td>Biomedical Instrumentation and Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Area VII: Robotics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 275</td>
<td>Fundamentals of Robotics</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 373</td>
<td>Modern Robot Programming</td>
<td>3</td>
</tr>
<tr>
<td>or ECSE 473</td>
<td>Modern Robot Programming</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 376</td>
<td>Mobile Robotics</td>
<td>4</td>
</tr>
<tr>
<td>or ECSE 476</td>
<td>Mobile Robotics</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 484</td>
<td>Computational Intelligence I: Basic Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 489</td>
<td>Robotics I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Suggested Program of Study: Major in Electrical Engineering

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu).

### First Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td>4</td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Computer Programming (ENGR 131)**</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
<td>0</td>
</tr>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**b</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
<td>4</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
<td>4</td>
</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
<td>0</td>
</tr>
<tr>
<td>Year Total:</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>15</td>
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</table>

### Third Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
</tr>
<tr>
<td>Logic Design and Computer Organization (ECSE 281)</td>
<td>4</td>
</tr>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)**</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224)**</td>
<td>3</td>
</tr>
<tr>
<td>Electronic Circuits (ECSE 245)</td>
<td>4</td>
</tr>
<tr>
<td>Electromagnetic Fields I (ECSE 309)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>17</td>
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</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective**</td>
<td>3</td>
</tr>
<tr>
<td>Approved technical elective**d</td>
<td>3</td>
</tr>
<tr>
<td>Approved technical elective**d</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Projects I (ECSE 398)</td>
<td>4</td>
</tr>
<tr>
<td>Breadth elective**</td>
<td>3</td>
</tr>
<tr>
<td>Approved technical elective**d</td>
<td>3</td>
</tr>
<tr>
<td>Approved technical elective**d</td>
<td>3</td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Projects II (ECSE 399)</td>
<td>3</td>
</tr>
<tr>
<td>Year Total:</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Units in Sequence:** 128
Hours Required for Graduation: 128

* University general education requirement

** Engineering general education requirement

b Selected students may be invited to take PHYS 123 Physics and Frontiers I: Mechanics and PHYS 124 Physics and Frontiers II: Electricity and Magnetism in place of PHYS 121 General Physics I: Mechanics and PHYS 122 General Physics II: Electricity and Magnetism.

c Students may replace STAT 332 Statistics for Signal Processing with STAT 333 Uncertainty in Engineering and Science if approved by their advisor.

d Technical electives will be chosen to fulfill the depth requirement and otherwise increase the student's understanding of electrical engineering. Courses used to satisfy the depth requirement must come from the department's list of depth areas and related courses. Technical electives not used to satisfy the depth requirement are more generally defined as any course related to the principles and practice of electrical engineering. This includes all ECSE courses at the 200 level and above, and can include courses from other programs. All non-ECSE technical electives must be approved by the student's advisor.

e BS/MS students may double count ECSE 651 Thesis M.S. to fulfill the ECSE 399 Engineering Projects II requirement.

f CO-OP students may obtain design credit for ECSE 399 Engineering Projects II if their co-op assignment included significant design responsibility; however, the student is still responsible for such course obligations as reports, presentations, and ethics assignments. Design credit and fulfillment of remaining course responsibilities are arranged through the course instructor.

g At least 10 of the 14 required Electrical Engineering courses (ECSE 281 Logic Design and Computer Organization, ECSE 245 Electronic Circuits, ECSE 246 Signals and Systems, ECSE 309 Electromagnetic Fields I, ECSE 313 Signal Processing, ECSE 321 Semiconductor Electronic Devices, ECSE 398 Engineering Projects I, ECSE 399 Engineering Projects II and the six technical electives) in the Electrical Engineering BS program must be satisfied by courses in the ECSE department.

e BS/MS students may double count ECSE 651 Thesis M.S. to fulfill the ECSE 399 Engineering Projects II requirement.

f CO-OP students may obtain design credit for ECSE 399 Engineering Projects II if their co-op assignment included significant design responsibility; however, the student is still responsible for such course obligations as reports, presentations, and ethics assignments. Design credit and fulfillment of remaining course responsibilities are arranged through the course instructor.

g At least 10 of the 14 required Electrical Engineering courses (ECSE 281 Logic Design and Computer Organization, ECSE 245 Electronic Circuits, ECSE 246 Signals and Systems, ECSE 309 Electromagnetic Fields I, ECSE 313 Signal Processing, ECSE 321 Semiconductor Electronic Devices, ECSE 398 Engineering Projects I, ECSE 399 Engineering Projects II and the six technical electives) in the Electrical Engineering BS program must be satisfied by courses in the ECSE department.

Double Major: Systems and Control Engineering & Electrical Engineering

The department also offers a double major in Systems and Control Engineering and Electrical Engineering. Students pursuing the Bachelor of Science in Engineering degree program with a major in Electrical Engineering can take the following courses as technical and open electives to earn a second major in Systems and Control Engineering:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 216</td>
<td>Fundamental System Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 305</td>
<td>Control Engineering I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 342</td>
<td>Introduction to Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 352</td>
<td>Engineering Economics and Decision Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

MATH 201 Introduction to Linear Algebra for Applications (SC) 3

OPRE 432 Computer Simulation (SC) 3

And one of the following two courses:

ECSE 374 Advanced Control and Energy Systems 3

ECSE 375 Applied Control 3

Cooperative Education Program in Electrical Engineering

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program in Electrical Engineering

The department encourages highly motivated and qualified students to apply for admission to the BS/MS Program in the junior year. This integrated program permits up to 9 credit hours of graduate level coursework to be counted towards both BS and MS degree requirements (including an option to substitute 3 credit hours of MS thesis work for ECSE 399 Engineering Projects II). It also offers the opportunity to complete both the Bachelor of Science in Engineering and Master of Science degrees within five years. Review the Office of Undergraduate Studies BS/MS program requirements (http://bulletin.case.edu/undergraduatestudies/gradprofessional/ #accelerationtowardgraduatedegreestext).

Minor in Electrical Engineering

Students enrolled in degree programs other than Electrical Engineering can have a minor specialization by completing the following courses:

<table>
<thead>
<tr>
<th>Approved technical elective</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245 Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 246 Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281 Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309 Electromagnetic Fields I</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 18

Minor in Electronics

The department also offers a minor in electronics for students in the College of Arts and Sciences. This program requires the completion of 31 credit hours, of which 10 credit hours may be used to satisfy portions of the students' skills and distribution requirements. The following courses are required for the electronics minor:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ENGR 131</td>
<td>Elementary Computer Programming</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Systems and Control Engineering

The Bachelor of Science in Engineering degree program with a major in Systems and Control Engineering provides our students with the basic concepts, analytical tools, and engineering methods which are needed in analyzing and designing complex technological and non-technological systems. Problems relating to modeling, simulation, decision-making, control, and optimization are studied. Some examples of systems problems which are studied include: modeling and analysis of complex biological systems, computer control of industrial plants, developing world models for studying environmental policies, and optimal planning and management in large-scale systems. In each case, the relationship and interaction among the various components of a given system must be modeled. This information is used to determine the best way of coordinating and regulating these individual contributions to achieve the overall goal of the system.

The Bachelor of Science in Engineering with a major in Systems and Control Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Mission

The mission of the Systems and Control Engineering program is to provide internationally recognized excellence for graduate and undergraduate education and research in systems analysis, design, and control. These theoretical and applied areas require cross-disciplinary tools and methods for their solution.

Program Educational Objectives

1. Graduates apply systems methodology to multi-disciplinary projects that include technical, social, environmental, and/or economic factors.
2. Graduates use systems understanding, thinking and problem-solving skills to analyze and design systems or processes that respond to technical and societal needs.
3. Graduates use teamwork, leadership, communication, and management skills to facilitate multidisciplinary projects that bring together practitioners of various engineering fields in an effective, professional, and ethical manner.

Student Outcomes

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

Major in Systems and Control Engineering

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 210</td>
<td>Introduction to Circuits and Instrumentation</td>
<td>4</td>
</tr>
<tr>
<td>MATH 125</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci I</td>
<td>4</td>
</tr>
<tr>
<td>MATH 126</td>
<td>Math and Calculus Applications for Life, Managerial, and Social Sci II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>Introductory Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 116</td>
<td>Introductory Physics II</td>
<td>4</td>
</tr>
<tr>
<td>Total Units</td>
<td></td>
<td>31</td>
</tr>
</tbody>
</table>

Bachelor of Science in Systems and Control Engineering

The Bachelor of Science in Engineering degree program with a major in Systems and Control Engineering provides our students with the basic concepts, analytical tools, and engineering methods which are needed in analyzing and designing complex technological and non-technological systems. Problems relating to modeling, simulation, decision-making, control, and optimization are studied. Some examples of systems problems which are studied include: modeling and analysis of complex biological systems, computer control of industrial plants, developing world models for studying environmental policies, and optimal planning and management in large-scale systems. In each case, the relationship and interaction among the various components of a given system must be modeled. This information is used to determine the best way of coordinating and regulating these individual contributions to achieve the overall goal of the system.

The Bachelor of Science in Engineering with a major in Systems and Control Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Mission

The mission of the Systems and Control Engineering program is to provide internationally recognized excellence for graduate and undergraduate education and research in systems analysis, design, and control. These theoretical and applied areas require cross-disciplinary tools and methods for their solution.

Program Educational Objectives

1. Graduates apply systems methodology to multi-disciplinary projects that include technical, social, environmental, and/or economic factors.
2. Graduates use systems understanding, thinking and problem-solving skills to analyze and design systems or processes that respond to technical and societal needs.
3. Graduates use teamwork, leadership, communication, and management skills to facilitate multidisciplinary projects that bring together practitioners of various engineering fields in an effective, professional, and ethical manner.

Student Outcomes

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

Major in Systems and Control Engineering

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 216</td>
<td>Fundamental System Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 246</td>
<td>Signals and Systems</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 305</td>
<td>Control Engineering I Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECSE 313</td>
<td>Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 324</td>
<td>Modeling and Simulation of Continuous Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 342</td>
<td>Introduction to Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 346</td>
<td>Engineering Optimization</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 352</td>
<td>Engineering Economics and Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 399</td>
<td>Engineering Projects II</td>
<td>3</td>
</tr>
<tr>
<td>OPRE 432</td>
<td>Computer Simulation</td>
<td>3</td>
</tr>
</tbody>
</table>

Fifteen hours of approved technical electives including at least 9 hours of approved courses to constitute a depth of study

Breadth Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 201</td>
<td>Introduction to Linear Algebra for Applications</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

Statistics Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

* STAT 333 Uncertainty in Engineering and Science may be substituted with approval of advisor

Design Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 398</td>
<td>Engineering Projects I</td>
<td>4</td>
</tr>
</tbody>
</table>

Depth Requirement

Each student must show a depth of competence in one technical area by taking at least three courses from one of the three tracks/program concentration areas, namely energy systems, control systems and data analytics, listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 368</td>
<td>Power System Analysis I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 369</td>
<td>Power System Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 370</td>
<td>Smart Grid</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
</tbody>
</table>
Track 2: Control Systems

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
</tbody>
</table>

Technical Elective from the Energy Systems or Data Analytics tracks

Track 3: Data Analytics

- **“Core Tools” list:**
  - CSDS 313 Introduction to Data Analysis
  - CSDS 339 Web Data Mining
  - CSDS 435 Data Mining
  - ECSE 452 Random Signals
  - OPRE 433 Digital Image Processing
  - STAT 325 Data Analysis and Linear Models
  - STAT 326 Multivariate Analysis and Data Mining

- **“Application” lists:**

  **Business/Manufacturing Analytics**
  - BAFI 361 Empirical Analysis in Finance
  - ECSE 350 Operations and Systems Design
  - ECSE 360 Manufacturing and Automated Systems
  - ECSE 490 Digital Image Processing
  - MKMR 310 Marketing Analytics
  - OPMT 475 Global Supply Chain Logistics

  **Healthcare Analytics**
  - BIOL 304 Fitting Models to Data: Maximum Likelihood Methods and Model Selection
  - EBME 410 Medical Imaging Fundamentals
  - ECSE 319 Applied Probability and Stochastic Processes for Biology
  - MATH 378 Computational Neuroscience
  - SYBB 421 Fundamentals of Clinical Information Systems

  **Energy Systems Analytics**
  - ECSE 370 Smart Grid

**Suggested Program of Study: Major in Systems and Control Engineering**

The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).
Professional Communication for Engineers (ENGL 398)** 2
Professional Communication for Engineers (ENGR 398)** 1
Approved technical elective c 3
Engineering Economics and Decision Analysis (ECSE 352) 3
Engineering Projects I (ECSE 398) 4
Breadth elective ** 3
Approved technical elective c 3
Approved technical elective c 3
Approved technical elective c 3
Engineering Projects II (ECSE 399) 3
Year Total: 16 15

Total Units in Sequence: 129

Hours Required for Graduation: 129

a University general education requirement
** Engineering general education requirement

a Selected students may be invited to take PHYS 123 Physics and Frontiers I - Mechanics and PHYS 124 Physics and Frontiers II - Electricity and Magnetism in place of PHYS 121 General Physics I - Mechanics and PHYS 122 General Physics II - Electricity and Magnetism.
b Co-op students may obtain design credit for one semester of Senior Project Lab if their co-op assignment includes significant design responsibility. This credit can be obtained by submitting a suitable written report and making an oral presentation on the co-op work in coordination with the senior project instructor.

c Technical electives from approved list of courses in the three tracks/program concentration areas (Energy systems, Control systems, and Data Analytics) listed under “Depth Requirement” above.

There are five technical elective courses available within the Bachelor of Science in Engineering degree program with a major in Systems and Control Engineering curriculum that represent a depth of the discipline. Students can satisfy these five technical elective requirements by choosing three courses from one of the three tracks (to meet the Depth Requirement) with the fourth and fifth courses chosen from any of the three tracks listed under the Depth Requirement section above.

Double Major: Systems and Control Engineering & Electrical Engineering

From Systems and Control Engineering (S&CE) to Electrical Engineering (EE): S&CE students can earn a double major with EE by taking the following four courses as Technical Electives in the S&CE program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 245</td>
<td>Electronic Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
</tbody>
</table>

And one of the following two courses:

As the three courses ECSE 281, ECSE 245, and ECSE 321 are 4 credit-hours instead of 3, the three credit-hour “Open Elective” course in the original S&CE program is not needed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 374</td>
<td>Advanced Control and Energy Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 375</td>
<td>Applied Control</td>
<td>3</td>
</tr>
</tbody>
</table>

Cooperative Education Program in Systems and Control Engineering

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/.

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The department encourages highly motivated and qualified students to apply for admission to the BS/MS Program in the junior year. This integrated program, which permits up to 9 credit hours of graduate level coursework to be counted towards both BS and MS degree requirements (including an option to substitute MS thesis work for ECSE 399 Engineering Projects II, the second senior project). It also offers the opportunity to complete both the Bachelor of Science in Engineering and Master of Science degrees within five years. Review the Office of Undergraduate Studies BS/MS program requirements (http://bulletin.case.edu/undergraduatestudies/gradprofessional/accelerationtowardgraduatedegreetext).

Minor in Systems and Control Engineering

A total of five courses (15 credit hours) are required to obtain a minor in systems and control engineering. This includes

- ECSE 246 Signals and Systems
- Three of the following four courses selected in consultation with the program minor advisor: ECSE 304 Control Engineering I with Laboratory/ECSE 305 Control Engineering I Laboratory; ECSE 324 Modeling and Simulation of Continuous Dynamical Systems; ECSE 346 Engineering Optimization; ECSE 352 Engineering Economics and Decision Analysis;
- One of ECSE 313 Signal Processing, ECSE 351 Communications and Signal Analysis, or ECSE 354 Digital Communications.

Bachelor of Science in Computer Engineering

The Bachelor of Science in Engineering degree program with a major in Computer Engineering is designed to give a student a strong background in the fundamentals of computer engineering through combined classroom and laboratory work. A graduate of this program will be able to use these fundamentals to analyze and evaluate computer systems, both hardware and software. A computer engineering graduate would also be able to design and implement a computer system for general purpose or embedded computing incorporating state-of-the-art solutions to a variety of computing problems. This includes systems which have both hardware and software components, whose design requires a well-defined interface between the two and the evaluation of the associated trade-offs.
The Bachelor of Science in Engineering degree program with a major in Computer Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

**Mission**
The educational mission of the computer engineering program is to graduate students who have fundamental technical knowledge of their profession along with requisite technical breadth and communications skills to become leaders in creating the new techniques and technologies which will advance the general field of computer engineering. Core courses provide our students with a strong background in digital systems design, computer organization, hardware architecture, and digital electronics.

**Program Educational Objectives**
1. Graduates will be successful professionals obtaining positions appropriate to their background, interests, and education.
2. Graduates will engage in life-long learning to improve and enhance their professional skills.
3. Graduates will demonstrate leadership in their profession by using their knowledge, communication skills, and engineering ability.

**Student Outcomes**
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Computer Engineering is designed so that students attain:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and conduct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function in multi-disciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively

**Major in Computer Engineering**
In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatemajors/gees/) and university general education requirements (http://bulletin.case.edu/undergraduatemajors/), the major requires the following courses:

**Major Requirements**
- **CSDS 302** Discrete Mathematics 3
- **ECSE 132** Introduction to Programming in Java 3
- **ECSE 233** Introduction to Data Structures 4
- **ECSE 281** Logic Design and Computer Organization 4
- **ECSE 301** Digital Logic Laboratory 2
- **ECSE 314** Computer Architecture 3
- **ECSE 315** Digital Systems Design 4
- **ENGR 210** Introduction to Circuits and Instrumentation 4

**Statistics Requirement**
One Statistics elective may be chosen from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 312</td>
<td>Basic Statistics for Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>STAT 313</td>
<td>Statistics for Experimenters</td>
<td>3</td>
</tr>
<tr>
<td>STAT 332</td>
<td>Statistics for Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>STAT 333</td>
<td>Uncertainty in Engineering and Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**Design Requirement**
- **ECSE 398** Engineering Projects I 4

In consultation with a faculty advisor, a student completes the program by selecting technical and open elective courses that provide in-depth training in the principles and practice of computer engineering. Students must take 5-6 courses, that add up to 18 credit hours of technical electives, to fulfill this requirement. With the approval of the advisor, a student may emphasize a specialty of his/her choice by selecting elective courses from other programs or departments.

Many courses have integral or associated laboratories in which students gain "hands-on" experience with computer engineering principles and instrumentation. Students have ready access to the teaching laboratory facilities and are encouraged to use them during non-scheduled hours in addition to the regularly scheduled laboratory sessions. Opportunities also exist for undergraduate student participation in the wide spectrum of research projects being conducted in the department.

**Suggested Program of Study: Major in Computer Engineering**
The following is a suggested program of study. Current students should always consult their advisors and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

**First Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First Year Seminar*</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Programming in Java (ECSE 132)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Physics I - Mechanics (PHYS 121)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry of Materials (ENGR 145)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHED (2 half semester courses)*</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Year Total:</strong></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES University Seminar*</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223)**</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210)**</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Data Structures (ECSE 233)</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Breadth elective**</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Elementary Differential Equations (MATH 224)** 3
Statics and Strength of Materials (ENGR 200)** 3
Technical elective a 3
Logic Design and Computer Organization (ECSE 281) 4
Year Total: 18 16

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective** 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225)** 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective a 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrete Mathematics (CSDS 302) 3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398)** 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Logic Laboratory (ECSE 301) 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Architecture (ECSE 314) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Systems Design (ECSE 315) 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embedded Systems Design and Laboratory (ECSE 303) 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total: 17</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective** 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics elective c 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective a 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective (or ECSE 318 VLSI/CAD) b 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth elective** 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical elective a 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open elective 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Projects I (ECSE 398)d 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 128

Hours Required for Graduation: 129

- University general education requirement
- Engineering general education requirement
- Technical electives are more generally defined as any course related to the principles and practice of computer engineering. This includes all ECSE courses at the 200 level and above, and can include courses from other programs. All non-ECSE technical electives must be approved by the student’s advisor.
- The student must take ECSE 303 Embedded Systems Design and Laboratory, ECSE 318 VLSI/CAD, or another three credit hour technical elective.

d May be taken in the Fall semester if the student would like to take ECSE 399 Engineering Projects II.

Cooperative Education Program in Computer Engineering
Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program in Computer Engineering
Highly motivated and qualified students are encouraged to apply to the BS/MS Program which will allow them to get both degrees in five years. The BS can be in Computer Engineering or a related discipline, such as mathematics or electrical engineering. Integrating graduate study in computer engineering with the undergraduate program allows a student to satisfy all requirements for both degrees in five years. Review the Office of Undergraduate Studies BS/MS program requirements (http://bulletin.case.edu/undergraduatetudies/gradprofessional/accelerationtowardgraduatedegreestext).

Minor in Computer Engineering
The department also offers a minor in computer engineering. The minor has a required two-course sequence followed by a two-course sequence in either hardware or software aspects of computer engineering. The following two courses are required for any minor in computer engineering:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 281</td>
<td>Logic Design and Computer Organization</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 233</td>
<td>Introduction to Data Structures</td>
<td>4</td>
</tr>
</tbody>
</table>

Students should note that ECSE 132 Introduction to Programming in Java is a prerequisite for ECSE 233 Introduction to Data Structures.

The two-course hardware sequence is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 314</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
</tbody>
</table>

The corresponding two-course software sequence is:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 303</td>
<td>Embedded Systems Design and Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 3XX</td>
<td>Approved by advisor</td>
<td>4</td>
</tr>
</tbody>
</table>

Minor in Artificial Intelligence (AI)
The Computer and Data Sciences Department offers a minor in Artificial Intelligence (AI). For more information on the requirements for the minor, visit the Computer and Data Sciences General Bulletin page (p. 77).

Minor in Computer Gaming (CGM)
The minor is 16 hours as follows:
CSDS 391  Introduction to Artificial Intelligence  3
ECSE 233  Introduction to Data Structures  4
or CSDS 233  Introduction to Data Structures
ECSE 290  Introduction to Computer Game Design and Implementation  3
or CSDS 290  Introduction to Computer Game Design and Implementation
ECSE 366  Computer Graphics  3
or CSDS 366  Computer Graphics
ECSE 390  Advanced Game Development Project  3
or CSDS 390  Advanced Game Development Project

It is recommended that one additional open elective be a “content creation” course taken from the following areas: Art, English, or Music. Students should note that ECSE 132 Introduction to Programming in Java is a prerequisite for ECSE 233 Introduction to Data Structures.

**Graduate Programs**

**MS Degree Programs**

The Department of Electrical, Computer, and Systems Engineering offers the following Master of Science degrees:

- Electrical Engineering MS
- Computer Engineering MS
- Systems and Control Engineering MS

**Admission**

Graduate students shall be admitted to one of three MS degree tracks (thesis-focused, project-focused, course-focused) upon recommendation of the faculty of the Department. Requirements for admission include a strong record of scholarship in a completed bachelor's degree program in a field of engineering, mathematical or physical sciences, and fluency in written and spoken English.

For a thesis-focused or project-focused track, the University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 90 on the internet-based exam. For a course-focused track, a minimum TOEFL score of 80 is required. If there is any professional student-to-student interaction, e.g. as a teaching assistant, a lab instructor, or a tutor, then a minimum TOEFL score of 90 is required.

It is required that all students submit original copies of GRE scores, with the exception of CWRU students applying to the BS/MS program.

Applications from students with a bachelor’s degree in fields other than those listed above may be granted admission on a provisional basis. Such provisional students may be advanced to full standing upon completion of prerequisite conditions stipulated in the letter of admission.

**Registration**

Course registration is performed through the Student Information System (SIS). Each semester before registration, students should update any personal information that may have changed by logging into SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

**Advising**

Upon admission to the graduate program, each graduate student is assigned an academic advisor to assist in registration as well as planning a program of study (Academic Program). This is a temporary assignment made by the Department Chairperson based on the student’s academic and research interests as identified at the time of application.

During the first semester in the program, it is strongly suggested that each student meet with various members of faculty to discuss academic objectives/goals and research opportunities. In order to complete the research component of their respective degree program, each student must identify a faculty member who is willing to serve as the student’s research advisor. Students are expected to pick a research advisor by the end of their first semester in the program who will supervise their thesis or project. Each student, in consultation with their advisor, must submit an Academic Program preferably before completing 9 credit hours of coursework. This should specify all courses and thesis work that will be counted toward the 30 credit hour requirement.

The research advisor will also serve as the student’s permanent academic advisor if they are a member of the department faculty. If, however, the research advisor is not a member of the department faculty, the student is required to find a permanent academic advisor from the department faculty. For students enrolled in an MS Thesis-Focused degree program, the research advisor is commonly known as the “thesis advisor”.

Students may change advisors for a variety of reasons of which one of the most common is a change of the student’s field of interest. It should be noted that a change in research advisor may require that the student start a new research project, which could result in delaying graduation.

It is the responsibility of the student to inform the ECSE Office of Student Affairs in the event of a change in advisor. In addition, the student must file all appropriate forms with Graduate Studies.

**Appeals**

Any decision by an academic advisor, thesis guidance committee or department associate chairperson may be appealed, in writing, to the department associate chairperson who shall present the appeal, with their recommendations, to the faculty at its next regular faculty meeting. The faculty’s decision shall be final.

**Other Regulations**

All students pursuing graduate studies in the Department of Electrical, Computer, and Systems Engineering must abide by the academic regulations of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/) and the Case School of Engineering contained in the most recent issue of the Bulletin of Case Western Reserve University, and supplemented by the Department of Electrical, Computer, and Systems Engineering regulations.

**Electrical Engineering MS**

**Thesis-Focused Track**

The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related courses is required. Each Electrical Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student...
must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track
The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Electrical Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S.. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Electrical Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s academic advisor. The examination may be written, oral, or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

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Computer Engineering MS

Thesis-Focused Track

The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related courses is required. Each Computer Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track

The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Computer Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S.. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Computer Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s
academic advisor. The examination may be written, oral or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

Systems and Control Engineering MS
Thesis-Focused Track
The MS Thesis-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented thesis

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. This contains a comprehensive list of all courses to be applied to the degree (including transfer courses) and must be approved by the student’s academic advisor, Department Chairperson, and Dean of Graduate Studies.

At least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 18 credits must be from non-thesis related courses is required. Each Systems and Control Engineering MS Thesis-Focused student must complete at least 9 credit hours of ECSE 651 Thesis M.S., which is the course associated with MS thesis research. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Completion of the MS Thesis-Focused track requires that the student submit a written thesis and make an oral presentation of the findings (hereafter known as the defense) to a thesis guidance committee. The thesis guidance committee shall consist of the student’s research advisor and at least two additional faculty members recommended by the advisor. At least two members of the committee must be faculty members in the ECSE department. The chairperson of the guidance committee is normally the candidate’s research advisor. The student is responsible for forming the thesis guidance committee. The student will work closely with their advisor to determine when the thesis is ready for review by the guidance committee. The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

Project-Focused Track
The MS Project-Focused track is composed of two components:

1. graduate-level coursework and
2. a research-oriented project

Progression through the program is monitored by an Academic Program that is required to be filed through SIS. The Academic Program contains a comprehensive list of all courses to be applied to the degree (including

The Academic Program must contain at least 30 semester credit hours of coursework at the 400 level or above, of which a minimum of 21 credits from courses other than ECSE 695 Project M.S. (which is the course associated with the MS research project) is required. Each Systems and Control Engineering MS Project-Focused student must complete at least 3 credit hours of ECSE 695 Project M.S. Each student must complete their approved Academic Program coursework with a cumulative grade point average of 3.0 or greater.

Each candidate for the Systems and Control Engineering master’s degree under a Project-Focused track must pass a comprehensive examination to be administered by a committee of department faculty. The examination committee should be composed of the student’s academic advisor and at least two additional members of the department faculty. In such cases, the chairperson of the committee is normally the candidate’s academic advisor. The examination may be written, oral or a combination as determined by the committee. A student must be registered during the semester in which any part of the comprehensive examination is taken. If not registered for other courses, the student will be required to register for one semester hour of EXAM 600 Master’s Comprehensive Exam.

Course-Focused Track
The Course-Focused MS track requirements consist of:

1. the completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

PhD Degree Programs
The Department of Electrical, Computer, and Systems Engineering offers the following Doctor of Philosophy degrees:

- Electrical Engineering PhD
- Computer Engineering PhD
- Systems and Control Engineering PhD

Admission
Requirements for admission include a strong record of scholarship in a completed bachelor’s degree program in a field of engineering, mathematical or physical sciences, and fluency in written and spoken English. The University requires all foreign applicants to show English proficiency by achieving a TOEFL score of at least 577 on the paper-based exam or 90 on the internet-based exam. It is required that all students submit original copies of GRE scores. Applications from students with a bachelor’s degree in fields other than those listed above may be granted admission on a provisional basis. Such provisional students may be advanced to full standing upon completion of prerequisite conditions stipulated in the letter of admission.
Registration
Course registration is performed through the Student Information System (SIS). Each semester before registration, students should update any personal information that may have changed by logging into SIS and editing the appropriate information. All registration holds must be lifted in order to successfully complete the registration process.

Advising
Upon admission to the graduate program, each graduate student is assigned an academic advisor to assist in registration as well as planning a program of study (Academic Program). This is a temporary assignment made by the Department Chairperson based on the student’s academic and research interests as identified at the time of application.

During the first two semesters in the program, it is strongly suggested that each student meet with various members of faculty to discuss academic objectives/goals and research opportunities. In order to complete the research component of their respective degree program, each student must identify a faculty member who is willing to serve as the student’s research advisor. The research advisor will also serve as the student’s permanent academic advisor if they are a member of the department faculty. If, however, the research advisor is not a member of the department faculty, the student is required to find a permanent academic advisor from the department faculty. For students enrolled in the PhD program, the research advisor is commonly known as the “dissertation” advisor.

Each student is required to file an Academic Program, which must be approved by the student’s advisor and the Department Chairperson, and submitted to the Dean of Graduate Studies. Full-time PhD students should choose a research advisor and file an Academic Program before taking the qualifier but no later than the beginning of the third semester. Upon passing the qualifier, full-time PhD students will be required to assemble the dissertation guidance committee, prepare a dissertation proposal, and present this proposal to the committee for their approval. This process should be completed within one semester of passing the PhD qualifier.

The student shall be responsible for forming a dissertation guidance committee which shall consist of the student’s academic advisor and additional faculty members recommended by the advisor. For the PhD program, the minimum number of additional faculty members on the dissertation guidance committee is three, and at least two of the committee must be within the ECSE program areas (Computer Engineering, Electrical Engineering, and Systems and Control Engineering). The chairperson of the dissertation guidance committee is normally the candidate’s research advisor.

Students may change advisors for a variety of reasons of which one of the most common is a change of the student’s field of interest. It should be noted that a change in research advisor may require that the student start a new research project, which could result in delaying graduation. It is the responsibility of the student to inform the ECSE Office of Student Affairs in the event of a change in advisor.

Appeals
Any decision by an academic advisor, dissertation guidance committee or Department Associate Chairperson may be appealed, in writing, to the Department Associate Chairperson who shall present the appeal, with their recommendations, to the faculty at its next regular faculty meeting. The faculty’s decision shall be final.

Other Regulations
All students pursuing graduate studies in the Electrical, Computer, and Systems Engineering department must abide by the academic regulations of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatematters/academicrequirements/) and the Case School of Engineering contained in the most recent issue of the Bulletin of Case Western Reserve University, and supplemented by the Department of Electrical, Computer, and Systems Engineering regulations.

PhD Degree Program Requirements
In order to successfully complete the PhD Degree Program, a student must satisfy the following requirements:

• Select a major dissertation subject area in Electrical Engineering, Computer Engineering, or Systems and Control Engineering
• Fulfill all PhD course requirements in the chosen major area (see individual degree requirements below)
• Have an approved Program of Study and complete the CWRU courses in the approved Program of Study with a cumulative grade point average of 3.25 or greater
• Successfully complete the PhD Qualifying Examination
• Successfully complete the PhD Proposal Defense
• Successfully complete and defend the PhD Dissertation
• Fulfill the PhD residency requirement

PhD Candidacy
The final consideration of whether to admit the student to PhD candidacy will be taken by the PhD Qualifying Committee (for Electrical Engineering and Computer Engineering students) or the student’s dissertation guidance committee (for Systems and Control Engineering students) after the student has passed the PhD Qualifier. A written report on the results of the qualifier and PhD candidacy will be prepared by the committee and submitted to the Department Chairperson, who, in turn, will notify the School of Graduate Studies of the results.

PhD Proposal
After passing the Qualifier and being admitted to PhD candidacy, the PhD candidate is required to pass a Dissertation Proposal Exam on a timely basis, generally within one semester after being admitted to candidacy. This exam shall be administered by the student’s dissertation guidance committee and consists of a written dissertation proposal and an oral presentation of the proposed dissertation research. As part of the oral presentation, the student will be expected to answer questions covering the proposed research as well as questions on related topics as deemed appropriate by the student’s dissertation guidance committee. The written dissertation proposal must be received by the committee members at least ten days before the date scheduled for the oral exam and presentation. The Dissertation Proposal Exam, the PhD research, the final oral dissertation defense, and all other requirements in the student’s PhD program of study must be completed within five years after the student is admitted to PhD candidacy.

The PhD Oral Defense
The student shall provide an announcement containing a title, abstract, date, time and location of the defense to the ECSE Office of Student Affairs for general distribution at least 10 days in advance of the thesis defense.

The PhD Residency Requirements
All PhD students shall fulfill the PhD residency requirements set forth by the Case School of Engineering and the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatematters/academicpolicies/).
Specifically, the PhD student is required to register for at least 9 credit hours during each of two consecutive semesters or to engage in academic work (taking courses, assisting in course development and/or teaching, fully engaging in research, or some other scholarly activities) in at least six consecutive terms (fall, spring, or summer) between matriculation and a period not exceeding 5 years after the first credited hour of ECSE 701 Dissertation Ph.D. The period during a leave of absence cannot be counted to fulfill the residency requirement.

**Electrical Engineering PhD**

**Course Requirements and Academic Program**

Each Electrical Engineering PhD student is required to have an Academic Program, approved by the academic advisor, Department Chairperson, and Dean of Graduate Studies, that includes a minimum of 36 credit hours of coursework beyond the BS degree. At least 18 credit hours of coursework must be taken at CWRU. In addition, the student is also required to complete a minimum of 18 credit hours of ECSE 701 Dissertation Ph.D. to fulfill the requirement for PhD-level research. Acceptable courses include suitable CWRU courses at the 400 level or higher and approved graduate-level courses taken at other institutions. Students holding an MS degree in an appropriate field of study from CWRU or another degree-granting institution may apply up to 18 credit hours of coursework completed for their MS degree towards the aforementioned 36 credit hour requirement.

Each PhD student is required to have a fully-approved Academic Program before taking the PhD Qualifying examination and before registering for the final 18 credit hours of the program. The Academic Program shall be prepared by the student and approved by the research advisor or the permanent academic advisor in the case where the research advisor is not in the Department.

An Academic Program must meet the following requirements:

- A minimum of two courses in mathematics, statistics, or basic science.
- At least six approved courses from the student’s major area of study. At least 4 of these courses must be from within the ECSE department.
- Four additional courses that are not listed under the student’s major program area. These courses should satisfy the requirement for breadth in the student’s program of study.
- A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
- Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
- Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student’s permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student’s advisor.

**ECSE Colloquium and Presentation Requirement**

The PhD program includes a colloquium and public presentation requirement.

For those who matriculated during or after Fall 2012, the requirement has two parts:

1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.
2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.

**For students who matriculated before Fall 2012, the requirement can be met in one of two ways:**

1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Electrical Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Electrical Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers.

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Electrical Engineering**

The first part of the PhD Qualifier assesses the student’s fundamental knowledge and proficiency in Electrical Engineering:

For students matriculating after 8/1/2014:
Students must demonstrate competency in one of the following areas within electrical engineering in which the electrical engineering faculty have established research thrust areas:

1. Circuits and Instrumentation
2. Robotics
3. Micro- and Nano-systems

To demonstrate competency in one of these areas, the student must do one of the following:

1. take the course for that area and pass that course with a grade of A, or
2. pass a written exam for that specific area.

The designated courses for each of the areas are:

- ECSE 422 Solid State Electronics II 3
- ECSE 426 MOS Integrated Circuit Design 3
- ECSE 489 Robotics I 3

In the event that a designated course is not offered within a reasonable period of time, the student may petition the faculty in electrical engineering to designate a suitable substitute.

A student failing to meet the requirements prescribed above may, with the support of their dissertation research advisor, petition the faculty for an oral exam. The oral exam will consist of a 30-minute presentation by the student to a 3-member examination committee made up of electrical engineering faculty. The topic will be drawn from the student’s area of interest as selected by their advisor and approved by the committee. The topic may not come directly from the student’s MS thesis conducted at CWRU or elsewhere.

A student has completed the PhD Qualifier in electrical engineering when:

1. they have successfully completed the aforementioned competency requirement,
2. a group of faculty within their selected research area has conducted a review of the student’s academic record and determined that adequate progress has been made, and
3. the student has formally identified a dissertation advisor.

For students matriculating prior to 8/1/2014:

The written portion of the PhD Qualifier in Electrical Engineering is designed to assess a student’s knowledge and understanding of topics fundamental to all electrical engineering students pursuing a doctorate in the field. The written exam will consist of questions at the advanced undergraduate level covering material from the three topic areas listed below. Courses currently in the Electrical Engineering undergraduate curriculum corresponding to a particular topic area are listed below:

- ECSE 309 Electromagnetic Fields I 3
- ECSE 245 Electronic Circuits 4
- or ECSE 281 Logic Design and Computer Organization
- ECSE 426 Signals and Systems 4

Exam problems will be limited to materials contained in the selected references as well as the aforementioned courses. Sample problems from previous exams as well as a list of relevant references are available upon request.

Students must show competency in all three tested areas. Upon recommendation of the faculty, a student showing marginal proficiency in one area may be required to correct this deficiency, for example, by taking an appropriate course (as determined by the faculty) and pass this course with at least a B grade or by serving as a teaching assistant of an appropriate course.

The written part of the Qualifying Exam for Electrical Engineering will be offered at least once a year during the month of January, prior to the beginning of the spring semester.

Part 2: Electrical Engineering

The second part of the PhD Qualifier shall be prepared and administered by the designated PhD Qualifying committee for students in the Electrical Engineering program. This exam will test the student on advanced topics in the student’s major area of study as well as specialized topics relevant to the student’s research area.

For students matriculating after 8/1/2014:

Does not apply

For students matriculating prior to 8/1/2014:

Only those students performing adequately on the written exam will advance to the oral portion of the qualifier. The exam will be administered by a three-member examination committee assembled from the ECSE faculty. The oral portion of the PhD Qualifier will consist of a two-part examination. The first part of the oral exam will consist of a 20-minute presentation by the student on a topic selected by the examination committee. The topic will be one that is well documented in the scientific/engineering literature. In selecting the topic, the examination committee will take into account the student’s research interests, academic background, and experience in the field. The student will be given the topic 15 working days prior to the examination. The topic will be presented to the student in the form of a published paper or collection of papers.

A student failing to meet the requirements prescribed above may, with the support of their dissertation research advisor, petition the faculty for an oral exam. The oral exam may be asked to perform some sort of remediation at the discretion of the oral examination committee.

The second part of the oral exam will consist of a series of questions drawn from the topic areas covered by the written exam. As with the written exam, a student showing marginal proficiency during the oral exam may be asked to perform some sort of remediation at the discretion of the oral examination committee.

Computer Engineering PhD
Course Requirements and Academic Program

Each Computer Engineering PhD student is required to have an Academic Program, approved by the academic advisor, Department Chairperson, and Dean of Graduate Studies, that includes a minimum of 36 credit hours of coursework beyond the BS degree. At least 18 credit hours of coursework must be taken at CWRU. In addition, the student is also required to complete a minimum of 18 credit hours of ECSE 701 Dissertation Ph.D. to fulfill the requirement for PhD-level research. Acceptable courses include suitable CWRU courses at the 400 level or higher and approved graduate-level courses taken at other institutions. Students holding an MS degree in an appropriate field of study from
CWRU or another degree-granting institution may apply up to 18 credit hours of coursework completed for their MS degree towards the aforementioned 36 credit hour requirement.

Each PhD student is required to have a fully-approved Academic Program before taking the PhD Qualifying examination and before registering for the final 18 credit hours of the program. The Academic Program shall be prepared by the student and approved by the research advisor or the permanent academic advisor in the case where the research advisor is not in the Department.

An Academic Program must meet the following requirements:

- A minimum of two courses in mathematics, statistics, or basic science.
- At least six approved courses from the student’s major area of study.
- At least four of these courses must be from within the ECSE department.
- Four additional courses that are not listed under the student’s major program area. These courses should satisfy the requirement for breadth in the student’s program of study.
- A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
- Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
- Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student’s permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student’s advisor.

**ECSE Colloquium and Presentation Requirement**

The PhD program includes a colloquium and public presentation requirement.

For those who matriculated during or after Fall 2012, the requirement has two parts:

1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.

2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.

For students who matriculated before Fall 2012, the requirement can be met in one of two ways:

1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Computer Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Computer Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Computer Engineering**

Part 1 of the PhD Qualifier will consist of a written examination with questions drawn from several course areas listed below. At least three (3) topic areas must be pursued by the student for a complete qualifier. The exam style is a mini-project oriented, take home test that must be completed within a one week period.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 315</td>
<td>Digital Systems Design</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 401</td>
<td>Digital Signal Processing</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 419</td>
<td>Computer System Architecture</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 485</td>
<td>VLSI Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECSE 488</td>
<td>Embedded Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>CSDS 425</td>
<td>Computer Networks I</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional topic areas may be assigned depending on the student interests and recommendations from their advisors.

If a student fails all three areas of the written examination, the entire exam must be taken again. If a student fails some areas, the faculty may elect to give another exam to the student in just the areas failed.

The written part of the Qualifying Exam for Computer Engineering will be offered at least once a year at the end of the spring semester.
**Part 2: Computer Engineering**

Part 2 will consist of an oral exam based on the areas of the written examination. However, the oral exam may be waived if the student has performed well in all three topic areas of the written exam.

**Systems and Control Engineering PhD Course Requirements and Academic Program**

Each Systems and Control Engineering PhD student is required to have an Academic Program, approved by the academic advisor, Department Chairperson, and Dean of Graduate Studies, that includes a minimum of 36 credit hours of coursework beyond the BS degree. At least 18 credit hours of coursework must be taken at CWRU. In addition, the student is also required to complete a minimum of 18 credit hours of ECSE 701 Dissertation Ph.D. to fulfill the requirement for PhD-level research. Acceptable courses include suitable CWRU courses at the 400 level or higher and approved graduate-level courses taken at other institutions. Students holding an MS degree in an appropriate field of study from CWRU or another degree-granting institution may apply up to 18 credit hours of coursework completed for their MS degree towards the aforementioned 36 credit hour requirement.

Each PhD student is required to have a fully-approved Academic Program before taking the PhD Qualifying examination and before registering for the final 18 credit hours of the program. The Academic Program shall be prepared by the student and approved by the research advisor or the permanent academic advisor in the case where the research advisor is not in the Department.

An Academic Program must meet the following requirements:

- A minimum of two courses in mathematics, statistics, or basic science.
- At least six approved courses from the student’s major area of study. At least 4 of these courses must be from within the ECSE department.
- Four additional courses that are not listed under the student’s major program area. These courses should satisfy the requirement for breadth in the student’s program of study.
- A minimum of 18 hours of PhD Dissertation research as noted by enrollment in and successful completion of ECSE 701 Dissertation Ph.D.
- Successful completion of ECSE 400T Graduate Teaching I, ECSE 500T Graduate Teaching II and ECSE 600T Graduate Teaching III.
- Successful completion of the ECSE 500 ECSE Colloquium requirement (see below)

The above represents the minimum course requirements beyond the BS degree. The total number of 3 credit hour courses in the Academic Program is at least twelve (12) beyond the BS level. The selection of these courses should be done with guidance from the student’s permanent academic advisor. Any additional courses may be in any one of the above categories as approved by the student’s advisor.

**ECSE Colloquium and Presentation Requirement**

The PhD program includes a colloquium and public presentation requirement.

**For those who matriculated during or after Fall 2012, the requirement has two parts:**

1. All PhD students are required to register for and pass ECSE 500 ECSE Colloquium for a total of three semesters of the PhD Program, and this is expected before Advancement to Candidacy. This is a 0 credit hour required course. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement, by submitting a written petition to the Graduate Studies Committee.

   2. All PhD students must give a public presentation of their research, in addition to their PhD dissertation defense. This presentation must be given either at a research conference, in the ECSE seminar series, workshop presentations or similar presentations in a public venue. MS thesis and PhD dissertation defenses cannot be used to fulfill the public presentation requirement.

Additional details and the associated forms can be acquired from the ECSE Office of Student Affairs.

**For students who matriculated before Fall 2012, the requirement can be met in one of two ways:**

1. Completing the requirements detailed above, or
2. Passing 5 semesters of ECSE 500 ECSE Colloquium. Students, such as part-time students working in industry, may propose an alternative arrangement for fulfilling this requirement by submitting a written petition to the ECSE Graduate Studies Committee.

**PhD Qualifying Examination**

A student shall be admitted to PhD candidacy only after they have passed the PhD Qualifying Examination. The Qualifying Exam is intended to test the students’ knowledge in the student’s chosen major program area of Systems and Control Engineering. The objectives of the exam are:

1. To assess the PhD student’s understanding of the fundamental concepts in Systems and Control Engineering as embodied in the respective graduate curriculum.
2. To ensure that the student have the ability to pursue PhD level research, and have mastered the graduate level coursework necessary to succeed as researchers

Full-time PhD students are recommended to take the PhD qualifier before the beginning of their third semester of full-time (or equivalent) enrollment, and must pass the exam within two years of being admitted to the program. For part-time students, the Qualifying Exam must be passed before more than 27 credit hours of coursework have been completed. For students who must take remedial courses to make up for shortcomings in their engineering and mathematics knowledge base, the deadline can be extended to the fifth semester of full-time (or equivalent) enrollment, but this requires a petition to the ECSE Graduate Committee. Students have two opportunities to pass the PhD Qualifier. A student who fails to pass the Qualifier after two attempts will not be allowed to continue in the PhD program in the Department of Electrical, Computer, and Systems Engineering.

To pass the PhD Qualifier, the student must demonstrate proficiency in two parts:

**Part 1: Systems and Control Engineering**

Students must show competency in control systems engineering, signals and systems, and systems analysis (optimization, simulation, stochastic modeling, and decision and economic analysis). Students must demonstrate proficiency in at least three of the following areas:

**Control Systems**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Laboratory</td>
<td></td>
</tr>
<tr>
<td>ECSE 408</td>
<td>Introduction to Linear Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Optimization

ECSE 346 Engineering Optimization 3
ECSE 416 Convex Optimization for Engineering 3

Signal Processing

ECSE 313 Signal Processing 3
ECSE 401 Digital Signal Processing 3

Simulation and Discrete Event Systems

ECSE 324 Modeling and Simulation of Continuous Dynamical Systems 3

Stochastic Models and Decisions

ECSE 352 Engineering Economics and Decision Analysis 3
ECSE 452 Random Signals 3

To demonstrate proficiency in an area, the student can either take one of the courses listed for that area and obtain a course grade of A or take and pass an exam for that specific area. Upon recommendation by the faculty, the student showing marginal proficiency in any area may be required to improve proficiency by serving as a teaching assistant of an appropriate course.

Part 2: Systems and Control Engineering

A typical exam begins with a selection by the student’s dissertation guidance committee of 5-6 research articles relevant to the student’s research area. The students will be given 4 weeks to write a report answering questions formulated from those papers by the dissertation guidance committee. This will be followed within one week by an oral exam during which the student will give an oral presentation based on the report and answer questions from the dissertation guidance committee and other attending ECSE faculty. Questions will be based on the report as well as miscellaneous questions on advanced topics in Systems and Control Engineering as deemed appropriate by committee members and/or other attending faculty.

Facilities

Computer Facilities

The department computer facilities incorporate both Unix (primarily Linux) and Microsoft Windows-based operating systems on high-end computing workstations for education and research. A number of file, printing, database and authentication servers support these workstations, as well as the administrative functions of the department. Labs are primarily located in the Olin and Glennan buildings, but include Nord Hall, and are networked via the Case network.

The Case network is a state-of-the-art, high-speed fiber optic campuswide computer network that interconnects laboratories, faculty and student offices, classrooms, and student residence halls. It is one of the largest fiber-to-desktop networks anywhere in the world. Every desktop has a 1 Gbps (gigabit per second) connection to a fault-tolerant 10 Gbps backbone. To complement the wired network, over 1,200 wireless access points (WAPs) are also deployed allowing anyone with a laptop or wireless enabled PDA to access resources from practically anywhere on campus.

Off-campus users, through the use of virtual private network (VPN) servers, can use their broadband connections to access many on-campus resources, as well as software, as if they were physically connected to the Case network. The department and the university participate in the Internet2 and National Lambda Rail projects, which provide high-speed, inter-university network infrastructure allowing for enhanced collaboration between institutions. The Internet2 infrastructure allows students, faculty and staff alike the ability to enjoy extremely high-performance connections to other Internet2 member institutions.

Aside from services provided through a commodity Internet connection, Case network users can take advantage of numerous online databases such as EUCLIDplus, the University Libraries’ circulation and public access catalog, as well as Lexus-Nexus™ and various CD-ROM based dictionaries, thesauri, encyclopedias, and research databases. Many regional and national institutional library catalogs are accessible over the network, as well.

ECSE faculty are active users of the Microfabrication Laboratory and participants in the Advanced Platform Technology Center described under Interdisciplinary Research Centers.

Additional Department Facilities

Sally & Larry Sears Undergraduate Design Laboratory

This laboratory supports all departmental courses in circuits and includes a state-of-the-art lecture hall, a modernistic glass-walled lab, an electronics “store”, and a student lounge and meeting area. Specialized lab space is available for senior projects and sponsored undergraduate programs. The lab is open to all undergraduates, and components are provided free of charge, so students can “play and tinker” with electronics and foster innovation and creativity. The laboratory provides access to PCs, oscilloscopes, signal generators, logic analyzers, and specialized equipment such as RF analyzers and generators. In addition, the lab includes full-time staff dedicated to the education, guidance and mentoring of undergraduates in the “art and practice” of hands-on engineering.

This is the central educational resource for students taking analog, digital, and mixed-signal courses in electronics, and has been supported by various corporations in addition to alumnus Larry Sears, a successful engineer and entrepreneur. Basic workstations consist of Windows-based computers equipped with LabView software, as well as Agilent 546xx oscilloscopes, 33120A Waveform Generators, 34401A Digital Multimeters, and E3631A power supplies. Advanced workstations are similarly configured, but with a wider variety of high-performance test equipment.

ECSE Undergraduate Computer Lab

This laboratory (recently renovated with major funding provided by Rockwell Automation) on the 8th floor of the Olin building is accompanied by a suite of instructor/TA offices and supports the freshman computing classes: ENGR 131 Elementary Computer Programming and ECSE 132 Introduction to Programming in Java. Thirty student Macintosh workstations with underlying UNIX operating systems are available for hands-on instruction and support the study of introductory programming at the university.

Nord Computer Laboratory

This is a general-purpose computer facility that is open 24 hours a day, to all students. The lab contains 50 PCs running Windows and four Apple Macintosh computers. Facilities for color printing, faxing, copying and scanning are provided. Special software includes PRO/Engineer,
ChemCAD and Visual Studio. Blank CDs, floppy disks, transparencies and other supplies are available for purchase. Visit the website (https://engineering.case.edu/it/nord-computer-lab/) for more information.

**Kevin Kranzusch Virtual Worlds (Gaming and Simulation) Laboratory**

The Kevin Kranzusch Virtual Worlds Gaming and Simulation Laboratory provides software and hardware to support education and research in computer gaming and simulation activities within the Electrical, Computer, and Systems Engineering Department and the University at large. The lab has been leveraged to provide students with extensive game play opportunities and excellent, strongly experiential simulation and game development educational opportunities – primarily targeted to the ECSE undergraduate population.

The lab also stimulates large amounts of cross-disciplinary collaboration in both education and research. Simulation and visualization techniques are of great value in all science and engineering fields, and the lab is capable of supporting advanced applications of these techniques in real-time applications. In addition, interactive technologies and video games require substantial artistic resources, which has resulted in excellent opportunities for educational and research collaboration with the Cleveland Institute of Art (CIA), the School of Nursing, the Medical School, and the Psychology Department. Of particular note has been the Advanced Game Project course (ECSE 390 Advanced Game Development Project) taught jointly by CWRU and CIA for juniors and seniors. This course has been very popular and has provided truly excellent student game design and production experiences while receiving industrial and popular recognition and acclaim. In addition, an entry-level computer game programming course (ECSE 290 Introduction to Computer Game Design and Implementation) is available for students who have taken both a Java-based programming course and a data structures course to provide an introduction to many of the technical aspects of computer game development. Many other courses in the department also use the lab as an important part of their curriculum including courses on computer graphics, artificial intelligence, simulation, digital signal processing, and control systems. The lab also supports research in the department requiring significant computational resources, e.g. GPU acceleration, VLSI simulation, etc.

A recent large donation for the lab has allowed for the update and renovation of the entire lab including the physical infrastructure (carpeting, furniture, etc.), the gaming PCs, and the gaming consoles. In addition, a new VR and AR room has been added to represent this new area connected strongly to computer gaming. The lab is now structured into a PC gaming area and an adjacent gaming console area, a VR/AR room, a portable gaming development room, and a team collaboration room.

The renovated lab includes the following primary equipment:

- 24 New Alienware PCs with Dell 27” 4K monitors
- 4 Sony Bravia Television monitors 75” 3DTV
- 2 Microsoft HoloLens AR Units
- 4 Oculus Rift VR units with Haptic Touch Input devices
- A 3D projector (and large wall screen) with 3D capability for common presentations
- 4 Xbox One Units with Xbox One controllers
- 4 PS4 Sony PlayStation units with controllers

**Intelligent Networks & Systems Architecting (INSA) Research Laboratory**

The Intelligent Networks & Systems Architecting (INSA) Research Laboratory is a state-of-the-art research facility dedicated to intelligent computer networks, systems engineering, design, and architecting. It includes optimization, simulation, artificial intelligence, visualization, and emulation. This lab has been partially supported by NASA’s Space Exploration programs for Human and Robotic Technology (H&RT). The INSA Lab is equipped with 10 high-performance workstations and 2 servers in a mixed Windows and Linux environment, with over 40 installed network interface cards providing connectivity to its wired and wireless research networks. It includes software packages such as GINO and LINDO, Arena simulation, ns2 and OPNET, as well as the STK satellite toolkit, artificial neural network, systems architecting and modeling, and statistical analysis and data management packages such as SPSS. The INSA Lab is also used for research in heterogeneous, sensor web, and mobile ad-hoc networks with space and battlefield applications.

**VLSI/CAD Design Laboratory**

This lab has been supported by the Semiconductor Research Corporation, NSF, AFRL, NASA, Synopsys, Mentor, and Sun Microsystems. This laboratory has a number of advanced UNIX/Linux workstations that run commercial CAD software tools for VLSI ASIC and microchip design, simulation and testing. The lab is currently being used to develop design and testing techniques for embedded system-on-chip (SoC).

**Embedded Systems Laboratory**

The Embedded Systems Laboratory is equipped with several Sun Blade Workstations running Solaris and Intel PCs running Linux. This lab has been recently equipped with advanced FPGA Virtex II prototype boards from Xilinx, including many Xilinx Virtex II FPGAs and Xilinx CAD tools for development work. A grant-in-aid from Synopsys has provided the Synopsys commercial CAD tools for software development and simulation. More recently, the lab has been equipped with many modern embedded platforms based on Raspberry Pi 3 and 4 models with numerous sensor devices. The lab has been equipped with advanced embedded FPGA/ARM boards based on the Xilinx Zynq platform. This lab is also equipped with NIOS FPGA boards from Altera, including software tools. Together with software CAD EDK tools, these modern equipment and tools will be of great help to students’ education and research work.

**Mixed-Signal Integrated Circuit Laboratory**

This research laboratory includes a cluster of Windows workstations and a UNIX server with integrated circuit design software (Cadence Custom IC Bundle), as well as a variety of equipment used in the characterization of mixed-signal (analog and digital) integrated circuits, which are typically fabricated using the MOSIS Foundry service. Test equipment includes an IC probe station, surface-mount soldering equipment, logic and network/spectrum analyzers, an assortment of digital oscilloscopes with sample rates up to 1 GHz, and a variety of function generators, multi-meters, and power supplies.

**Microelectromechanical Systems (MEMS) Research Laboratory**

The MEMS Research Laboratory is equipped for microfabrication processes that do not require a clean room environment. These include chemical-mechanical polishing (two systems), bulk silicon etching, aqueous chemical release of free-standing micromechanical components, and supercritical point drying. In addition to the fabrication capabilities, the lab is also well equipped for testing and evaluation of MEMS components as it houses wafer-scale probe stations, a vacuum
Process Control Laboratory
This laboratory contains process control pilot plants and computerized hardware for data acquisition and process control that is used for demonstrations, teaching, and research. This laboratory also has access to steam and compressed air for use in the pilot processes that include systems for flow and temperature control, level and temperature control, pH control, and pressure control plants.

Dynamics and Control Laboratory
This laboratory contains data acquisition and control devices, PLCs, electromechanical systems, and mechanical, pneumatic, and electrical laboratory experiments for demonstrations, teaching, and research. Particular systems include: AC/DC servo systems, multi-degree-of-freedom robotic systems, rectilinear and torsional multi-degree-of-freedom vibration systems, inverted pendulum, magnetic levitation system, and a PLC-controlled low-voltage AC smart grid demonstration system that includes conventional and renewable (wind and solar) generation, battery and compressed air energy storage, residential, commercial and industry loads, a capacitor bank for real-time power factor correction, and advanced sensing and controls implemented through an interconnected system of intelligent software agents.

Medical Robotics and Computer Integrated Surgery (MeRCIS) Laboratory
The Medical Robotics and Computer Integrated Surgical Systems Laboratory (MeRCIS) is equipped for research on medical robotics, advanced control systems, haptics, and human-machine interfaces. Specifically, the MeRCIS laboratory houses major equipment, computational resources, and software infrastructure to support: i) design, modeling, and simulation of robotic systems, specifically milli- and micro-robotic tools for medical applications, ii) design, modeling and simulation of high performance control systems, iii) design and analysis of haptic systems, iv) development of virtual environment-based medical training simulators, and v) modeling and simulation of complex biological systems.

The laboratory is equipped with state-of-the-art sensing, electronic measurement, and data acquisition equipment, as well as some rare and unique resources available to support research on robotics and intelligent systems, with specific emphasis on medical robotics. The laboratory has an Intuitive Surgical daVinci™ IS1200 robotic surgical system. The system has been upgraded with an open interface electronics kit that converted the system into a ROS compatible open research platform (dVRK).

Courses
ECSE 132. Introduction to Programming in Java. 3 Units.
An introduction to modern programming language features, computer programming and algorithmic problem solving with an emphasis on the Java language. Computers and code compilation; conditional statements, subprograms, loops, methods; object-oriented design, inheritance and polymorphism, abstract classes and interfaces; types, type systems, generic types, abstract data types, strings, arrays, linked lists; software development, modular code design, unit testing; strings, text and file I/ O; GUI components, GUI event handling; threads; comparison of Java to C, C++, and C#. Offered as CSDS 132 and ECSE 132. Counts for CAS Quantitative Reasoning Requirement.
ECSE 216. Fundamental System Concepts. 3 Units.
Develops framework for addressing problems in science and engineering that require an integrated, interdisciplinary approach, including the effective management of complexity and uncertainty. Introduces fundamental system concepts in an integrated framework. Properties and behavior of phenomena regardless of the physical implementation through a focus on the structure and logic of information flow. Systematic problem solving methodology using systems concepts. Recommended preparation: MATH 224.

ECSE 233. Introduction to Data Structures. 4 Units.
Different representations of data: lists, stacks and queues, trees, graphs, and files. Manipulation of data: searching and sorting, hashing, recursion and higher order functions. Abstract data types, templating, and the separation of interface and implementation. Introduction to asymptotic analysis. The Java language is used to illustrate the concepts and as an implementation vehicle throughout the course. Offered as CSDS 233 and ECSE 233. Prereq: CSDS 132 or ECSE 132 or EECs 132.

ECSE 245. Electronic Circuits. 4 Units.

ECSE 246. Signals and Systems. 4 Units.

ECSE 275. Fundamentals of Robotics. 4 Units.
The Fundamentals of Robotics course will expose students to fundamental principles of robotics. Students will explore high level conceptual foundations of robotics beginning with Braitenberg vehicles and apply this knowledge to simulated and physical robot hardware in laboratory experiences and in a final project. Laboratory experiences will guide students through applying theory to practice increasingly complex tasks in a project oriented, group work environment. The course culminates in a robotics challenge project at the end of the semester. Topics covered are: sensors, actuators, kinematics, control, planning and programming. Programming languages and concepts (e.g., C++, object oriented programming) used in robotics will be introduced and used with modern robotics programming toolboxes and frameworks. Prior experience with these languages will not be necessary. Previous experience with robotics is not required for this course. Offered as CSDS 275 and ECSE 275. Prereq: (ENGR 131 or EECs 132) and PHYS 121 and MATH 121.

ECSE 281. Logic Design and Computer Organization. 4 Units.
Fundamentals of digital systems in terms of both computer organization and logic level design. Organization of digital computers; information representation; boolean algebra; analysis and synthesis of combinational and sequential circuits; datapaths and register transfers; instruction sets and assembly language; input/output and communication; memory. Offered as CSDS 281 and ECSE 281. Prereq: ENGR 131 or ECSE 132.

ECSE 290. Introduction to Computer Game Design and Implementation. 3 Units.
This class begins with an examination of the history of video games and of game design. Games will be examined in a systems context to understand gaming and game design fundamentals. Various topics relating directly to the implementation of computer games will be introduced including graphics, animation, artificial intelligence, user interfaces, the simulation of motion, sound generation, and networking. Extensive study of past and current computer games will be used to illustrate course concepts. Individual and group projects will be used throughout the semester to motivate, illustrate and demonstrate the course concepts and ideas. Group game development and implementation projects will culminate in classroom presentation and evaluation. Offered as CSDS 290 and ECSE 290. Prereq: EECs 132 or CSDS 132.

ECSE 296. Independent Projects. 1 - 3 Units.

ECSE 297. Special Topics. 1 - 3 Units.
Special topics in Electrical Engineering, Computer Engineering and Systems and Control Engineering. Prereq: Limited to freshmen and sophomores.

ECSE 301. Digital Logic Laboratory. 2 Units.
This course is an introductory experimental laboratory for digital networks. The course introduces students to the process of design, analysis, synthesis and implementation of digital networks. The course covers the design of combinational circuits, sequential networks, registers, counters, synchronous/asynchronous Finite State Machines, register based design, and arithmetic computational blocks. Prereq: EECs 281.

ECSE 302. Discrete Mathematics. 3 Units.
A general introduction to basic mathematical terminology and the techniques of abstract mathematics in the context of discrete mathematics. Topics introduced are mathematical reasoning, Boolean connectives, deduction, mathematical induction, sets, functions and relations, algorithms, graphs, combinatorial reasoning. Offered as CSDS 302, ECSE 302 and MATH 304. Prereq: MATH 122 or MATH 124 or MATH 126.

ECSE 303. Embedded Systems Design and Laboratory. 3 Units.
The purpose of this Course and Laboratory is to expose and train the students in modern embedded systems software and hardware design techniques and practices including networking and mobile connectivity. The rationale for the Course and Lab is based on the explosive growth of embedded systems in the industry, specifically industrial automation, aviation, surveillance, medical devices, but also common consumer products. The course topics cover a wide range of material as follows. Microcontroller systems based on the ARM processor. Essential components, memories, busses interfaces. Devices, peripherals, GPIOs, device drivers. Sensors and Actuators, A/D, D/A, DSP. Embedded Linux, kernels, kernel modules, compilers and assemblers. Libraries, and debugging facilities. The Lab will be based on common platforms such as Raspberry pi, Arduino, ARM embed, supported by a network of Linux workstations.
ECSE 304. Control Engineering I with Laboratory. 3 Units.
Analysis and design techniques for control applications. Linearization of nonlinear systems. Design specifications. Classical design methods: root locus, bode, nyquist. PID, lead, lag, lead-lag controller design. State space modeling, solution, controllability, observability and stability. Modeling and control demonstrations and experiments single-input/single-output and multivariable systems. Control system analysis/design/implementation software. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: EECS 246 or EMAE 350.

ECSE 305. Control Engineering I Laboratory. 1 Unit.
A laboratory course based on the material in ECSE 304. Modeling, simulation, and analysis using MATLAB. Physical experiments involving control of mechanical systems, process control systems, and design of PID controllers. Coreq: EECS 304.

ECSE 309. Electromagnetic Fields I. 3 Units.
Maxwell's integral and differential equations, boundary conditions, constitutive relations, energy conservation and Pointing vector, wave equation, plane waves, propagating waves and transmission lines, characteristic impedance, reflection coefficient and standing wave ratio, in-depth analysis of coaxial and strip lines, electro- and magneto-quasistatics, simple boundary value problems, correspondence between fields and circuit concepts, energy and forces. Prereq: PHYS 122 or PHYS 124. Prereq or Coreq: MATH 224.

ECSE 313. Signal Processing. 3 Units.
Fourier series and transforms. Analog and digital filters. Fast-Fourier transforms, sampling, and modulation for discrete time signals and systems. Consideration of stochastic signals and linear processing of stochastic signals using correlation functions and spectral analysis. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: EECS 246.

ECSE 314. Computer Architecture. 3 Units.
This course provides students the opportunity to study and evaluate a modern computer architecture design. The course covers topics in fundamentals of computer design, performance, cost, instruction set design, processor implementation, control unit, pipelining, communication and network, memory hierarchy, computer architecture, input-output, and an introduction to RISC and super-scalar processors. Offered as CSDS 314 and ECSE 314. Prereq: EECS 281.

ECSE 315. Digital Systems Design. 4 Units.
This course gives students the ability to design modern digital circuits. The course covers topics in logic level analysis and synthesis, digital electronics: transistors, CMOS logic gates, CMOS lay-out, design metrics space, power, delay. Programmable logic (partitioning, routing), state machine analysis and synthesis, register transfer level block design, datapath, controllers, ASM charts, microsequencers, emulation and rapid prototyping, and switch/logic-level simulation. Prereq: EECS 281.

ECSE 316. Wireless Communications. 3 Units.
This course introduces the fundamentals of wireless communications including backgrounds, important concepts, and cutting-edge technologies. In particular, the course focuses on interesting and important topics in wireless communications, such as (but not limited to): Overview of wireless communication networks and protocols, the cellular concept, system design fundamentals, brief introduction to wireless physical layer fundamentals, multiple access control protocols for wireless systems, wireless networking (routing/rerouting, wireless TCP/IP), mobility management, call admission control and resource allocation, revolution/evolution towards future generation wireless networks, overview of wireless mesh networks, mobile ad hoc networks and wireless sensor networks, and wireless security (optional). Offered as ECSE 316 and ECSE 414. Prereq: (EECS 351 or ECSE 351) with a C or better, or a Graduate student.

ECSE 317. Computer Design - FPGAs. 3 Units.
The aim is to expose the student to methodologies for systematic design of digital systems with emphasis on programmable logic implementations and prototyping. The course requires a number of hands-on experiments and an overall lab project. The lab involves a number of class lectures to familiarize the students with the modern design techniques based on VHDL/Verilog Hardware Design Languages, CAD tools, and FPGAs. Offered as ECSE 317 and ECSE 417. Prereq: EECS 281.

ECSE 318. VLSI/CAD. 4 Units.
With Very Large Scale Integration (VLSI) technology there is an increased need for Computer-Aided Design (CAD) techniques and tools to help in the design of large digital systems that deliver both performance and functionality. Such high performance tools are of great importance in the VLSI design process, both to perform functional, logical, and behavioral modeling and verification to aid the testing process. This course discusses the fundamentals in behavioral languages, both VHDL and Verilog, with hands-on experience. Prereq: EECS 281 and ECSE 315.

ECSE 319. Applied Probability and Stochastic Processes for Biology. 3 Units.
Applications of probability and stochastic processes to biological systems. Mathematical topics will include: introduction to discrete and continuous probability spaces (including numerical generation of pseudo random samples from specified probability distributions), Markov processes in discrete and continuous time with discrete and continuous sample spaces, point processes including homogeneous and inhomogeneous Poisson processes and Markov chains on graphs, and diffusion processes including Brownian motion and the Ornstein-Uhlenbeck process. Biological topics will be determined by the interests of the students and the instructor. Likely topics include: stochastic ion channels, molecular motors and stochastic ratchets, actin and tubulin polymerization, random walk models for neural spike trains, bacterial chemotaxis, signaling and genetic regulatory networks, and stochastic predator-prey dynamics. The emphasis will be on practical simulation and analysis of stochastic phenomena in biological systems. Numerical methods will be developed using a combination of MATLAB, the R statistical package, MCell, and/or URDME, at the discretion of the instructor. Student projects will comprise a major part of the course. Offered as BIOL 319, ECSE 319, MATH 319, SYBB 319, BIOL 419, EBM 419, MATH 419, PHOL 419, and SYBB 419. Prereq: (MATH 224 or MATH 223) and (BIOL 300 or BIOL 306) and (MATH 201 or MATH 307).
ECSE 321. Semiconductor Electronic Devices. 4 Units.
Energy bands and charge carriers in semiconductors and their experimental verifications. Excess carriers in semiconductors. Principles of operation of semiconductor devices that rely on the electrical properties of semiconductor surfaces and junctions. Development of equivalent circuit models and performance limitations of these devices. Devices covered include: junctions, bipolar transistors, Schottky junctions, MOS capacitors, junction gate and MOS field effect transistors, optical devices such as photodetectors, light-emitting diodes, solar cells, and lasers. Prereq: PHYS 122. Prereq or Coreq: MATH 224.

ECSE 322. Integrated Circuits and Electronic Devices. 3 Units.
Technology of monolithic integrated circuits and devices, including crystal growth and doping, photolithography, vacuum technology, metalization, wet etching, thin film basics, oxidation, diffusion, ion implantation, epitaxy, chemical vapor deposition, plasma processing, and micromachining. Basics of semiconductor devices including junction diodes, bipolar junction transistors, and field effect transistors. Prereq: PHYS 122. Prereq or Coreq: MATH 224.

ECSE 324. Modeling and Simulation of Continuous Dynamical Systems. 3 Units.
This course examines the computer-based modeling and simulation of continuous dynamical system behavior in a variety of systems including electric power systems, industrial control systems, and signal processing that are represented by a set of differential equations need to be solved numerically in order to compute and represent their behavior for study. In addition to these applications, there are many other important applications of these tools in computer games, virtual worlds, weather forecasting, and population models, to name a few examples. Numerical integration techniques are developed to perform these computations. Multiple computational engines such as Matlab, Simulink, Unity, and physics engines etc. are also examined as examples of commonly used software to solve for and visualize continuous-time system behavior. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide motivation and a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Prereq: MATH 224.

ECSE 326. Instrumentation Electronics. 3 Units.
A second course in instrumentation with emphasis on sensor interface electronics. General concepts in measurement systems, including accuracy, precision, sensitivity, linearity, and resolution. The physics and modeling of resistive, reactive, self-generating, and direct-digital sensors. Signal conditioning for same, including bridge circuits, coherent detectors, and a variety of amplifier topologies: differential, instrumentation, charge, and transimpedance. Noise and drift in amplifiers and resistors. Practical issues of interference, including grounding, shielding, supply/return, and isolation amplifiers. Prereq: ENGR 210 and (ECECS 246, EBME 308 or EMAE 350).

ECSE 329. Introduction to Nanomaterials: Material Synthesis, Properties and Device Applications. 3 Units.
The behavior of nanoscale materials is close to atomic behavior rather than that of bulk materials. The growth of nanomaterials, such as quantum dots, has the tendency to be viewed as an art rather than science. These nanostructures have changed our view of Nature. This course is designed to provide an introduction to nanomaterials and devices to both senior undergraduate and graduate students in engineering. Topics covered include an introduction to growth issues, quantum mechanics, quantization of electronic energy levels in periodic potentials, tunneling, distribution functions and density of states, optical and electronic properties, and devices. Offered as ECSE 329 and ECSE 429. Coreq: EEC 309.

ECSE 337. Compiler Design. 4 Units.
Design and implementation of compilers and other language processors. Scanners and lexical analysis; regular expressions and finite automata; scanner generators; parsers and syntax analysis; context free grammars; parser generators; semantic analysis; intermediate code generation; runtime environments; code generation; machine independent optimizations; data flow and dependence analysis. There will be a significant programming project involving the use of compiler tools and software development tools and techniques. Offered as CSDS 337 and ECSE 337. Prereq: (CSDS 233 or ECSE 233 or ECS 233) and (CSDS 281 or ECSE 281 or ECS 281).

ECSE 338. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE 338, CSDS 338N and ECSE 338N. Prereq: Computer Science Major or Minor and (CSDS 233 or ECSE 233 or ECS 233) with a C or higher.

ECSE 338N. Intro to Operating Systems and Concurrent Programming. 4 Units.
Intro to OS: OS Structures, processes, threads, CPU scheduling, deadlocks, memory management, file system implementations, virtual machines, cloud computing. Concurrent programming: fork, join, concurrent statement, critical section problem, safety and liveness properties of concurrent programs, process synchronization algorithms, semaphores, monitors. UNIX systems programming: system calls, UNIX System V IPCs, threads, RPCs, shell programming. Offered as CSDS 338, ECSE 338, CSDS 338N and ECSE 338N. Prereq: (CSDS 233 or ECSE 233 or ECS 233) with a C or higher.

ECSE 342. Introduction to Global Issues. 3 Units.
This systems course is based on the paradigm of the world as a complex system. Global issues such as population, world trade and financial markets, resources (energy, water, land), global climate change, and others are considered with particular emphasis put on their mutual interdependence. A reasoning support computer system which contains extensive data and a family of models is used for future assessment. Students are engaged in individual, custom-tailored, projects of creating conditions for a desirable or sustainable future based on data and scientific knowledge available. Students at CWRU will interact with students from fifteen universities that have been strategically selected in order to give global coverage to UNESCO’S Global-problomaticque Education Network Initiative (GENIe) in joint, participatory scenario analysis via the internet.
ECSE 342I. Global Issues, Health, & Sustainability in India. 3 Units.
Global Issues, Health, & Sustainability in India is an interdisciplinary social work and engineering collaboration that includes a short-term cross-cultural immersion. This course brings together social work (knowledge, values, and skills) and health care (promotion, education, and community) perspectives to the understanding of technical project assessment, selection, planning and implementation in India. The course is also designed to help students understand culturally relevant community engagement strategies to ensure project acceptance in underserved and developing communities. Many field sites will be visited in order to observe first-hand the community assessment and development of projects that engineers implement. An example of these projects could include infrastructure to support green energy and water (resource planning, development, conservation, and sanitation). This study abroad course will acquaint students with history and culture of India, its social, political and economic development and the impact it has on health and the delivery of social services. Participants will learn about factors affecting the abilities to reach, treat, educate, and equip communities to improve health outcomes. Engineering students will learn the quantitative aspects using a paradigm of hierarchical systems, mathematical modeling, and scenario analysis using a 'reasoning support' system. Together the engineering, social work, and health sciences students in disciplinary-balanced teams will jointly work on real and meaningful projects marrying the descriptive scenarios (that is the 'subjective' aspect) with the numerical scenario analysis based on mathematical modeling (or 'objective' aspect) to form a coherent view of the future. The course will be taught using both lecture and experiential modalities. Engineering students will conduct computer modeling work. Along with visiting a variety of governmental and non-governmental institutions, organizations and projects, students will visit historical sites and attend cultural events. Offered as ECSE 342I and SASS 375I. Counts for CAS Global & Cultural Diversity Requirement.

ECSE 344. Electronic Analysis and Design. 3 Units.
The design and analysis of real-world circuits. Topics include: junction diodes, non-ideal op-amp models, characteristics and models for large and small signal operation of bipolar junction transistors (BJTs) and field effect transistors (FETs), selection of operating point and biasing for BJTs and FET amplifiers. Hybrid-pi model and other advanced circuit models, cascaded amplifiers, negative feedback, differential amplifiers, oscillators, tuned circuits, and phase-locked loops. Computers will be extensively used to model circuits. Selected experiments and/or laboratory projects. Prereq: EECS 245.

ECSE 346. Engineering Optimization. 3 Units.
Optimization techniques including linear programming and extensions; transportation and assignment problems; network flow optimization; quadratic, integer, and separable programming; geometric programming; and dynamic programming. Nonlinear optimization topics: optimality criteria; gradient and other practical unconstrained and constrained methods. Computer applications using engineering and business case studies. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course. Recommended preparation: MATH 201.

ECSE 350. Operations and Systems Design. 3 Units.
Introduction to design, modeling, and optimization of operations and scheduling systems with applications to computer science and engineering problems. Topics include, forecasting and time series, strategic, tactical, and operational planning, life cycle analysis, learning curves, resources allocation, materials requirement and capacity planning, sequencing, scheduling, inventory control, project management and planning. Tools for analysis include: multi-objective optimization, queuing models, simulation, and artificial intelligence.

ECSE 351. Communications and Signal Analysis. 3 Units.
Fourier transform analysis and sampling of signals. AM, FM and SSB modulation and other modulation methods such as pulse code, delta, pulse position, PSK and FSK. Detection, multiplexing, performance evaluation in terms of signal-to-noise ratio and bandwidth requirements. Prereq: EECS 246 or requisites not met permission.

ECSE 352. Engineering Economics and Decision Analysis. 3 Units.
Economic analysis of engineering projects, focusing on financial decisions concerning capital investments. Present worth, annual worth, internal rate of return, benefit/cost ratio. Replacement and abandonment policies, effects of taxes, and inflation. Decision making under risk and uncertainty. Decision trees. Value of information. The course will incorporate the use of Grand Challenges in the areas of Energy Systems, Control Systems, and Data Analytics in order to provide a framework for problems to study in the development and application of the concepts and tools studied in the course. Various aspects of important engineering skills relating to leadership, teaming, emotional intelligence, and effective communication are integrated into the course.

ECSE 354. Digital Communications. 3 Units.

ECSE 360. Manufacturing and Automated Systems. 3 Units.
Formulation, modeling, planning, and control of manufacturing and automated systems with applications to computer science and engineering problems. Topics include, design of products and processes, location/spatial problems, transportation and assignment, product and process layout, group technology and clustering, cellular and network flow layouts, computer control systems, reliability and maintenance, and statistical quality control. Tools and analysis include: multi-objective optimization, artificial intelligence, and heuristics for combinatorial problems. Offered as ECSE 360 and ECSE 460.

ECSE 366. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: EECS 233.
ECSE 368. Power System Analysis I. 3 Units.
This course introduces the steady-state modeling and analysis of electric power systems. The course discusses the modeling of essential power system network components such as transformers and transmission lines. The course also discusses important steady-state analysis of three-phase power system network, such as the power flow and economic operation studies. Through the use of PowerWorld Simulator education software, further understanding and knowledge can be gained on the operational characteristics of AC power systems. Special topics concerning new grid technologies will be discussed towards the semester end. The prerequisite requirements of the course include the concepts and computational techniques of Alternative Current (AC) circuit and electromagnetic filed. Offered as ECSE 368 and ECSE 468. Prereq: EECS 245.

ECSE 369. Power System Analysis II. 3 Units.
This course extends upon the steady state analysis of power systems to cover study topics that are essential for power system planning and operation. Special system operating conditions are considered, such as unbalanced network operation and component faults. Among the most important analytical methods developed, are symmetrical components and sequence networks. Other study topics discussed include the electric machine modeling and power system transient stability. The latter half of the course presents computational methods and control algorithms that are essential for power system operation, such as generation control and state estimation. Offered as ECSE 369 and ECSE 469. Prereq: EECS 368.

ECSE 370. Smart Grid. 3 Units.
This course starts with an introduction to the US electric power system infrastructure and national electricity policy. Then power system operations and reliability practices are described. In the context of currently existing infrastructure and operation strategies, the course discusses the new Smart Grid technologies such as renewable resources, distributed generation, demand response, energy storage and electric vehicles. Additional important topics of discussion include Advanced Meter Infrastructure, microgrids, the IEEE 1547 Interconnection Standard, and other interoperability standards. The course captures the evolving progress made in Smart Grid technologies and the impacts on power system economics and reliability. Offered as ECSE 370 and ECSE 470. Prereq: EECS 368.

ECSE 371. Applied Circuit Design. 4 Units.
This course will consist of lectures and lab projects designed to provide students with an opportunity to consolidate their theoretical knowledge of electronics and to acquaint them with the art and practice of circuit and product design. The lectures will cover electrical and electronic circuits and many electronic and electrical devices and applications. Examples include mixed-signal circuits, power electronics, magnetic and piezo components, gas discharge devices, sensors, motors and generators, and power systems. In addition, there will be discussion of professional topics such as regulatory agencies, manufacturing, testing, reliability, and product cost. Weekly labs will be true "design" opportunities representing real-world applications. A specification or functional description will be provided, and the students will design the circuit, select all components, construct a breadboard, and test. The objective will be functional, pragmatic, cost-effective designs. Prereq: ECSE 245.

ECSE 372. Introduction to Distribution Systems. 3 Units.
Introduction to Distribution Systems provides students with a fundamental understanding of distribution power system configurations, equipment and loads. It also provides a detailed review of distributed energy resources and their impacts on utility distribution systems. Since today's distribution utilities are facing the challenge of managing a distribution network made up of assets from proven and mature technologies while integrating new technologies this course will also discuss a concept of smart grid and its application to distribution systems. The first part of the course reviews the fundamental methods used in the steady state analysis of AC circuits as applied to power distribution systems following by the steady-state modeling of electric power distribution systems. The second part of the course introduces fundamental analysis of electric power distribution systems such as power flow, state estimation, and fault calculation and discusses concerns such as reliability, power quality and voltage regulation. Offered as ECES 372 and EECS 472. Prereq: PHYS 122 and MATH 224.

ECSE 373. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473. Prereq: ENGR 131 or EECS 132. Coreq: EECS 373L.

ECSE 374. Advanced Control and Energy Systems. 3 Units.
This course introduces applied quantitative robust and nonlinear control engineering techniques to regulate automatically renewable energy systems in general and wind turbines in particular. The course also studies the fundamentals for dynamic multidisciplinary modeling and analysis of large multi-megawatt wind turbines (mechanics, aerodynamics, electrical systems, control concepts, etc.). The course combines lecture sessions and lab hours. The 400-level includes an experimental lab competition, where the object is to design, implement, and experimentally validate a control strategy to regulate a real system in the laboratory (helicopter control competition or similar); it will also include additional project design reports. Offered as ECSE 374 and ECSE 474. Prereq: EECS 304.

ECSE 375. Applied Control. 3 Units.
This course provides a practical treatment of the study of control engineering systems. It emphasizes best practices in industry so that students learn what aspects of plant and control system design are critical. The course develops theory and practice for digital computer control systems; PID controller design (modes, forms and tuning methods); Control structure design (feed-forward, cascade control, predictive control, disturbance observers, multi-loop configurations, multivariable control); Actuators, sensors and common loops; Dynamic performance evaluation; and some advanced control techniques (quantitative robust control, gain-scheduling and adaptive control) to achieve a good performance over a range of operating conditions. Recommended preparation: EEC5/ECSE 374 or EECS/ECSE 474. Offered as ECSE 375 and ECSE 475. Prereq: EECS 304 or Requisites Not Met permission.
ECSE 376. Mobile Robotics. 4 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 376 and ECSE 376. Prereq: ECSE 373 or ECSE 473.

ECSE 377. Introduction to Connected Devices. 3 Units.
Introduction to Connected Devices (e.g., Internet of Things). Undergraduates work in pairs to build a complete connected-device system, an embedded device with wireless networking, cloud and web, and mobile, and then develop hands-on experience with systems-level aspects of the connected-device system, including analytics, remote firmware update, load testing, and essential security. Students learn about current architectures, languages, and technologies, such as Pub/Sub (MQTT), Python, Objective-C, Python Django, JavaScript, HTML/CSS, and Bluetooth Low Energy. Offered as CSDS 377 and ECSE 377.

ECSE 379. Introduction to Relay Protection. 3 Units.
Protection does not mean prevention, but rather, minimizing the duration of the trouble and limiting the damage, outage time, and related problems that may result otherwise. Introduction to Relay Protection introduces the power system protection, including basic fundamental understanding of relaying, common protection methods and relay applications. The first part of the course reviews the technical tools of the relay engineering (phasors, polarity and symmetrical components), fault analyzes, protection fundamentals and basic design principles. The second part of the course focuses on the line, transformer, bus, generation and motor protection. The course will be accompanied by relay protection laboratory where students will have hands on experience with main types of protective relays. Offered as ECSE 379 and ECS3 479. Prereq: MATH 224 and PHYS 122.

ECSE 386. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 281 or ECSE 281) and (ENGR 131 or CSDS 132 or ECSE 132) and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (PHYS 122 or PHYS 124).

ECSE 390. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interdisciplinary group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: EEC 233 and EEC 290.

ECSE 394. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity, channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494. Prereq: MATH 223 and MATH 380 or requisites not met permission.

ECSE 396. Independent Projects. 1 - 6 Units.

ECSE 397. Special Topics. 1 - 6 Units.
Special topics in Computer Engineering, Electrical Engineering, and Systems and Control Engineering. Prereq: Limited to juniors and seniors.

ECSE 398. Engineering Projects I. 4 Units.
Capstone course for electrical, computer, and systems control engineering seniors. Material from previous and concurrent courses used to solve engineering design problems. Professional engineering topics such as project management, engineering design, communications, multidisciplinary teaming, and professional ethics. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Scheduled formal project presentations during last week of classes. Counts as SAGES Senior Capstone. Prereq: Senior Standing. Prereq or Coreq: ENGR 398 and ENGL 398.

ECSE 399. Engineering Projects II. 3 Units.
Continuation of ECSE 398. Material from previous and concurrent courses applied to engineering design and research. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Prereq: Senior Standing.
ECSE 400T. Graduate Teaching I. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, tutoring students. Recommended preparation: Ph.D. student in ECSE department.

ECSE 401. Digital Signal Processing. 3 Units.

ECSE 404. Digital Control Systems. 3 Units.
Analysis and design techniques for computer based control systems. Sampling, hybrid continuous-time/discrete-time system modeling; sampled data and state space representations, controllability, observability and stability, transformation of analog controllers, design of deadbeat and state feedback controllers; pole placement controllers based on input/output models, introduction to model identification, optimal control and adaptive control. Recommended preparation: ECSE/ECSE 304 or equivalent.

ECSE 405. Engineering Economics and Financial Analysis. 3 Units.
In this course, money and profit as measures of “goodness” in engineering design are studied. Methods for economic analysis of capital investments are developed and the economic evaluation of machinery, manufacturing processes, buildings, R&D, personnel development, and other long-lived investments is emphasized. Optimization methods and decision analysis techniques are examined to identify economically attractive alternatives. Basic concepts of cost accounting are also covered. Topics include: economics criteria for comparing projects: present worth, annual worth analysis; depreciation and taxation; retirement and replacement; effect of inflation and escalation on economic evaluations; case studies; use of optimization methods to evaluate many alternatives; decision analysis; accounting fundamentals: income and balance sheets; cost accounting. Offered as ECSE 407 and EPOM 407.

ECSE 408. Introduction to Linear Systems. 3 Units.

ECSE 410. Mobile Health (mHealth) Technology. 3 Units.
Advances in communications, computer, and medical technology have facilitated the practice of personalized health, which utilizes sensory computational communication systems to support improved and more personalized healthcare and healthy lifestyle choices. The current proliferation of broadband wireless services, along with more powerful and convenient handheld devices, is helping to introduce real-time monitoring and guidance for a wide array of patients. Indeed, a large research community and a nascent industry is beginning to connect medical care with technology developers, vendors of wireless and sensing hardware systems, network service providers, and enterprise data management communities. Students in the course and labs will explore cutting-edge technologies in 1) information technologies and 2) healthcare/medical applications, through lectures, lab assignments, exams, presentations, and final projects. The overall course objectives are to introduce electrical engineering, computer engineering, and computer science students the fundamentals of wearable sensors, mobile health informatics, big data analysis, telehealthcare security & privacy, and human computer interaction considerations. Prereq: MS and PhD student only.

ECSE 411. Applied Engineering Statistics. 3 Units.
In this course a combination of lectures, demonstrations, case studies, and individual and group computer problems provides an intensive introduction to fundamental concepts, applications and the practice of contemporary engineering statistics. Each topic is introduced through realistic sample problems to be solved first by using standard spreadsheet programs and then using more sophisticated software packages. Primary attention is given to teaching the fundamental concepts underlying standard analysis methods. Offered as EPOM 405 and ECSE 411.

ECSE 413. Nonlinear Systems I. 3 Units.
This course will provide an introduction to techniques used for the analysis of nonlinear dynamic systems. Topics will include existence and uniqueness of solutions, phase plane analysis of two dimensional systems including Poincare-Bendixson, describing functions for single-input single-output systems; averaging methods, bifurcation theory, stability, and an introduction to the study of complicated dynamics and chaos. Recommended preparation: Concurrent enrollment in ECSE 408.

ECSE 414. Wireless Communications. 3 Units.
This course introduces the fundamentals of wireless communications including backgrounds, important concepts, and cutting-edge technologies. In particular, the course focuses on interesting and important topics in wireless communications, such as (but not limited to): Overview of wireless communication networks and protocols, the cellular concept, system design fundamentals, brief introduction to wireless physical layer fundamentals, multiple access control protocols for wireless systems, wireless networking (routing/rerouting, wireless TCP/IP), mobility management, call admission control and resource allocation, revolution/evolution towards future generation wireless networks, overview of wireless mesh networks, mobile ad hoc networks and wireless sensor networks, and wireless security (optional). Offered as ECSE 316 and ECSE 414. Prereq: Graduate student or (EECS 351 or ECSE 351) with a C or better.

ECSE 415. Integrated Circuit Technology I. 3 Units.
ECSE 416. Convex Optimization for Engineering. 3 Units.
This course will focus on the development of a working knowledge and skills to recognize, formulate, and solve convex optimization problems that are so prevalent in engineering. Applications in control systems; parameter and state estimation; signal processing; communications and networks; circuit design; data modeling and analysis; data mining including clustering and classification; and combinatorial and global optimization will be highlighted. New reliable and efficient methods, particular those based on interior-point methods and other special methods to solve convex optimization problems will be emphasized. Implementation issues will also be underscored. Recommended preparation: MATH 201 or equivalent.

ECSE 417. Computer Design - FPGAs. 3 Units.
The aim is to expose the student to methodologies for systematic design of digital systems with emphasis on programmable logic implementations and prototyping. The course requires a number of hands-on experiments and an overall lab project. The lab involves a number of class lectures to familiarize the students with the modern design techniques based on VHDL/Verilog Hardware Design Languages, CAD tools, and FPGAs. Offered as ECSE 317 and ECSE 417.

ECSE 418. System Identification and Adaptive Control. 3 Units.

ECSE 419. Computer System Architecture. 3 Units.
Interaction between computer systems hardware and software. Pipeline techniques - instruction pipelines - arithmetic pipelines. Instruction level parallelism. Cache mechanism. I/O structures. Examples taken from existing computer systems.

ECSE 422. Solid State Electronics II. 3 Units.

ECSE 426. MOS Integrated Circuit Design. 3 Units.

ECSE 427. Optoelectronic and Photonic Devices. 3 Units.
In this course, we will study the optical transitions, absorptions, and gains in semiconductors. We will discuss the optical processes in semiconductor bulk as well as low dimensional structures such as quantum well and quantum dot. The fundamentals, technologies and applications of important optoelectronic devices (e.g., light-emitting diodes, semiconductor lasers, solar cells and photo-detectors) will be introduced. We will learn the current state-of-the-art of these devices. Recommended preparation: EECS/ECSE 321.

ECSE 429. Introduction to Nanomaterials: Material Synthesis, Properties and Device Applications. 3 Units.
The behavior of nanoscale materials is close, to atomic behavior rather than that of bulk materials. The growth of nanomaterials, such as quantum dots, has the tendency to be viewed as an art rather than science. These nanostructures have changed our view of Nature. This course is designed to provide an introduction to nanomaterials and devices to both senior undergraduate and graduate students in engineering. Topics covered include an introduction to growth issues, quantum mechanics, quantization of electronic energy levels in periodic potentials, tunneling, distribution functions and density of states, optical and electronic properties, and devices. Offered as ECSE 329 and ECSE 429.

ECSE 434. Microsystems Technology. 3 Units.
This course provides an overarching coverage of microsystems technology, which is rooted in micro-electromechanical systems (MEMS). It covers the convergence of sensors and actuators, with wireless communications, computing and (social) networks. Microsystems incorporate sensors and actuators to interface computing with its physical environment-enabling perception and control. Microsystems are key enablers of smartphones, wearables, drones, robots, cars, aircrafts, weapons, etc. Recommended preparation: EECS/ECSE 322.

ECSE 438. High Performance Computing. 3 Units.
High performance computing (HPC) leverages parallel processing in order to maximize speed and throughput. This hands-on course will cover theoretical and practical aspects of HPC. Theoretical concepts covered include computer architecture, parallel programming, and performance optimization. Practical applications will be discussed from various information and scientific fields. Practical considerations will include HPC job management and Unix scripting. Weekly assessments and a course project will be required. Offered as CSDS 438 and ECSE 438. Prereq: EECS 233 or graduate standing.

ECSE 443. Flexible Electronics. 3 Units.
Learning about flexible and stretchable electronics from materials to applications. Covering organic and inorganic semiconductors, vacuum and solution-based metal-oxide semiconductors, nanomembranes and nanocrystals, conductors and insulators, flexible and ultra-high-resolution displays, lighthitting transistors, organic and inorganic photovoltaics, large-area imagers and sensors, non-volatile memories and radio-frequency identification tags. Discussing applications of flexible, stretchable and large-area electronics as part of the foregoing topics. Recommended preparation: EECS/ECSE 322.

ECSE 450. Operations and Systems Design. 3 Units.
Introduction to design, modeling, and optimization of operations and scheduling systems with applications to computer science and engineering problems. Topics include, forecasting and times series, strategic, tactical, and operational planning, life cycle analysis, learning curves, resources allocation, materials requirement and capacity planning, sequencing, scheduling, inventory control, project management and planning. Tools for analysis include: multi-objective optimization, queuing models, simulation, and artificial intelligence.
ECSE 452. Random Signals. 3 Units.

ECSE 460. Manufacturing and Automated Systems. 3 Units.
Formulation, modeling, planning, and control of manufacturing and automated systems with applications to computer science and engineering problems. Topics include, design of products and processes, location/spatial problems, transportation and assignment, product and process layout, group technology and clustering, cellular and network flow layouts, computer control systems, reliability and maintenance, and statistical quality control. Tools and analysis include: multi-objective optimization, artificial intelligence, and heuristics for combinatorial problems. Offered as ECSE 360 and ECSE 460.

ECSE 465. Computer Vision. 3 Units.
The goal of computer vision is to create visual systems that recognize objects and recover structures in complex 3D scenes. This course emphasizes both the science behind our understanding of the fundamental problems in vision and the engineering that develops mathematical models and inference algorithms to solve these problems. Specific topics include feature detection, matching, and classification; visual representations and dimensionality reduction; motion detection and optical flow; image segmentation; depth perception, multi-view geometry, and 3D reconstruction; shape and surface perception; visual scene analysis and object recognition. Offered as CSDS 465 and ECSE 465.

ECSE 466. Computer Graphics. 3 Units.
Theory and practice of computer graphics: object and environment representation including coordinate transformations image extraction including perspective, hidden surface, and shading algorithms; and interaction. Covers a wide range of graphic display devices and systems with emphasis in interactive shaded graphics. Offered as CSDS 366, ECSE 366, CSDS 466 and ECSE 466. Prereq: Graduate standing or Requisites Not Met permission.

ECSE 467. Commercialization and Intellectual Property Management. 3 Units.
This interdisciplinary course covers a variety of topics, including principles of intellectual property and intellectual property management, business strategies and modeling relevant to the creation of start-up companies and exploitation of IP rights as they relate to biomedical-related inventions. The goal of this course is to address issues relating to the commercialization of biomedical-related inventions by exposing law students, MBA students, and Ph.D. candidates (in genetics and proteomics) to the challenges and opportunities encountered when attempting to develop biomedical intellectual property from the point of early discovery to the clinic and market. Specifically, this course seeks to provide students with the ability to value a given technological advance or invention holistically, focusing on issues that extend beyond scientific efficacy and include patient and practitioner value propositions, legal and intellectual property protection, business modeling, potential market impacts, market competition, and ethical, social, and healthcare practitioner acceptance. During this course, law students, MBA students, and Ph.D. candidates in genomics and proteomics will work in teams of five (two laws students, two MBA students and one Ph.D. candidate), focusing on issues of commercialization and IP management of biomedical-related inventions. The instructors will be drawn from the law school, business school, and technology-transfer office. Please visit the following website for more information: fusioninnovate.com. Offered as LAWS 5341, MGMT 467, GENE 367, GENE 467, EBME 467 and ECSE 467.

ECSE 468. Power System Analysis I. 3 Units.
This course introduces the steady-state modeling and analysis of electric power systems. The course discusses the modeling of essential power system network components such as transformers and transmission lines. The course also discusses important steady-state analysis of three-phase power system network, such as the power flow and economic operation studies. Through the use of PowerWorld Simulator education software, further understanding and knowledge can be gained on the operational characteristics of AC power systems. Special topics concerning new grid technologies will be discussed towards the semester end. The prerequisite requirements of the course include the concepts and computational techniques of Alternative Current (AC) circuit and electromagnetic field. Offered as ECSE 368 and ECSE 468. Prereq: EECS 245.

ECSE 469. Power System Analysis II. 3 Units.
This course extends upon the steady state analysis of power systems to cover study topics that are essential for power system planning and operation. Special system operating conditions are considered, such as unbalanced network operation and component faults. Among the most important analytical methods developed, are symmetrical components and sequence networks. Other study topics discussed include the electric machine modeling and power system transient stability. The latter half of the course presents computational methods and control algorithms that are essential for power system operation, such as generation control and state estimation. Offered as ECSE 369 and ECSE 469. Prereq: EECS 368.
ECSE 470. Smart Grid. 3 Units.
This course starts with an introduction to the US electric power system infrastructure and national electricity policy. Then power system operations and reliability practices are described. In the context of currently existing infrastructure and operation strategies, the course discusses the new Smart Grid technologies such as renewable resources, distributed generation, demand response, energy storage and electric vehicles. Additional important topics of discussion include Advanced Meter Infrastructure, microgrids, the IEEE 1547 Interconnection Standard, and other interoperability standards. The course captures the evolving progress made in Smart Grid technologies and the impacts on power system economics and reliability. Offered as ECSE 370 and ECSE 470. Prereq: ECES 368.

ECSE 472. Introduction to Distribution Systems. 3 Units.
Introduction to Distribution Systems provides students with a fundamental understanding of distribution power system configurations, equipment and loads. It also provides a detailed review of distributed energy resources and their impacts on utility distribution systems. Since today's distribution utilities are facing the challenge of managing a distribution network made up of assets from proven and mature technologies while integrating new technologies this course will also discuss a concept of smart grid and its application to distribution systems. The first part of the course reviews the fundamental methods used in the steady state analysis of AC circuits as applied to power distribution systems following by the steady-state modeling of electric power distribution systems. The second part of the course introduces fundamental analysis of electric power distribution systems such as power flow, state estimation, and fault calculation and discusses concerns such as reliability, power quality and voltage regulation. Offered as EECS 372 and ECES 472. Prereq: Graduate student standing.

ECSE 473. Modern Robot Programming. 3 Units.
The goal of this course is to learn modern methods for building up robot capabilities using the Robot Operating System (ROS). Through a sequence of assignments, students learn how to write software to control both simulated and physical robots. Material includes: interfacing software to robot I/O; path and trajectory planning for robot arms; object identification and localization from 3-D sensing; manipulation planning; and development of graphical interfaces for supervisory robot control. Laboratory assignments are scheduled in small groups to explore implementations on specific robots. Graduate students will also perform an independent project. Offered as CSDS 373, ECSE 373, CSDS 473 and ECSE 473. Prereq: ENGR 131 or EECS 132.

ECSE 474. Advanced Control and Energy Systems. 3 Units.
This course introduces applied quantitative robust and nonlinear control engineering techniques to regulate automatically renewable energy systems in general and wind turbines in particular. The course also studies the fundamentals for dynamic multidisciplinary modeling and analysis of large multi-megawatt wind turbines (mechanics, aerodynamics, electrical systems, control concepts, etc.). The course combines lecture sessions and lab hours. The 400-level includes an experimental lab competition, where the object is to design, implement, and experimentally validate a control strategy to regulate a real system in the laboratory (helicopter control competition or similar); it will also include additional project design reports. Offered as ECSE 374 and ECSE 474. Prereq: ECES 304.

ECSE 475. Applied Control. 3 Units.
This course provides a practical treatment of the study of control engineering systems. It emphasizes best practices in industry so that students learn what aspects of plant and control system design are critical. The course develops theory and practice for digital computer control systems; PID controller design (modes, forms and tuning methods); Control structure design (feed-forward, cascade control, predictive control, disturbance observers, multi-loop configurations, multivariable control); Actuators, sensors and common loops; Dynamic performance evaluation; and some advanced control techniques (quantitative robust control, gain-scheduling and adaptive control) to achieve a good performance over a range of operating conditions. Recommended preparation: EECS/ECSE 374 or EECS/ECSE 474. Offered as ECSE 375 and ECSE 475. Prereq: ECES 304 or Requisites Not Met permission.

ECSE 476. Mobile Robotics. 3 Units.
Design of software systems for mobile robot control, including: motion control; sensory processing; localization and mapping; mobile-robot planning and navigation; and implementation of goal-directed behaviors. The course has a heavy lab component involving a sequence of design challenges and competitions performed in teams. Offered as CSDS 476 and ECSE 476. Prereq: ECES 373 or EECS 473.

ECSE 478. Computational Neuroscience. 3 Units.
Computer simulations and mathematical analysis of neurons and neural circuits, and the computational properties of nervous systems. Students are taught a range of models for neurons and neural circuits, and are asked to implement and explore the computational and dynamic properties of these models. The course introduces students to dynamical systems theory for the analysis of neurons and neural learning, models of brain systems, and their relationship to artificial and neural networks. Term project required. Students enrolled in MATH 478 will make arrangements with the instructor to attend additional lectures and complete additional assignments addressing mathematical topics related to the course. Recommended preparation: MATH 223 and MATH 224 or BIOL 300 and BIOL 306. Offered as BIOL 378, COGS 378, MATH 378, BIOL 478, CSDS 478, EBME 478, ECSE 478, MATH 478 and NEUR 478.

ECSE 479. Introduction to Relay Protection. 3 Units.
Protection does not mean prevention, but rather, minimizing the duration of the trouble and limiting the damage, outage time, and related problems that may result otherwise. Introduction to Relay Protection introduces the power system protection, including basic fundamental understanding of relaying, common protection methods and relay applications. The first part of the course reviews the technical tools of the relay engineering (phasors, polarity and symmetrical components), fault analyzes, protection fundamentals and basic design principles. The second part of the course focuses on the line, transformer, bus, generation and motor protection. The course will be accompanied by relay protection laboratory where students will have hands on experience with main types of protective relays. Offered as ECSE 379 and ECSE 479. Prereq: Graduate student standing.

ECSE 480A. Introduction to Wireless Health. 3 Units.
Study of convergence of wireless communications, microsystems, information technology, persuasive psychology, and health care. Discussion of health care delivery system, medical decision-making, persuasive psychology, and wireless health value chain and business models. Understanding of health information technology, processing of monitoring data, wireless communication, biomedical sensing techniques, and health monitoring technical approaches and solutions. Offered as ECSE 480A and EBME 480A.
ECSE 480B. The Human Body. 3 Units.
Study of structural organization of the body. Introduction to anatomy, physiology, and pathology, covering the various systems of the body. Comparison of elegant and efficient operation of the body and the related consequences of when things go wrong, presented in the context of each system of the body. Introduction to medical diagnosis and terminology in the course of covering the foregoing. Offered as ECSE 480B and EBME 480B.

ECSE 480C. Biomedical Sensing Instrumentation. 3 Units.
Study of principles, applications, and design of biomedical instruments with special emphasis on transducers. Understanding of basic sensors, amplifiers, and signal processing. Discussion of the origin of biopotential, and biopotential electrodes and amplifiers (including biotelemetry). Understanding of chemical sensors and clinical laboratory instrumentation, including microfluidics. Offered as ECSE 480C and EBME 480C. Prereq: EECS/EBME 480A, EECS/EBME 480B

ECSE 480D. The Health Care Delivery Ecosystem. 3 Units.
Health care delivery across the continuum of care in the United States, including health policy and reform, financing of care, comparative health systems, population health, public health, access to care, care models, cost and value, comparative effectiveness, governance, management, accountability, workforce, and the future. Discussions of opportunities and challenges for wireless health, integrated into the foregoing topics. Perspective on health care delivery in other countries. Offered as ECSE 480D and EBME 480D.

ECSE 480E. Wireless Communications and Networking. 3 Units.
Essentials of wireless communications and networking, including teletraffic engineering, radio propagation, digital and cellular communications, wireless wide-area network architecture, speech and channel coding, modulation schemes, antennas, security, networking and transport layers, and 4G systems. Hands-on learning of the anatomy of a cell phone, and a paired wireless health device and its gateway. Offered as ECSE 480E and EBME 480E.

ECSE 480F. Physicians, Hospitals and Clinics. 3 Units.
Rotation through one or more health care provider facilities for a first-hand understanding of care delivery practice, coordination, and management issues. First-hand exposure to clinical personnel, patients, medical devices and instruments, and organizational workflow. Familiarity with provider protocols, physician referral practices, electronic records, clinical decision support systems, acute and chronic care, and inpatient and ambulatory care. Offered as ECSE 480F and EBME 480F.

ECSE 480G. Applied Cryptography. 3 Units.
This course begins with a discussion of how mobility-driven computing and communication systems use cryptography to protect data and protocols. The foundation for critical cryptographic concepts, techniques, and algorithms are covered. The fundamental cryptographic concepts are studied, including: symmetric encryption, public key encryption, digital signatures, cryptographic hash function, and message authentication codes; cryptographic protocols, such as key exchange, remote user authentication, and interactive proofs; cryptanalysis of cryptographic primitives and protocols, such as by side-channel attacks, differential cryptanalysis, or replay attacks; and cryptanalytic techniques on deployed systems, such as memory remanence, timing attacks, fault attacks, and differential power analysis. Techniques used for code making (cryptographic) and break codes (cryptanalytic) are covered, as well as how these techniques are used within larger security systems.

ECSE 480H. Software Security. 3 Units.
This course begins with discussions of good software engineering practices to ensure security in modern software systems and additional challenges to security due to code mobility in software for mobility-driven computing. The basics of software security and threat models, methods to protect software (operating systems, databases, distributed software) - including risk analysis, authentication and authorization, access control, and software architecture for security - are studied. Principles of secure coding, validation and verification of secure software, software and data watermarking, code obfuscation, tamper resistant software are studied, as well as the benefits of open source and closed source software. Use of software as an attack mechanism and emerging attack models (including joint hardware-software attacks) are studied.

ECSE 480K. Hardware Security. 3 Units.
This course begins with the keys to enabling secure, trustworthy operation of computer hardware - understanding security issues and how appropriate security measures are included during design, verification, test, and deployment. Increasingly the security primitives such as the Trusted Computing Module are being introduced at the hardware level to prevent the compromise of security in systems being deployed today. A comprehensive coverage of security issues in computer hardware is provided. Topics of embedded systems security, hardware Trojans, security in implantable medical devices, security in RFID/NFC, protection from side channel attacks, tamper resistance and crypto processor design, trusted FPGA design/JTAG, hardware-based cryptanalysis, and hardware IP protection against piracy and reverse-engineering are covered. A course project (Can you Hack It?) that challenges students to hack a hardware is included.

ECSE 480Q. Regulatory Policy and Regulations. 3 Units.
Introduction of wireless health technologies: spectrum, licensed versus unlicensed; personal area networks; body area networks; ultra-wideband low energy level short-range radios; wireless local area networks; wide area networks. The Federal system: separation of powers; the executive branch and its departments; the House of Representatives and its committees; the Senate and its committees; the FCC; policy versus regulatory versus legislative. What is a medical device: FDA; classification system; radiation-emitting products; software; RF in medical devices; converged medical devices; international aspects. Regulation of health information technology and wireless health: American Recovery and Reinvestment Act; Patient Protection and Affordable Care Act; FCC/ FDA MoU; CMS and Reimbursement; privacy and security. Offered as ECSE 480Q and EBME 480Q.

ECSE 480R. User Experience Engineering. 3 Units.
Social, cognitive, behavioral, and contextual elements in the design of healthcare technology and systems. User-centered design paradigm from a broad perspective, exploring dimensions of product user experience and learning to assess and modify the design of healthcare technology. Practical utilization of user centered design method and assessment techniques for approaching a design problem. Offered as ECSE 480R and EBME 480R.

ECSE 480S. Wireless Health Product Development. 3 Units.
Integrating application requirements, market data, concept formulation, design innovation, and manufacturing resources for creating differentiated wireless health products that delight the user. Learning user-centric product development best practices, safety, security and privacy considerations, and risk management planning. Understanding the regulatory process. Identifying and managing product development tradeoffs. Offered as ECSE 480S and EBME 480S. Prereq: EECS 480R.
ECSE 480T. Wearable Computing Design. 3 Units.
Learning about wearable devices using flexible/conformal electronics designed for convenience and uninterrupted wear-ability. Examining related design challenges from the technology, human and business points of view. Understanding wearable product design for general and special-purpose tasks in information processing, media operations, and information extraction from sensed data. Learning about the technological challenges for design, including miniaturization, power delivery and management, data storage, and wireless networking. Learning about hardware choices (processor, field programmable gate array or custom ASIC based design) for wearable computers and software architectures for smart data processing. Learning about wearable designs centered on the human experience, including sensing and interfacing with the human body, as well as user interaction, convenience, and support for non-intrusive social appearance. Case studies tying the business requirements with the technology and design issues.

ECSE 480U. Wearable Computing Technology. 3 Units.
Learning about a broad range of cutting-edge technologies suitable for wearable computing. Understanding printed and flexible electronics technologies required for creating wearable computing, in particular organsics for active components due to their flexibility or conformity. Examine the tradeoffs between flexible/conformal versus rigid electronics in the context of wearable computing. Reviewing the history of printed electronics used as conductors for membrane keypads, car windshield heaters and RFID tag antennas to name a few application examples. Reviewing the latest technology advances in functional components such as displays, lighting, transistors (p-type & n-type), memory, batteries, photovoltaics (PV), sensors, and conductors as well as integration/packaging steps. Understanding the market potential of these technologies by reviewing emerging products.

ECSE 480W. Wearable Computing Manufacturing. 3 Units.
Learning about the supply chain and manufacturing processes for flexible electronics, sensors, and other technologies contributing to the development of wearable products. Understanding supply chain issues in low mobility materials, multilevel substrates, nanocomposites, materials for low power sensors, and inks suitable for direct printing. Identifying the tradeoffs involved in various manufacturing methods such as roll-to-roll manufacturing a mature coating technology yet to be proven for full device integration. Studying other manufacturing techniques such as plate-to-plate, direct printing, 3D printing, and screening techniques for their applicability to the manufacturing and integration of flexible electronics. Understanding the use of lithography and vapor deposition techniques in the context of flexible electronics. Examining the issues of systems integration and packaging of the manufactured products.

ECSE 480X. Mobility-Driven Computing. 3 Units.
Fundamental concepts in computing and architecture for mobile devices, mobile operating systems, mobility and mobile data management. Application of technologies for location awareness, context awareness, integrated sensors, mobile Internet, displays, pattern recognition and natural language processing, and touch/gesture based user interaction. Understanding of the tradeoffs in design (smartphones, tablets) due to resource constraints such as wireless connectivity, application processing, power management, and graphics. Integration of near- and wide-area wireless communication technologies (Bluetooth, Wireless WAN). Exploration of emerging technologies and services for the mobile platform. Integration of the foregoing concepts in a specific mobile context application (home/office, pedestrian, vehicular).

ECSE 480Y. Mobility-Driven Embedded Systems. 3 Units.
Foundations of reliable, energy-efficient and secure design of embedded systems. Fundamentals of mobility in embedded systems including wireless technology, location awareness, sensors, and actuators. Design consideration for processors, DSP memory, and interfaces under mobility constraints (connectivity, power, and data management). Systems software for embedded computing, device management, and real-time I/O. Software design under constraints of size, performance, availability, and reliability. Software development techniques and practices (compilers, OS, and runtime systems). Case studies of mobility driven real-time embedded systems and software. Applications of mobility driven embedded systems, for example in biomedical implant systems.

ECSE 480Z. Mobile Applications Development. 3 Units.
Understanding of the mobile application architecture, operating systems, and platforms. Challenges and opportunities in mobile application development. Evaluation of the leading mobile platform frameworks with respect to their features, functions, libraries, support, and ease of development. Software design for mobile applications in gaming, multimedia, entertainment, and enterprise applications. Development of enhanced user experience in a multi-touch, multi-sensor (accelerometer, gyroscopes, camera, geo-location) environment. Understanding of software development environments and testing tools, and use of wireless connectivity and data in mobile applications. Development of or extension of a modest application based on a major mobile platforms (iOS, Windows Phone 7, or Android).
ECSE 486. Quantum Computing, Information, and Devices. 3 Units.
An introduction to the math, physics, engineering, and computer science underlying the rapidly emerging fields of quantum computing, quantum information, and quantum devices. The course is taught by a group of faculty from physics, engineering, computer science, and math, and is geared towards students with diverse backgrounds and interests in these fields. Students will select a concentration in one of these four areas, and the coursework, while still covering all topics, will be adjusted to focus on the selected area in the most detail. Note that the listed prerequisites depend on choice of concentration. Topics will include: 1. (Mathematics) Introduction to linear algebra, convex geometry, fundamental theory of quantum information. 2. (Physics) Introduction to the quantum mechanics of two-level systems (qubits). Survey of physics and materials for qubit technologies. 3. (Computer Science) Basic quantum gates and circuits, introduction to the theory of algorithms, survey of quantum algorithms. 4. (Engineering) Quantum architectures, mapping algorithms onto circuits. The course consists of lectures, homework, and group projects. Group projects will aim to synthesize the diverse backgrounds of the students and instructors to capture the interdisciplinary nature of the field. Students taking the course for graduate credit will complete an additional literature research project and presentation, in addition to enhanced problem sets. Offered as CSDS 386, CSDS 486, ECSE 386, ECSE 486, MATH 386, MATH 486, PHYS 386, and PHYS 486. Prereq: (CSDS 281 or ECSE 281) and (ENGR 131 or CSDS 132 or ECSE 132) and (MATH 223 or MATH 227) and (MATH 224 or MATH 228) and (PHYS 122 or PHYS 124).

ECSE 487. Advanced Game Development Project. 3 Units.
This game development project course will bring together an interdisciplinary group of students in the fields of engineering, computer science, and art to focus on the design and development of a complete, fully functioning computer game as an interdisciplinary team. The student teams are given complete liberty to design their own fully functional games from their original concept to a playable game published in an online marketplace. Student teams will experience the entire game development cycle as they execute their projects. Responsibilities include creating a game idea, writing a story, developing the artwork, designing characters, implementing music and sound effects, programming and testing the game, and publishing the final project. Students enrolled in 487 will develop a healthcare or education virtual environment or video game in collaboration with a mentor who has expertise in the chosen area. Offered as CSDS 390, ECSE 390, CSDS 487, and ECSE 487. Prereq: Graduate student standing.

ECSE 488. Embedded Systems Design. 3 Units.
Objective: to introduce and expose the student to methodologies for systematic design of embedded system. The topics include, but are not limited to, system specification, architecture modeling, component partitioning, estimation metrics, hardware software codesign, diagnostics.

ECSE 489. Robotics I. 3 Units.

ECSE 490. Digital Image Processing. 3 Units.
Digital images are introduced as two-dimensional sampled arrays of data. The course begins with one-to-one operations such as image addition and subtraction and image descriptors such as the histogram. Basic filters such as the gradient and Laplacian in the spatial domain are used to enhance images. The 2-D Fourier transform is introduced and frequency domain operations such as high and low-pass filtering are developed. It is shown how filtering techniques can be used to remove noise and other image degradation. The different methods of representing color images are described and fundamental concepts of color image transformations and color image processing are developed. One or more advanced topics such as wavelets, image compression, and pattern recognition will be covered as time permits. Programming assignments using software such as MATLAB will illustrate the application and implementation of digital image processing. Offered as CSDS 490 and ECSE 490.

ECSE 494. Introduction to Information Theory. 3 Units.
This course is intended as an introduction to information and coding theory with emphasis on the mathematical aspects. It is suitable for advanced undergraduate and graduate students in mathematics, applied mathematics, statistics, physics, computer science and electrical engineering. Course content: Information measures-entropy, relative entropy, mutual information, and their properties. Typical sets and sequences, asymptotic equipartition property, data compression. Channel coding and capacity; channel coding theorem. Differential entropy, Gaussian channel, Shannon-Nyquist theorem. Information theory inequalities (400 level). Additional topics, which may include compressed sensing and elements of quantum information theory. Recommended preparation: MATH 201 or MATH 307. Offered as MATH 394, CSDS 394, ECSE 394, MATH 494, CSDS 494 and ECSE 494.

ECSE 499. Algorithmic Robotics. 3 Units.
This course introduces basic algorithmic techniques in robotic perception and planning. Course is divided into two parts. The first part introduces probabilistic modeling of robotic motion and sensing. Gaussian and nonparametric filters, and algorithms for mobile robot localization. The second part introduces fundamental deterministic and randomized algorithms for motion planning. Offered as CSDS 499 and ECSE 499. Prereq: Graduate Standing or Requisites Not Met permission.

ECSE 500. ECSE Colloquium. 0 Unit.
Seminars on current topics in Electrical, Computer and Systems Engineering.

ECSE 500T. Graduate Teaching II. 0 Unit.
This course will provide the Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. In this course may be expected to perform one or more of the following teaching related activities: grading homeworks, quizzes, and exams, having office hours for students, running recitation sessions, providing laboratory assistance. Recommended preparation: Ph.D. student in ECSE department.
ECSE 526. Integrated Mixed-Signal Systems. 3 Units. 
Mixed-signal (analog/digital) integrated circuit design. D-to-A and A-to-D conversion, applications in mixed-signal VLSI, low-noise and low-power techniques, and communication sub-circuits. System simulation at the transistor and behavioral levels using SPICE. Class will design a mixed-signal CMOS IC for fabrication by MOSIS. Recommended preparation: ECES/ECSE 426.

ECSE 527. Advanced Sensors: Theory and Techniques. 3 Units. 
Sensor technology with a primary focus on semiconductor-based devices. Physical principles of energy conversion devices (sensors) with a review of relevant fundamentals: elasticity theory, fluid mechanics, silicon fabrication and micromachining technology, semiconductor device physics. Classification and terminology of sensors, defining and measuring sensor characteristics and performance, effect of the environment on sensors, predicting and controlling sensor error. Mechanical, acoustic, magnetic, thermal, radiation, chemical and biological sensors will be examined. Sensor packaging and sensor interface circuitry.

ECSE 589. Robotics II. 3 Units. 
Survey of research issues in robotics. Force control, visual servoing, robot autonomy, on-line planning, high-speed control, man/machine interfaces, robot learning, sensory processing for real-time control. Primarily a project-based lab course in which students design real-time software executing on multi-processors to control an industrial robot. Recommended preparation: EECS/CSDS/ECSE 489. Offered as CSDS 589 and ECSE 589.

ECSE 600. Special Topics. 1 - 18 Units.
ECSE 600T. Graduate Teaching III. 0 Unit. 
This course will provide Ph.D. candidate with experience in teaching undergraduate or graduate students. The experience is expected to involve direct student contact but will be based upon the specific departmental needs and teaching obligations. This teaching experience will be conducted under the supervision of the faculty member who is responsible for the course, but the academic advisor will assess the educational plan to ensure that it provides an educational experience for the student. Students in this course may be expected to perform one or more of the following teaching related activities running recitation sessions, providing laboratory assistance, developing teaching or lecture materials presenting lectures. Recommended preparation: Ph.D. student in ECSE department.

ECSE 601. Independent Study. 1 - 18 Units.
ECSE 620. Special Topics. 1 - 18 Units.
ECSE 621. Special Projects. 1 - 18 Units.
ECSE 651. Thesis M.S.. 1 - 18 Units.
Credit as arranged.
ECSE 695. Project M.S.. 1 - 9 Units. 
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EECS Plan B MS Program.
ECSE 701. Dissertation Ph.D.. 1 - 9 Units. 
Credit as arranged.

Department of Materials Science and Engineering 
White Building (7204) 
http://engineering.case.edu/emse/ 
Phone: 216.368.4230

Department Chair: Frank Ernst
Frank.Ernst@case.edu

Materials science and engineering is a discipline that extends from understanding the microscopic structure and properties of materials to designing materials in engineering systems and evaluating their performance. Achievements in materials engineering underpin the revolutionary advances in technology that define the modern standard of living. Materials scientists and engineers understand how the properties of materials relate to their microscopic structure and composition and engineer the synthesis and microstructure of materials to advance their performance in conventional and innovative technical applications.

The Department of Materials Science and Engineering offers programs leading to the degrees of Bachelor of Science in Engineering, Master of Science, and Doctor of Philosophy. The technological challenges that materials engineers face demand knowledge across a broad spectrum of materials. The Department conducts academic and research activities with metals, ceramics, semiconductors, polymers, and composites. Timely research and education respond to the demands for new materials and improved materials performance in existing applications, often transcending the traditional materials categories.

While a discipline of engineering, the field brings basic science to bear on the technological challenges related to the performance of industrial products and their manufacture. Materials science draws on chemistry in its concern for bonding, synthesis, and composition of engineering materials and their chemical interactions with the environment. Physics provides a basis for understanding the atomistic and electronic structure of materials and how they determine mechanical, thermal, optical, magnetic, and electrical properties. Mathematics, computation, and data science provide quantitative physical theories and modeling of the atomistic and electronic structure and provide advances in methods for microstructural analysis, materials design, and manufacturing processes.

Mission
The Department of Materials Science and Engineering engages faculty, students, postdoctoral researchers, engineers, and staff in developing and understanding relationships between processing, structure, properties, and the performance of materials in engineering applications. The Department provides a research-intensive environment that encourages collaboration and underpins modern education of undergraduate and graduate students as well as professionals in the field. This environment provides a strong foundation for advancing the frontiers of materials research, developing important technical innovations, and preparing engineers and scientists for challenging leadership careers.

Research Areas
Deformation and Fracture
Stress–strain relations during elastic and anelastic deformation. Plastic deformation mechanisms controlled by dislocation activity, twinning, or transformation-induced shear mechanisms, as well as by creep and viscous flow mechanisms under uniaxial, biaxial, and triaxial stress states, in particular in plane-strain and/or plane-stress conditions. Relationships between structure (atomistic structure and microstructure) and mechanical behavior of crystalline and glassy materials, including metals, intermetallics, semiconductors, ceramics, and composites. State-of-the-art facilities are available for testing mechanical properties over a range of strain rates, test temperatures,
stress states, and size scales under monotonic and cyclic loading and under stress–corrosion conditions.

Materials Processing

Phase-transformation- and thermo-mechanical processing of alloys, including solution-, precipitation-, recovery-and-recrystallization- and stress-relief heat-treatments, also for intentional generation of residual-stresses. Deformation processing of materials. Surface engineering, crystal growth, sputter-, vapor- and laser-ablation synthesis of films. Melting and casting of metal alloys into sand/ceramic molds, injection into metallic molds, and by rapid solidification to form crystalline or (metallic-) glass ribbons. Ceramic- and metal powder synthesis. Consolidation processing by cold-pressing and sintering, electric-field-assisted compaction, or hot-pressing. Composite materials by forming of layered materials, electroplated metals, diffusion-bonding, brazing, and welding. Electrochemical- and thermo-chemical conversion processing, e.g. oxide-film growth by anodizing or thermochemical conversion. Synthesis of micro-to-nano-porous metal/oxide structures, e.g. for battery and capacitor electrodes or for catalyst support.

Environmental Effects


Surfaces and Interfaces

Material surfaces in vacuum, ambient-, and chemical environments, grain- and phase boundaries, hetero-interfaces (interfaces between different metals, ceramics, carbon/graphite, polymers, and combinations thereof).

Electronic, Magnetic, and Optical Materials

Materials for energy conversion technologies, such as photovoltaics, organic and inorganic light-emitting diodes and displays, fuel cells, electrolytic capacitors, solid-state Li-ion batteries, and building-envelope materials. Processing, properties, and characterization of magnetic, ferroelectric, and piezoelectric materials.

Microcharacterization of Materials

Facilities for high-resolution imaging, spatially resolved chemical analysis and spectrometry, and diffractometry. Conventional, analytical, and high-resolution transmission electron microscopy, scanning electron microscopy, focused ion beam techniques, scanning probe microscopy, light-optical microscopy, optical and electron spectroscopies, surface analysis, and X-ray diffractometry.

Materials Data Science

Rapid qualification of alloys, data science applications in polymers and coatings. Distributed computing, informatics, statistical analytics, exploratory data analysis, statistical modeling, and prediction. Hadoop, cloud computing, and computationally intensive research are supported through the operation of a scalable high-performance computing (HPC) system.

Faculty

Frank Ernst, Dr. rer. nat. habil.
(University of Göttingen)

Leonard Case Jr. Professor of Engineering
Microstructure and microcharacterization, alloy surface engineering, defects in crystalline materials, interface- and stress-related phenomena.

William A. “Bud” Baeslack III, PhD
(Rensselaer Polytechnic Institute)
Professor
Welding, joining of materials, and titanium and aluminum metallurgy.

Jennifer W. Carter, PhD
(The Ohio State University)
Associate Professor
Processing–structure–property relationships of crystalline and amorphous materials. Multi-scale material characterization methods for correlating local microstructural features with mechanical and environmental responses.

Mark R. DeGuire, PhD
(Massachusetts Institute of Technology)
Associate Professor

Roger H. French, PhD
(Massachusetts Institute of Technology)
Kyocera Professor
Optical properties and electronic structure of polymers, ceramics, optical and biomolecular materials. These determine the vdW interactions which drive wetting of interfaces and mesoscale assembly biomolecular and inorganic systems including CNTs, proteins and DNA. Energy research focused on lifetime and degradation science. Including developing CRADLE, a Hadoop/Hbase/Spark-based distributed computing environment, for data science and analytics of complex systems such as photovoltaics and outdoor exposed materials. This allows multi-factor real-world performance to be integrated with lab-based datasets to identify mechanisms and pathways activated over lifetime using statistical and machine learning.

Peter Lagerlof, PhD
(Case Western Reserve University)
Associate Professor
Mechanical properties of ceramics and metals. Low-temperature deformation twinning. Light-induced plasticity of semiconductors. Methodology of transmission electron microscopy and diffractometry.

John J. Lewandowski, PhD
(Carnegie Mellon University)
Arthur P. Armington Professor of Engineering
David H. Matthiesen, PhD
(Massachusetts Institute of Technology)
Associate Professor; Director, Wind Energy Research and Commercialization (WERC) Center

James D. McGuffin-Cawley, PhD
(Case Western Reserve University)
Arthur S. Holden Professor of Engineering

Alp Sehirlioglu, PhD
(University of Illinois at Urbana Champaign)
Assistant Professor

Gerhard E. Welsch, PhD
(Case Western Reserve University)
Professor

Matthew A. Willard, PhD
(Carnegie Mellon University)
Associate Professor

Jennifer Braid, PhD
(Colorado School of Mines)
Research Assistant Professor
Developing data science and computer vision techniques for PV module and system research

Laura S. Bruckman, PhD
(University of South Carolina)
Research Associate Professor
Electronic materials, lifetime and degradation science, data science.

Jeffrey Yarus, PhD
(University of South Carolina)
Research Professor
Applications of data science and statistics in materials science, materials engineering, and geology.

Secondary Faculty
Clemens Burda, PhD
Professor
Chemistry

Sunniva Collins, PhD
Associate Professor
Mechanical Engineering

Liming Dai, PhD
Kent Hale Smith Professor
Macromolecular Science and Engineering

Walter Lambrecht, PhD
Professor
Physics

Clare Rimnac, PhD
Professor
Mechanical Engineering

Moham Sankaran, PhD
Goodrich Professor of Engineering Innovation
Chemical Engineering

Russell Wang, DDS
Associate Professor
Dentistry

Xiong (Bill) Yu, PhD, PE
Professor
Civil Engineering

Adjunct Faculty
Amon Chait, PhD
(The Ohio State University)
Adjunct Professor
NASA Lewis Research Center

George Fisher, PhD
Adjunct Professor
Ion Vacuum Technologies Corporation

Hoda Amani Hamedani, PhD
(Georgia Institute of Technology)
Adjunct Professor
Case Western Reserve University

N.J. Henry Holroyd, PhD
(Newcastle University)
Adjunct Professor
Luxfer Gas Cylinders

Jeffrey J. Hoyt, PhD
(University of California, Berkeley)
Adjunct Professor
McMaster University

Jennie S. Hwang, PhD
(Case Western Reserve University)
Adjunct Professor
H-Technologies Group
The curriculum leading to the Bachelor of Science in Engineering degree with a major in Materials Science and Engineering includes the “Engineering Core” – basic courses in mathematics, physics, chemistry, and engineering along with breadth electives – and the CWRU General Education requirements. To these are added courses in engineering materials, which also allow students to choose one of several areas of concentration within the major. A total of 129 credit hours (units) is required.

Throughout the undergraduate curriculum in Materials Science and Engineering, scientific fundamentals are integrated with coverage of current manufacturing, design, and applications of engineering materials.

The goal of the Department of Materials Science and Engineering is to prepare students for rewarding careers that provide creative, effective solutions to societal needs, through coursework and associated activities that emphasize:

• The interrelationships among the processing, structure, properties, and performance of engineering materials
• The mutual reinforcement of education and professional development throughout one's career

The undergraduate experience in Materials Science and Engineering at Case Western Reserve is marked by a high degree of hands-on experience and many opportunities for professional development before graduation. Lab courses, senior projects, and plant tours ensure that every student sees the field first-hand in current research and industrial settings.

The Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org/.

Program Educational Objectives
1. Graduates will take an active part in professional organizations.
2. Graduates will assume leadership positions in materials science related industries.
3. Graduates will be effectively involved in solving technical problems.
4. Graduates may successfully enter and complete graduate and professional degree programs.

Student Outcomes
As preparation for achieving the above educational objectives, the Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering is designed so that students attain:

• an ability to apply knowledge of mathematics, science, and engineering
• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to design a system, component, or process to meet desired needs
• an ability to function in multi-disciplinary teams
• an ability to identify, formulate, and solve engineering problems
• an understanding of professional and ethical responsibility
• an ability to communicate effectively

Bachelor of Science in Engineering
Required Courses for Major in Materials Science and Engineering
Course numbers beginning on 1, 2, and 3 indicate undergraduate-level courses. Course numbers beginning on 4 indicate masters-level courses. In addition to Engineering Core (http://bulletin.case.edu/undergraduatetests/csedegree/) and CWRU General Education (http://
The undergraduate program includes courses that expose students to greater depth in areas related to materials science and engineering. These concentration sequences are of two types:

- Students may select an area of concentration that is based on an application or subfield of engineering materials. Each concentration will be a coherent set of courses that, in conjunction with one or more of the courses already required for all EMSE majors plus a specified mathematics/natural science/statistics course, will provide significant depth in an area of materials specialization.
- Students also have the option of designing a concentration — Advanced Materials Science and Engineering — in consultation with their advisors and subject to approval by the department's Undergraduate Studies Committee.

The concentrations are below. All concentrations equal 12 units (four courses).

### Concentrations

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biomaterials</strong></td>
<td>EBME 201</td>
<td>Physiology-Biophysics I *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EBME 202</td>
<td>Physiology-Biophysics II *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 305</td>
<td>Materials for Prosthetics and Orthotics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 306</td>
<td>Introduction to Biomedical Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 316</td>
<td>Biomaterials for Drug Delivery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 325</td>
<td>Introduction to Tissue Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 406</td>
<td>Polymers in Medicine</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMAC 471</td>
<td>The Human Body</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electronic Materials</strong></td>
<td>PHYS 221</td>
<td>Introduction to Modern Physics *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHYS 315</td>
<td>Introduction to Solid State Physics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHYS 326</td>
<td>Physical Optics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHYS 327</td>
<td>Laser Physics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PHYS 331</td>
<td>Introduction to Quantum Mechanics I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CHEM 340</td>
<td>Solar Energy Conversion</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECHE 383</td>
<td>Chemical Engineering Applied to Microfabrication and Devices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECSE 309</td>
<td>Electromagnetic Fields I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECSE 322</td>
<td>Integrated Circuits and Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 427</td>
<td>Defects in Solids</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMSE 463</td>
<td>Magnetism and Magnetic Materials</td>
<td>3</td>
</tr>
<tr>
<td><strong>Materials Data Science</strong></td>
<td>STAT 312R</td>
<td>Basic Statistics for Engineering and Science Using R Programming</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DSCI 351M</td>
<td>Exploratory Data Science</td>
<td>3</td>
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<tr>
<td></td>
<td>DSCI 352M</td>
<td>Applied Data Science Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>DSCI 353M</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 307</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MATH 304</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECSE 321</td>
<td>Semiconductor Electronic Devices</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECSE 322</td>
<td>Integrated Circuits and Electronic Devices</td>
<td>3</td>
</tr>
<tr>
<td><strong>Polymers</strong></td>
<td>CHEM 223</td>
<td>Introductory Organic Chemistry I *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or CHEM 323</td>
<td>Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

### Related Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAC 270</td>
<td>Introduction to Polymer Science and Engineering</td>
</tr>
<tr>
<td>EMAC 276</td>
<td>Polymer Properties and Design</td>
</tr>
<tr>
<td>EMAC 351</td>
<td>Physical Chemistry for Engineering</td>
</tr>
<tr>
<td>EMAC 352</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>EMAC 353</td>
<td>Physical Chemistry for Engineering</td>
</tr>
</tbody>
</table>

### Total Units

60
EMAC 355  Polymer Analysis Laboratory 3
EMAC 372  Polymer Processing and Testing Laboratory 3
EMAC 375  Fundamentals of Non-Newtonian Fluid Mechanics and Polymer Rheology 3
EMAC 376  Polymer Engineering 3
EMAC 377  Polymer Processing 3
Completion of this concentration (including EMAC 270 and EMAC 276, as required for the major in Materials Science and Engineering) satisfies the requirements for a minor in Polymer Science and Engineering.

EMAC 270  Introduction to Polymer Science and Engineering 3

Structural Materials and Mechanical Behavior

STAT 312  Basic Statistics for Engineering and Science * 3

Plus three of the following:
ECHE 481  Corrosion Fundamentals 3
ECIV 310  Strength of Materials 3
EMAE 370  Design of Mechanical Elements 3
EMSE 228  Mathematical and Computational Methods for Materials Science and Engineering (EMSE 228) 3
EMSE 417  Properties of Materials in Extreme Environments 3
EMSE 421  Fracture of Materials 3
EMSE 422  Failure Analysis 3
EMSE 427  Defects in Solids 3
EMAE 480  Fatigue of Materials 3

* Satisfies the Mathematics/Science/Statistics requirement of the Case School of Engineering.

Advanced Materials Science and Engineering

Students may satisfy the concentration requirement by taking 9 credit hours (units) of courses from engineering, math, statistics, or natural sciences departments (beyond those specifically required in the curriculum) at the 300 level or above, plus a course to satisfy the Mathematics/Natural Sciences/Statistics requirement in the Engineering Core. The courses are to be selected in consultation with the student’s advisor and will be subject to approval by the department’s Undergraduate Studies Committee. This option is appropriate for students who desire further study in topics relevant to materials science and engineering that are not represented in the specializations listed above.

Suggested Program of Study: Major in Materials Science and Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES First year Seminar *</td>
<td>4</td>
</tr>
<tr>
<td>PHED 1xx Physical Education Activities *</td>
<td></td>
</tr>
<tr>
<td>Transitioning Ideas to Reality I - Materials in Service of Industry and Society (EMSE 110)</td>
<td>1</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121) **</td>
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</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAGES University Seminar 2 *</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Science and Engineering III (MATH 223) ** or Calculus III (MATH 227)</td>
<td></td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122) ** or Physics and Frontiers II - Electricity and Magnetism (PHYS 124)</td>
<td>4</td>
</tr>
<tr>
<td>Materials Properties and Design (EMSE 276)</td>
<td>3</td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGL 398) **</td>
<td>2</td>
</tr>
<tr>
<td>Professional Communication for Engineers (ENGR 398) **</td>
<td>1</td>
</tr>
<tr>
<td>Breadth elective I **</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Differential Equations (MATH 224) ** or Differential Equations (MATH 228)</td>
<td>3</td>
</tr>
<tr>
<td>Statics and Strength of Materials (ENGR 200) **</td>
<td>3</td>
</tr>
<tr>
<td>Materials Laboratory I (EMSE 220)</td>
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</tr>
<tr>
<td>Mathematical and Computational Methods for Materials Science and Engineering (EMSE 228)</td>
<td>3</td>
</tr>
</tbody>
</table>

Year Total: 16 17

Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermodynamics, Fluid Dynamics, Heat and Mass Transfer (ENGR 225) **</td>
<td>4</td>
</tr>
<tr>
<td>Materials Laboratory II (EMSE 320)</td>
<td>1</td>
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<tr>
<td>Mesoscale Structural Control of Functional Materials (EMSE 328)</td>
<td>3</td>
</tr>
<tr>
<td>Structural Materials by Design (EMSE 372)</td>
<td>4</td>
</tr>
<tr>
<td>Concentration I *</td>
<td>3</td>
</tr>
<tr>
<td>Breadth elective II **</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Circuits and Instrumentation (ENGR 210) **</td>
<td>4</td>
</tr>
<tr>
<td>Polymer Properties and Design (EMAC 276)</td>
<td>3</td>
</tr>
<tr>
<td>Thermodynamic Stability and Rate Processes (EMSE 327)</td>
<td>3</td>
</tr>
<tr>
<td>Materials Laboratory III (EMSE 330)</td>
<td>2</td>
</tr>
<tr>
<td>Concentration II *</td>
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</tbody>
</table>
Department of Materials Science and Engineering

Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Senior Project in Materials I (EMSE 398)</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Breadth elective II</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Processing of Electronic Materials (EMSE 343)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Engineered Materials for Biomedical Applications (EMSE 345)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Role of Materials in Energy and Sustainability (EMSE 349)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Concentration IIIa</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Senior Project in Materials II (EMSE 399)</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Breadth elective IVb</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Processing and Manufacturing of Materials (EMSE 319)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Design for Lifetime Performance (EMSE 379)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Concentration IVa</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>Year Total:</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 129

Hours required for graduation: 129

* University general education requirement
** Engineering general education requirement
a Actual courses and sequence will vary depending on the concentration chosen; see "Concentrations."
b This requirement may also be met by a minimum of two credit hours (units) selected from EMAE 160 Mechanical Manufacturing (3), EMSE 125 Freshman Research in Materials Science and Engineering or EMSE 325 Undergraduate Research in Materials Science and Engineering

c SAGES Capstone course

Cooperative Education

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition, but maintain their full-time student status while earning a salary. Learn more at http://engineering.case.edu/coop/. Alternatively or additionally, students may obtain employment as summer interns.

Five-Year Combined BS/MS Program

This program offers outstanding undergraduate students the opportunity to obtain an MS degree, with a thesis, in one additional year of study beyond the BS degree. (Normally, it takes two years beyond the BS to earn an MS degree.) In this program, an undergraduate student can take up to 9 credit hours (units) that simultaneously satisfy undergraduate and graduate requirements. Students considering the combined BS/MS Program should use the Advanced Materials Science and Engineering concentration, and should select their concentration in consultation with their departmental academic advisor. Typically, students in this program start their research leading to the MS thesis in the fall semester of the senior year. The BS degree is awarded at the completion of the senior year.

Application for admission to the five year BS/MS program is made after completion of five semesters of course work. Minimum requirements are a 3.2 grade point average and the recommendation of a faculty member of the department. Interested students should contact Professor Peter Lagerlöf. Review the Office of Undergraduate Studies BS/MS program requirements here (http://bulletin.case.edu/undergraduatestudies/gradprofessional/#accelerationtowardgraduatedegreeextext).

Bachelor of Science in Data Science and Analytics

A Bachelor of Science in Data Science and Analytics (p. 123) is administered in the Computer and Data Sciences Department.

Minor in Materials Science and Engineering

In addition to the Bachelor of Science in Engineering degree program with a major in Materials Science and Engineering, the department also offers a minor in Materials Science and Engineering. This sequence is intended primarily for a student majoring in science or engineering, but is open to any student with a sound background in introductory calculus, chemistry, and physics. This program requires the completion of EMSE 276 Materials Properties and Design and a minimum of 12 additional credit hours (units) of EMSE courses, including no more than 3 credit hours (units) of EMSE 125 Freshman Research in Materials Science and Engineering and EMSE 325 Undergraduate Research in Materials Science and Engineering, and no more than 6 credit hours (units) of one- or two-unit courses. Interested students please contact Prof Mark De Guire (mark.deguire@case.edu) (510 White, 216.368.4221).

Minor in Applied Data Science

312 White Building (7204)
http://engineering.case.edu/emse/
Phone: 216.368.4230, Fax: 216.368.3209
Roger French, EMSE / CSE Faculty Director (ADS)

The Applied Data Science program, based in the Case School of Engineering, includes faculty from schools across the university and provides courses in applied data science for undergraduates and graduate students from across the schools of the university. The Applied Data Science program is directed to undergraduate and graduate students studying in the domains of Engineering and Physical Sciences (including Engineering, Energy and Manufacturing, Astronomy, Linguistics, Geology, Physics, and Chemistry), Health (including Translational and Clinical), Business (including Finance, Marketing, and Economics), and Social Sciences.

Successful completion of the Undergraduate Minor in Applied Data Science (https://case.edu/datascience/students/degree-programs/undergraduate-applied-data-science-minor/) requirements leads to a "Minor in Applied Data Science" for the graduating student. The minor represents that the students have developed knowledge of the essential elements of Data Science and Analytics in the area of their major (their domain of expertise).
Additionally, the Applied Data Science courses are offered as DSCI 4xx graduate level classes, in which graduate students additional work on a semester project related to their domain area or thesis research topic.

**Elements of the Minor:**

The undergraduate minor is structured so that the students who qualify for the minor have a working understanding of the basic ADS tools and their application in their domain area. This includes:

- Formulate Data Science analyses of real-world datasets, to answer critical questions in various domain and application areas;
- Data Management: datastores, sources, streams;
- High Performance and Distributed Computing: local computer, high performance computing clusters, distributed computing (such as Hadoop), or other cloud computing environments;
- Informatics, Ontology, Query: including search, data assembly, annotation;
- Statistical Analytics: tools such as R statistics and high-level scripting languages (such as Python3); and
- Machine Learning and Deep Learning: Machine learning approaches such as support vector machines, or neural networks, and deep learning frameworks such as Keras and TensorFlow2.

The data types found in these domains are diverse. They include time series and spectral data for Energy, Physics, Chemistry and Astronomy, and sensor and production data and image and volumetric data for Manufacturing. In Health, Translational ADS includes Genomic, Proteomic, and other Omics data, while Clinical ADS includes patient data, medical data, physiological time series, and mobile data. And in Social Sciences natural language datasets, both written and oral. Business data types include stock and other financial market data for Finance, time series and cross-section data for Economics, and operations and consumer behavior data for Marketing.

Students will develop comprehensive experience in the steps of data analysis.

- Define the Applied Data Science questions.
- Identify, locate, and/or generate the necessary data, including defining the ideal data set and variables of interest, determining and obtaining accessible data and cleaning the data in preparation for analysis.
- Exploratory data analysis to start identifying the significant characteristics of the data and information it contains.
- Statistical modeling, inference and prediction, including interpretation of results, challenging results, and developing insights and actions.
- Machine learning, deep learning and approaches to data visualization, images, natural language and artificial intelligence implementations.
- Synthesizing the results in the context of the domain and the initial questions, and writing this up.
- The creation of reproducible research, including code, datasets, documentation, and reports, which are easily transferable and verifiable.

- Communicating data science results in context, with consideration of privacy, openness, security, ethics, and value considerations.

**The ADS minor curriculum**

The undergraduate minor curriculum is based on five 3-credit courses, with one class chosen from each of Levels 1 through Level 5, which cover the spectrum of learning needed to achieve domain area expertise in data science and analytics. The courses are chosen to be both cross-cutting, i.e., intermixing students from across the university in the fundamental concepts such as scripting and statistics (Levels 1, 2, and 4), and domain-focused (Levels 3 and 5). For the Level 5 advanced topics course, the research topic will be either a semester research project approved by the minor advisor, and will also be a 3-credit project, or an advanced data science topic class. This will provide minor students both the domain focused learning they need, and a broadening perspective on applications, methods, and uses of ADS in other domains.

**Courses Counted Toward Minor Requirements**

Established courses included in the Minor are found in Case School of Engineering (Materials Science, Electrical Engineering and Computer Science, Manufacturing), College of Art & Science (Mathematics, Engineering  (Materials Science, Electrical Engineering and Computer Science and Analytics), School of Medicine, School of Nursing, and Weatherhead School of Management (Marketing, Finance, Operations, and Economics) and Mandel School for Social Sciences.

The courses that meet the requirements for the Minor can also be taken by students to meet requirements in Major programs, and therefore serve a dual purpose in our academic offerings. However, each program, department, and school may have its own criteria on whether a given course could be “double counted” towards major and minor requirements.

**Level 5:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 352/352M/452</td>
<td>Applied Data Science Research</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 354/354M/454</td>
<td>Data Visualization and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 330</td>
<td>Cognition and Computation</td>
<td>3</td>
</tr>
<tr>
<td>DSCI 332/432</td>
<td>Spatial Statistics for Near Surface, Surface, and Subsurface Modeling</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 387</td>
<td>Undergraduate Research in Systems Biology</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Level 4:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 353/353M/453</td>
<td>Data Science: Statistical Learning, Modeling and Prediction</td>
<td>3</td>
</tr>
<tr>
<td>ASTR 306</td>
<td>Astronomical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BAFI 361</td>
<td>Empirical Analysis in Finance</td>
<td>3</td>
</tr>
<tr>
<td>MKMR 308</td>
<td>Measuring Marketing Performance</td>
<td>3</td>
</tr>
<tr>
<td>MKMR 310</td>
<td>Marketing Analytics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 327</td>
<td>Advanced Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 459</td>
<td>Bioinformatics for Systems Biology</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 421</td>
<td>Fundamentals of Clinical Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 311A/311B/311C</td>
<td>Survey of Bioinformatics: Technologies in Bioinformatics</td>
<td>1</td>
</tr>
</tbody>
</table>

**Level 3:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 351/351M/451</td>
<td>Exploratory Data Science</td>
<td>3</td>
</tr>
<tr>
<td>SYBB 412</td>
<td>Survey of Bioinformatics: Programming for Bioinformatics</td>
<td>3</td>
</tr>
</tbody>
</table>
The Department of Materials Science and Engineering offers programs leading to the degrees of MS (Master of Science) and PhD (Doctor of Philosophy). The (same) MS degree can be obtained by three different master’s programs, addressing specific needs of different groups of graduate students. Each master’s program prepares students for an advanced professional career by profoundly deepening their understanding and knowledge of materials science and engineering beyond the basics. The Doctor of Philosophy is one of the highest academic degrees conferred by Case Western Reserve University. The underlying PhD program combines acquiring a great breadth of knowledge and understanding with building in-depth knowledge and skills in a chosen cutting-edge field of active materials research. Doctoral students develop skills to realize their own, original, curiosity-driven scientific research. As they research a specific topic in depth, doctoral students experience an intellectual transformation that enables them to succeed universally in challenging professional tasks, positioning them for the most ambitious leadership careers in academia, national laboratories, industrial research, etc.

**MS Degree Requirements**

The (same) degree of MS (Master of Science) in Materials Science and Engineering is awarded through one of the following three programs.

**"Research" (Thesis-Focused) Master's Track**

This plan is appropriate for full-time graduate students. It requires a total of 30 credit hours (units). The coursework component comprises successful completion of 7 courses (21 credit hours/units). 1 course can be 300-level, all others must be 400- or higher level. Up to 2 courses can be from an engineering or science curriculum outside the department. The minimum cumulative GPA is 3.0. Students with lower standing will be placed on academic probation. Up to 6 hours of course credit can be transferred from graduate level courses (grade B or better) taken at another university in excess of their BS degree requirements. The thesis component consists of individual research (EMSE 651 Thesis M.S.), totaling no fewer than 9 credit hours (units), and a final oral defense. The examining committee includes 3 faculty members of the department. Additional committee members may be added at the discretion of the student in consultation with their advisor. A PPOS (planned program of study) must be submitted by the end of the second semester, prepared by the student the advisor and submitted online to the School of Graduate Studies.

**"Professional" (Project-Focused) Master's Track**

This program suites part-time graduate students, e.g. while employed elsewhere as materials engineers. The coursework component comprises successful completion of 9 courses (27 credit hours/units). 1 course can be 300-level, all others must be 400- or higher level. Up to 2 courses can be from an engineering or science curriculum outside the department. The minimum cumulative GPA is 3.0. Students with lower standing will be placed on academic probation. Up to 6 hours of course credit can be transferred from graduate level courses (grade B or better) taken at another university in excess of their BS degree requirements. The program involves a project, typically 3 credit hours/units (EMSE 649 Special Projects) and completed in a single semester, and a final comprehensive oral exam. The examining committee consists of three faculty members of the department. Additional committee members may be added at the discretion of the student in consultation with their advisor. An Academic Program must be submitted by the end of the second semester, prepared by the student the advisor and submitted online to the School of Graduate Studies.

**"Accelerated" (Course-Focused) Master’s Track**

Materials science and engineering is a discipline that extends from the basic science of materials micro-structure and properties to the design and evaluation of materials in engineering systems. Data science and analytics seeks to identify statistically significant relationships, model development, and predictive behavior of large data sets generated by e.g. manufacturing technologies. The Accelerated Master’s Track is a course-work-only program that extends classical education in materials science and engineering with data science and analytics. It can be completed in just one calendar year!

The suggested program of study includes 10 courses, taken over the fall-, spring-, and summer semester of one academic year.

- **Fall Semester:** DSCI 451 Exploratory Data Science, EMSE 504 Thermodynamics of Solids, EMSE 503 Structure of Materials, EMSE 413 Fundamentals of Materials Engineering and Science, and EMSE 599 Critical Review of Materials Science and Engineering Colloquium for either 1 or 2 credit hours.
- **Spring Semester:** EMSE 505 Phase Transformations, Kinetics, and Microstructure, EMSE 414 Electrical, Magnetic, Optical, and Thermal Properties of Materials, one EMSE-400-level elective course, DSCI 453 Data Science: Statistical Learning, Modeling and Prediction, and EMSE 599 Critical Review of Materials Science and Engineering Colloquium for either 1 or 2 credit hours (units), adding up to a total of 3 credit hours (units) of EMSE 599 Critical Review of Materials Science and Engineering Colloquium.
- **Summer Semester:** DSCI 452 Applied Data Science Research, EMSE 515 Analytical Methods in Materials Science and the following optional courses of DSCI 432 Spatial Statistics for Near Surface, Surface, and Subsurface Modeling, DSCI 452 Applied Data Science Research, DSCI 454 Data Visualization and Analytics.

The 3 credit hours (units) of EMSE-599 can be replaced by an additional course of 3 credit hours (units), e.g. EMSE 468 Scientific Writing in Materials Science and Engineering.
PhD Degree Requirements

Overview
Candidates for a PhD degree in Materials Science and Engineering perform coursework and research that leads to a dissertation. The coursework must include the Materials Science and Engineering Core and fulfill a Breadth Requirement and a Basic Science Requirement. In addition, candidates must pass a General Exam and a Thesis Defense. The General Exam consists of two parts, taken in two subsequent semesters: (i) Comprehensive Exam ("PhD-Qualifying Exam"). (ii) Thesis Proposal Evaluation.

Entering the Program
Immediately upon entering the department, the PhD candidate normally will:

- Fill out and submit the first part of the Academic Program and the Supplementary Form.
- Register for 2 courses during the first semester and EMSE-499, "Materials Engineering Colloquium."
- Register for EMSE-701 Dissertation PhD (usually 3 credit hours/units) during the first semester. Note that registration for EMSE-701 is not permitted before the Academic Program form is turned in.

As specified in the University General Bulletin section of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicrequirements/): "In order to meet the requirements for the doctorate, a student must pass satisfactorily a general examination (or a series of examinations covering different fields) specified and administered by the student's department or supervising committee."

PhD Program of Study – Course and GPA Requirements
The student's Academic Program is a list of the courses the student will take to fulfill the PhD requirements, will be discussed and updated as needed at the time of the Thesis Proposal Evaluation.

A PhD student must take a minimum of 18 credit hours (units) of EMSE 701 Dissertation Ph.D. and must continue registration each subsequent regular semester (Fall and Spring) until the dissertation is complete, unless granted a leave of absence.

The time limit for the PhD program is 5 years for full-time students, starting with the first semester of EMSE 701 Dissertation Ph.D. registration.

The minimum course requirement is 12 courses (36 credit hours/units) beyond the BS level, of which at least 6 courses (18 credit hours/units) must be taken at Case Western Reserve University. Of these 12 courses, 4 courses must satisfy the Breadth Requirement and 2 courses must satisfy the Basic Science Requirement for the department as outlined below.

In the case of a student entering with an MS degree from another discipline, additional courses may be required at discretion of the student's academic advisor.

Graduation requires a GPA of at least 3.0. Students with a cumulative GPA below 3.0 will be placed on academic probation.

A required part of the PPOS for all PhD students in the Materials Science and Engineering Core. It consists of the following sequence of courses:

- EMSE 503 Structure of Materials
- EMSE 504 Thermodynamics of Solids
- EMSE 505 Phase Transformations, Kinetics, and Microstructure

Transfer credit for comparable graduate courses taken at another institution will be allowed on a case-by-case basis. Students may find it helpful to complete the Materials Science and Engineering Core sequence prior to taking the PhD comprehensive exam.

Breadth Requirement
The Breadth Requirement can be fulfilled by taking a total of 4 courses (12 credit hours/units) within the Case School of Engineering (including Materials Science and Engineering), selected in consultation with the student's advisor.

Basic-Science Requirement
The Basic-Science Requirement consists of taking 2 corresponding courses (6 credit hours/units). These can be courses at the 400 or 500 level with course designation PHYS, CHEM, BIOL, MATH, STAT, or DSCI and/or certain engineering curricula approved by the Graduate Studies Committee of the Department of Materials Science and Engineering. Engineering courses used to meet this requirement must be approved prior to enrolling in the course. The deadline is the conclusion of add/drop in any given semester. Students making such a request are required to submit a petition to the Graduate Studies Committee that justifies the role of the stipulated course as basic (rather than applied) science. Such petitions are expected to be brief. Courses that are not approved as meeting the Basic-Science Requirement may still be applicable to the Breadth Requirement.

Advanced Standing
Students entering the PhD program with an MS degree in a materials-related field are considered to be in advanced standing. For these students, the minimum course requirement is 6 courses (18 credit hours/units). The Breadth Requirement and the Basic-Science Requirement may require taking further courses.

Exams
Comprehensive Exam
The Comprehensive Exam of the PhD program consists of two parts:

1. The "General Exam," also known as "PhD-Qualifying Exam," a written general exam.
2. The "PhD Proposal Evaluation" includes a written thesis proposal, an oral presentation, and an examination by the thesis committee that may address the thesis proposal, the presentation, and general knowledge.

The General Exam (PhD-Qualifying Exam) has multi-part questions that cover the following four areas:

- EMSE 503 Structure of Materials
- EMSE 504 Thermodynamics of Solids
- EMSE 505 Phase Transformations, Kinetics, and Microstructure
- A Synthesis Area, which combines concepts from the first three areas as they apply to performance of materials.

Students who achieve a score of 70% or above will pass. Students who do not achieve this on their first attempt of the written exam will have one more opportunity to take the General Exam the next time the department offers it.
To register for taking the General Exam, students need a cumulative GPA of 3.0 or higher for courses taken at Case Western Reserve University is required. The exam will be offered once per year, typically in June. The time limits within which students must take the General Exam are as follows:

- Full-time students entering with an MS degree: within one year.
- Full-time students entering with a BS degree: within two years of entering the PhD program.
- Part-time students: prior to accumulating 10 or more credit hours (units).

Dissertation Advisory Committee
After passing the General Exam and before the Thesis Proposal Evaluation, the student needs to establish a Dissertation Advisory Committee. It must consist of at least three faculty members from the department and one non-departmental member. The committee members should be chosen in consultation with the advisor.

Thesis Proposal Evaluation
The Thesis Proposal Evaluation must occur in the semester immediately following the successful completion of the General Exam (unless a petition, supported by the research advisor, is approved by the Graduate Studies Committee of the Department of Materials Science and Engineering). The Thesis Proposal Evaluation tests the more specific knowledge of the PhD candidate concerning the science underlying the proposed research and the candidate’s intellectual maturity. It includes a written document in which the candidate proposes a doctoral research project, an oral presentation on this project, and an examination by the thesis committee addressing the written document, the presentation, general knowledge of materials science and engineering, and special knowledge the candidate acquired e.g. in advanced courses taken in support of their research program. The written document and the oral presentation should include an analysis of a research problem, the results of a corresponding literature search, suggested research procedures, and major results and scientific advances to be expected. The written document must be submitted to the student’s Dissertation Advisory Committee for examination at least one week prior to the oral evaluation. The written document as well as the presentation and committee examination of the Thesis Proposal Evaluation will be graded P/N (pass/ no pass).

PhD Candidacy
Upon passing both the Comprehensive Exam and the Thesis Proposal Evaluation, a student will advance to PhD Candidacy.

Dissertation and Defense
Upon successful completion of all requirements, a PhD candidate must submit a written dissertation as evidence for their ability to conduct original scientific research. No later than 10 days before the defense, the candidate must provide a copy of the completed dissertation to each member of the Dissertation Advisory Committee. The defense consists of a (public) presentation and a (non-public) oral exam by the members of the student’s Dissertation Advisory Committee.

Facilities
Advanced Manufacturing and Mechanical Reliability Center (AMMRC)
White Building 115, 211, 216, 222, 300, 338
Deformation Processing Laboratory: White Building 115

Nitonol Commercialization Accelerator: White Building 300, 338
Mechanical Testing Laboratories: White Building 211, 216, 222

Contact: John Lewandowski
216-368-4234
john.lewandowski@case.edu

The AMMRC (Advanced Manufacturing and Mechanical Reliability Center) permits the determination of mechanical behavior of materials over loading rates ranging from static to impact, with the capability of testing under a variety of stress states under either monotonic or cyclic conditions. A variety of furnaces and environmental chambers are available to enable testing at temperatures ranging from -196 °C to 1800 °C. The facility is operated under the direction of a faculty member and under the guidance of a full-time engineer. The facility contains one of the few laboratories in the world for high-pressure deformation and processing, enabling experimentation under a variety of stress states and temperatures. This state-of-the-art facility includes the following equipment:

- **High-Pressure Deformation Apparatus** These units enable tension or compression testing to be conducted under conditions of high hydrostatic pressure. Each apparatus consists of a pressure vessel and diagnostics for measurement of load and strain on deforming specimens, as well as instantaneous pressure in the vessel. Pressures up to 1.0 GPa loads up to 10 kN, and displacements of up to 25 mm are possible. The oil based apparatus is operated at temperatures up to 300 °C room temperature while a gas (i.e. Ar) based apparatus is used at room temperature.

- **Hydrostatic-Extrusion Apparatus** Hydrostatic extrusion (e.g. pressure-to-air, pressure-to-pressure) can be conducted at temperatures up to 300 °C on manually operated equipment interfaced with a computer data acquisition package. Pressures up to 2.0 GPa are possible, with reduction ratios up to 6 to 1, while various diagnostics provide real time monitoring of extrusion pressure and ram displacement.

- **Advanced Forging-Simulation Rig** A multi-actuator MTS machine based on 1.5 MN, four post frame, enables sub-scale forging simulations over industrially relevant strain rates. A 490 kN forging actuator is powered by five nitrogen accumulators enabling loading rates up to 3.0 m/s on large specimens. A 980 kN indexing actuator provides precise deformation sequences for either single, or multiple, deformation sequences. Date acquisition at rates sufficient for analysis is available. Testing with heated dies is possible.

- **Advanced Metal-Forming Rig** A four-post frame with separate control of punch actuator speed and blank hold down pressure enables determination of forming limit diagrams. Dynamic control of blank hold down pressure is possible, with maximum punch actuator speeds of 30.0 cm/s. A variety of die sets are available.

- **Servo-hydraulic Machines** Four MTS Model 810 computer-controlled machines with load capacities of 13 kN, 90 kN, 220 kN, and 220 kN, permit tension, compression, and fatigue studies to be conducted under load-, strain-, or stroke control. Fatigue crack growth may be monitored via a DC potential drop technique as well as via KRAK gages applied to the specimen surfaces. Fatigue studies may be conducted at frequencies up to 30 Hz. In addition, an Instron Model 1331 90 kN Servo-hydraulic machine are available for both quasi-state and cyclic testing.
Swagelok Center for Surface Analysis of Materials

Glennan Building 101

Contact: Jennifer Carter, 216-368-4214, jwc137@case.edu

Jeffrey Pigott, 216-368-6012, jxp652@case.edu

Website: https://engineering.case.edu/centers/scsam/

SCSAM, the Swagelok Center for Surface Analysis of Materials, is a multi-user facility providing cutting-edge major instrumentation for microcharacterization of materials. SCSAM is administered by the CSE (Case School of Engineering) and is central to much of the research carried out by CSE’s seven departments. The facility is also extensively used by the CAS (College of Arts and Sciences) Departments of Physics, Chemistry, Biology, and Earth, Environmental, and Planetary Sciences, as well as many departments within the School of Medicine and the School of Dental Medicine. Typically, more than 200 users, mostly academic, utilize the facility per year.

SCSAM’s instruments encompass a wide and complementary range of characterization techniques, which provide a comprehensive resource for high-resolution imaging, diffractometry, and spatially-resolved compositional analysis.

Current capabilities for high-resolution imaging include: an AFM (atomic force microscope) which can optionally be operated with an imaging nanoindenter scan head or a stand-alone automated nanoindenter; a Keyence optical microscope providing the next-generation of optical microscopy with a large depth-of-field and advanced measurement capabilities for inspection and failure analysis; two scanning electron microscopes, one equipped for FIB (focused ion beam) micromachining, and both equipped with XEDS (X-ray energy-dispersive spectrometry), TSEM (transmission scanning electron microscopy), and EBSD (electron backscatter diffraction) detectors.

For XRD (X-ray diffractometry), SCSAM provides two diffractometers with 1D and 2D detectors to allow for phase identification, phase fraction determination, crystal structure refinements, as well as stress and strain measurements of crystalline solids.

SCSAM’s surface analysis suite of instruments includes an instrument for ToF-SIMS (time-of-flight secondary-ion mass spectrometry), a SAM (scanning Auger microprobe) for spatially resolved AES (Auger electron spectroscopy), and an instrument for XPS (X-ray photoelectron spectroscopy, also known as ESCA, electron spectrometry for chemical analysis), that accomplishes high spatial resolution by operating with a focused X-ray beam.

SCSAM’s instruments are housed in a centralized area allowing users convenient access to state-of-the-art tools for their research. For more information, please visit the center’s website (https://engineering.case.edu/centers/scsam/).

Electronic Properties Laboratories

Magnetometry Laboratory
Contact: Matthew Willard
216-368-5070
matthew.willard@case.edu

The Magnetometry Laboratory has facilities used to investigate the magnetic properties of materials. This laboratory has the following instruments:

- Lake Shore Cryotronics Model 7410 Vibrating Sample Magnetometer This instrument serves for measurement of hysteresis loops (at constant temperature) and thermomagnetic measurements (at constant magnetic field). The maximum applied field at room temperature (without furnace in place) is 3.1 T. For high temperature measurements, the maximum applied field is 2.5 T over the temperature range from room temperature to 1000 °C.

- Home-Built Magnetostriction Measurement System This system has been designed and built to measure the shape change of magnetic materials under applied magnetic fields. Better than 1 ppm sensitivity is possible by this strain gauge technique. An applied field of ±0.2 T is used to saturate samples.

Fuel Cell Testing Laboratory
AW Smith Building 27

Contact: Mark De Guire
216-368-4221
mark.deguire@case.edu

Facilities (located in the AW Smith Building) for testing of solid-oxide fuel cells include:

- Furnaces Dedicated furnaces and ovens for preparing cells for testing.
- Test Stands for 4" Cells 2 test stands for 4" cells and small stacks (Fuel Cell Technologies). Test temperatures to 1000°C. Professional turnkey LabView interface for system control and data acquisition.
- Test Stands for 1" Cells 2 test stands for 1" cells. Test temperatures to 1000°C. LabView interface for complete system control and data acquisition. Omega mass-flow controllers. Keithley and Amrel
electronics. AutoLab Electrochemical Analyzer for I–V, galvanostatic, or amperometric testing and AC impedance spectroscopy.

All test stands are contained in dedicated enclosures rated for use with hydrogen, hydrogen sulfide, and carbon monoxide with ventilation system, leak detection, tank pressure monitors, alarm system.

**SDLE Research Center**

White Building 538

Contact: Roger French

216-368-3655

roger.french@case.edu

The SDLE Research Center was established in 2011 as a Wright Project Center with funding from Ohio Third Frontier and is dedicated to advancing the fields of lifetime and degradation science using data science. The research center activities have expanded to include research focused on the durability and degradation of environmentally exposed, long-lived materials and technologies such as photovoltaics (PV), coatings, energy efficient lighting, and building envelope applications, as well as broad-based collaborations in materials science data science in reliability and degradation, carbon capture and storage, and geothermal energy applications.

A data science approach is needed to handle large-scale data on materials, components, systems, modules, commercial power plants, and the grid. These approaches involve data ingestion into nonrelational data warehouses and data-driven modeling with a foundation in the underlying physics and chemistry of degradation and lifetime performance. Assembling FAIR (Findable, Accessible, Interoperable, Reusable) data and other data, developing and sharing codes and tools, and reporting research results along a materials value chain is a key component of the Center. The SDLE Research Center facilitates complex data-driven modeling, including geostatistical, geospatiotemporal modeling, graph network modeling, and degradation network models. The data analytics platform (CRADLE), an integrated distributed and high performance computing cluster, was developed in the center to facilitate large data storage and analysis with ease of access to team members enabling fleets of high performance computing jobs for improved data analytics.

The SDLE Center has developed a method to enable large-scale distributed analysis of commercial fleet scale photovoltaic (PV) power plants for both performance loss rate (PLR) determination and power forecasting. This study includes a set of 4,000 PV plant inverters and determines the data quality of these plants in relation to prediction of PLR. Additionally, a multi-year benchmarking and review of the impact of data quality and filtering, power prediction algorithms, and PLR determination methods has define the challenges in PLR determination. The data quality, data gaps, and filtering of timeseries data of commercial fleets of PV plants restrict which algorithms analyses can use and can bias results and reduces their accuracy. Data quality and data gaps can be improved with spatio-temporal graph neural network (st-GNN) models of PV power plant data including satellite weather data and autoencoders for data imputation of missing data. FAIR data principles are used to make FAIR data and models in order to improve transferability of data and models.

The SDLE Center has a focus on materials data science in relation to long-lived materials. This work determines the degradation mechanisms in material systems, which can be mitigated to optimize lifetime performance of materials, components, and devices. Understanding these key degradation mechanisms in relation to the stress and stress level is fundamental to lifetime and degradation science (L&DS). By encompassing the knowledge from the experimental insights of the degradation of materials, the lifetime of materials can be predicted under multiple different stress conditions. Thus far traditional materials reliability has been flawed with costly failures in applications such as polyamide backsheet failure in photovoltaic (PV) modules. The Center has developed an epidemiological approach to understanding materials degradation which provides more scientific value by giving information on the standard deviation within a population. Additionally, by combining standard and modified accelerated exposures with real-world exposures, degradation can be more accurately predicted on a variety of different grades of materials or component structure. Then data-driven or network modeling provides insights into the impact of stress conditions on degradation and performance. Real-world degradation gives the information on the complex and synergistic nature of materials degradation compared to single or even combinational accelerated stressors. The unique environment that a material exists in the real world or in-use conditions is varied due to specific microstressors as well as the impact of climate change on climate zones.

Geostatistical geospatiotemporal modeling is an active area of research within SDLE which is a quantitative method for mapping phenomena that are inherently tied to geographic and/or temporal space. The method provides for estimating at unsampled locations and for simulating multiple equally probable realizations to assess the space of uncertainty in the subsurface, surface, or near surface environment. Applications include environmental, mineral resources, geothermal, hydrology, agriculture, climate, forestry, soil, air, and more.

The SDLE Research Center’s Core Facility has capabilities and equipment including:

- Outdoor solar exposures: SunFarm with 14 dual-axis solar trackers with multi-sun concentrators, and power degradation monitoring
- Solar simulators for 1-1000X solar exposures
- Multi-factor environmental test chambers with temperature, humidity, freeze/thaw, and cycling
- A full suite of optical, interfacial, thermo-mechanical, and electrical evaluation tools for materials, components, and systems
- CRADLE: two nonrelational data warehouses based on Cloudera’s distribution of Apache’s Hadoop, Hbase, and Spark
- High Performance Compute Cluster for data analytics

**Courses**

**EMSE Courses**

**EMSE 102. Materials for Current and Future Technologies. 1 Unit.**

Open to all students discussing the importance of materials on current and future technologies. The course will be a series of seminars by the faculty at the Department of Materials Science and Engineering covering important topics such as materials processing, use of materials in a variety of technologically important areas; e.g., construction, energy related technologies, biomedical applications and space applications.
EMSE 110. Transitioning Ideas to Reality I - Materials in Service of Industry and Society. 1 Unit.
In order for ideas to impact the lives of individuals and society they must be moved from "blue sky" to that which is manufacturable. Therein lies true creativity - design under constraint. Greater Cleveland is fortunate to have a diverse set of industries that serve medical, aerospace, electric, and advanced-materials technologies. This course involves trips to an array of work sites of leading companies to witness first-hand the processes and products, and to interact directly with practitioners. Occasional in-class speakers with demonstrations will be used when it is not logistically reasonable to visit off-site.

EMSE 120. Transitioning Ideas to Reality II - Manufacturing Laboratory. 2 Units.
This course complements EMSE 110. In that class students witness a diverse array of processing on-site in industry. This in class students work in teams and as individuals within processing laboratories working with an array of "real materials" to explore the potential of casting, machining, and deformation processes to produce real parts and/or components. An introduction to CAD as a means of communication is provided. The bulk of the term is spent in labs doing hands-on work. Planned work is carried out to demonstrate techniques and potential. Students have the opportunity to work independently or in teams to produce articles as varied as jewelry, electronics, transportation vehicles, or novel components or devices of the students' choosing.

EMSE 125. Freshman Research in Materials Science and Engineering. 1 Unit.
Freshman students conduct independent research in the area of material science and engineering, working closely with graduate student(s) and/or postdoctoral fellow(s), and supervised by an EMSE faculty member. An average of 5-6 hr/wk in the laboratory, periodic updates, and an end of semester report is required. Prereq: Limited to freshman, with permission of instructor.

EMSE 220. Materials Laboratory I. 2 Units.

EMSE 228. Mathematical and Computational Methods for Materials Science and Engineering. 3 Units.
The course combines fundamental topics of material science and engineering with underlying mathematical methods and coding for computation. Focusing on the mathematics of vectors and using Mathematica as computational framework, the course teaches how to solve problems drawn from crystallography, diffraction, imaging of materials, and image processing. Students will develop a fundamental understanding of the basis for solving these problems including understanding the constituent equations, solution methods, and analysis and presentation of results. Prereq: (ENGR 131 or EECS 132) and ENGR 145

EMSE 276. Materials Properties and Design. 3 Units.
Relation of crystal structure, microstructure, and chemical composition to the properties of materials. The role materials processing has in controlling structure so as to obtain desired properties, using examples from metals, semiconductors, ceramics, and composites. Design content includes exercises in materials selection, and in design of materials to meet specified performance requirements. Prereq: MATH 121 and ENGR 145. Prereq or Coreq: PHYS 122 or PHYS 124.

EMSE 308. Welding Metallurgy. 3 Units.
Introduction to arc welding and metallurgy of welding. The course provides a broad overview of different industrial applications requiring welding, the variables controlling critical property requirements of the weld and a survey of the different types of arc welding processes. The course details the fundamental concepts that govern the different aspects of arc welding including the welding arc, weld pool solidification, precipitate formation and solid state phase transformations. Offered as EMSE 308 and EMSE 408. Coreq: EMSE 327.

EMSE 319. Processing and Manufacturing of Materials. 3 Units.
Introduction to processing technologies by which materials are manufactured into engineering components. Discussion of how processing methods are dependent on desired composition, structure, microstructure, and defects, and how processing affects material performance. Emphasis will be placed on processes and treatments to achieve or improve chemical, mechanical, physical performance and/or aesthetics, including: casting, welding, forging, cold-forming, powder processing of metals and ceramics, and polymer and composite processing. Coverage of statistics and computational tools relevant to materials manufacturing. Prereq: EMSE 276.

EMSE 320. Materials Laboratory II. 1 Unit.
Measurement of thermophysical properties of materials emphasizing thermal and electrical properties of materials. Laboratory teams are selected for all experiments. Statistical analysis of experimental results also emphasized. Recommended preparation or corequisite: EMSE 276.

EMSE 325. Undergraduate Research in Materials Science and Engineering. 1 - 3 Units.
Undergraduate laboratory research in materials science and engineering. Students will undertake an independent research project alongside graduate student(s) and/or postdoctoral fellow(s), and will be supervised by an EMSE faculty member. Written and oral reports will be given on a regular basis, and an end of semester report is required. The course can be repeated up to four (4) times for a total of six (6) credit hours. Prereq: Sophomore or Junior standing and consent of instructor.

EMSE 327. Thermodynamic Stability and Rate Processes. 3 Units.
An introduction to thermodynamics of materials as applied to metals, ceramics, polymers and optical/radiant heat transfer for photovoltaics. The laws of thermodynamics are introduced and the general approaches used in the thermodynamic method are presented. Systems studied span phase stability and oxidation in metals and oxides; nitride ceramics and semiconductors; polymerization, crystallization and block copolymer domain formation; and the thermodynamics of systems such as for solar power collection and conversion. Recommended preparation: EMSE 228 and ENGR 225 or equivalent. Prereq: EMSE 276 or EMSE 201.
EMSE 328. Mesoscale Structural Control of Functional Materials. 3 Units.
The course focuses on mesoscale structure of materials and their interrelated effects on properties, mostly in electrical nature. The mesoscale science covers the structures varying from electronic- to micro-structure. In each scale, fundamental science will be complimented by examples of applications and how the structure is exploited both to modify and enable function. The student will develop an understanding of how the structure across multiple scales are interrelated and how to tailor them for desired outcomes. Offered as: EMSE 328 and EMSE 428. Prereq: (MATH 223 or MATH 227) and (EMSE 276 or EMSE 201).

EMSE 330. Materials Laboratory III. 2 Units.

EMSE 335. Strategic Metals and Materials for the 21st Century. 3 Units.
This course seeks to create an understanding of the role of mineral-based materials in the modern economy focusing on how such knowledge can and should be used in making strategic choices in an engineering context. The history of the role of materials in emerging technologies from a historical perspective will be briefly explored. The current literature will be used to demonstrate the connectedness of materials availability and the development and sustainability of engineering advances with examples of applications exploiting structural, electronic, optical, magnetic, and energy conversion properties. Processing will be comprehensively reviewed from source through refinement through processing including property development through application of an illustrative set of engineering materials representing commodities, less common metals, and minor metals. The concept of strategic recycling, including design for recycling and waste stream management will be considered. Offered as EMSE 335 and EMSE 435. Prereq: Senior standing or graduate student.

EMSE 343. Processing of Electronic Materials. 3 Units.
The class will focus on the processing of materials for electronic applications. Necessary background into the fundamentals and applications will be given at the beginning to provide the basis for choices made during processing. MOSFET will be used as the target application. However, the processing steps covered are related to many other semiconductor based applications. The class will include both planar and bulk processing. Offered as: EMSE 343 and EMSE 443. Prereq: (PHYS 122 or PHYS 124) and EMSE 276.

EMSE 345. Engineered Materials for Biomedical Applications. 3 Units.
A survey of synthetic biomedical materials from the perspective of materials science and engineering, focusing on how processing/synthesis, structure, and properties determine materials performance under the engineering demands imposed by physiological environments. Comparisons and contrasts between engineered metals, ceramics, and polymers, versus the biological materials they are called on to replace; consequences for materials and device design. Biomedical materials in applications such as orthopedic implants, dental restorations, wound healing, ophthalmic materials, and biomedical microelectromechanical systems (bioMEMS). Additive manufacturing of biomedical materials. Prereq: ENGR 200 and ENGR 145.

EMSE 349. Role of Materials in Energy and Sustainability. 3 Units.
This course has two parts: engineered materials as consumers of resources (raw materials, energy); and as key contributors to energy efficiency and sustainable energy technologies. Topics covered include: Energy usage in the U.S. and the world. Availability of raw materials, including strategic materials; factors affecting global reserves and annual world production. Resource demand of materials production, fabrication, and recycling. Design strategies, and how the inclusion of environmental impacts in design criteria can affect design outcomes and material selection. Roles of engineered materials in energy technologies: photovoltaics, solar thermal, fuel cells, wind, batteries, capacitors. Materials in energy-efficient lighting. Energy return on energy invested. Semester projects will allow students to explore related topics (e.g. geothermal; biomass; energy-efficient manufacturing and transportation). Offered as EMSE 349 and EMSE 449. Prereq: (ENGR 225 or EMSE 251 or EMAC 351) and ENGR 145 and (PHYS 122 or PHYS 124) or Requisites Not Met permission.

EMSE 365. Surface Engineering of Materials. 3 Units.
Introduction to surface engineering of materials, understood as a treatment that allows the surface to perform functions different from those performed by the bulk. This may include engineering the mechanical, chemical, electrical, magnetic, or optical properties of the surface and near-surface regions for specific applications. For a variety of technologically important classes of materials, the course reviews general concepts of surface engineering, the underlying physical and materials science principles, technical implementations, and typical applications. Recommended for graduate students and advanced undergraduate students. Offered as EMSE 365 and EMSE 465. Prereq: (EMSE 276 and ENGR 225) or Requisites Not Met permission.

EMSE 368. Scientific Writing in Materials Science and Engineering. 3 Units.
For writing a thesis (or a publication) in the field of materials science and engineering, students need a diverse set of skills in addition to mastering the scientific content. Generally, scientific writing requires proficiency in document organization, professional presentation of numerical and graphical data, literature retrieval and management, text processing, version control, graphical illustration, mathematical typesetting, the English language, elements of style, etc. Scientific writing in materials science and engineering, specifically, requires additional knowledge about e.g. conventions of numerical precision, error limits, mathematical typesetting, proper use of units, proper digital processing of micrographs, etc. Having to acquire these essential skills at the beginning of thesis (or publication) writing may compromise the outcome by distracting from the most important task of composing the best possible scientific content. This course properly prepares students for scientific writing with a comprehensive spectrum of knowledge, skills, and tools enabling them to fully focus on the scientific content of their thesis or publication when the time has come to start writing. Similar to artistic drawing, where the ability to “see” is as (or more!) important as skills of the hand, the ability of proper scientific writing is intimately linked to the ability of critically reviewing scientific texts. Therefore, students will practice both authoring and critical reviewing of material science texts. To sharpen students’ skills of reviewing, examples of good and less good scientific writing will be taken from published literature of materials science and engineering and analyzed in the context of knowledge acquired in the course. At the end of the course, students will have set up skills and a highly functional work environment to start writing their role thesis or article with full focus on the scientific content. While the course mainly targets students of materials science and engineering, students of other disciplines of science and engineering may also benefit from the course material. Offered as EMSE 368 and EMSE 468.
EMSE 372. Structural Materials by Design. 4 Units.

EMSE 379. Design for Lifetime Performance. 3 Units.

EMSE 396. Special Project or Thesis. 1 - 18 Units.
Special research projects or undergraduate thesis in selected material areas.

EMSE 398. Senior Project in Materials I. 1 Unit.
Independent Research project. Projects selected from those suggested by faculty; usually entail original research. The EMSE 398 and 399 sequence form an approved SAGES capstone. Counts as SAGES Senior Capstone.

EMSE 399. Senior Project in Materials II. 2 Units.
Independent Research project. Projects selected from those suggested by faculty; usually entail original research. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Counts as SAGES Senior Capstone. Prereq: EMSE 398.

EMSE 400T. Graduate Teaching I. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exams/quizzes, homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduate students will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 408. Welding Metallurgy. 3 Units.
Introduction to arc welding and metallurgy of welding. The course provides a broad overview of different industrial applications requiring welding, the variables controlling critical property requirements of the weld and a survey of the different types of arc welding processes. The course details the fundamental concepts that govern the different aspects of arc welding including the welding arc, weld pool solidification, precipitate formation and solid state phase transformations. Offered as EMSE 308 and EMSE 408.

EMSE 409. Deformation Processing. 3 Units.
Flow stress as a function of material and processing parameters; yielding criteria; stress states in elastic-plastic deformation; forming methods: forging, rolling, extrusion, drawing, stretch forming, composite forming.

EMSE 413. Fundamentals of Materials Engineering and Science. 3 Units.
Provides a background in materials for graduate students with undergraduate majors in other branches of engineering and science: reviews basic bonding relations, structure, and defects in crystals. Lattice dynamics; thermodynamic relations in multi-component systems; microstructural control in metals and ceramics; mechanical and chemical properties of materials as affected by structure; control of properties by techniques involving structure property relations; basic electrical, magnetic and optical properties.

EMSE 414. Electrical, Magnetic, Optical, and Thermal Properties of Materials. 3 Units.
Reviews quantum mechanics as applied to materials, energy bands, and density of states; Electrical properties of metals, semiconductors, insulators, and superconductors; Optical properties of materials, including: metallic luster, color, and optoelectronics; Magnetic properties of materials, including: Types of magnetic behavior, theory, and applications; Thermal properties of materials, including: heat capacity, thermal expansion, and thermal conductivity. Prereq: Graduate Standing in Materials Science and Engineering or Requisites Not Met permission.

EMSE 417. Properties of Materials in Extreme Environments. 3 Units.
Fundamentals of degradation pathways of materials under extreme conditions; thermodynamic stability of microstructures, deformation mechanisms, and failure mechanisms. Extreme conditions that will typically be addressed include: elevated temperatures, high-strain rates (ballistic), environmental effects, nuclear radiation, and small scales. Examples will be drawn from recent events as appropriate.

EMSE 421. Fracture of Materials. 3 Units.

EMSE 422. Failure Analysis. 3 Units.
Methods and procedures for determining the basic causes of failures in structures and components. Recognition of fractures and excessive deformations in terms of their nature and origin. Development and full characterization of fractures. Review of essential mechanical behavior concepts and fracture mechanics concepts applied to failure analyses in inorganic, organic, and composite systems. Legal, ethical, and professional aspects of failures from service. Prereq: EMSE 372 or EMAE 372 or Requisites Not Met permission.
EMSE 427. Defects in Solids. 3 Units.
Defects in solids control many properties of interest to the materials scientist or engineer. This course focuses on point, line, and interfacial defects in crystals and their interactions, including calculations of defect energies and interaction forces. Crystallographic defects presented include point defects (e.g., vacancies, interstitials, substitutional and interstitial impurities), line defects (e.g., dislocations), and planar defects (e.g., grain boundaries). The consequence of point defects on diffusion as well as on optical and electronic properties is discussed. Dislocation motion and dislocation dissociation are treated, and the influence of dislocation dynamics on yield phenomena, work hardening, and other mechanical properties are discussed. The role of grain boundaries and inter-phase boundaries in determining the physical properties of the material are presented. Experimental techniques for characterizing defects are integrated throughout the course. Recommended preparation: MATH 223 (or equivalent) and EMSE 276 (or equivalent).

EMSE 428. Mesoscale Structural Control of Functional Materials. 3 Units.
The course focuses on mesoscale structure of materials and their interrelated effects on properties, mostly in electrical in nature. The mesoscale science covers the structures varying from electronic- to microstructure. In each scale, fundamental science will be complimented by examples of applications and how the structure is exploited both to modify and enable function. The student will develop an understanding of how the structure across multiple scales are interrelated and how to tailor them for desired outcomes. Offered as: EMSE 328 and EMSE 428.

EMSE 430. Additive Manufacturing of Metals, Polymers, and Ceramics. 3 Units.
Additive manufacturing, though rooted in well-established unit operations, has emerged as a distinctive approach to the production of components and assemblies. This course will cover the conceptual approach, its history, the current state of the art, and analysis of projections of its future role. The respective advances in digital description of parts and digital control of processes will be described as machine design and construction. The emphasis, however, will be on the processing-structure-property relationships. Polymers, metals, and ceramics will be treated separately and contrasted. The course will make extensive use of current literature. Prereq: EMSE 276 or EMSE 428.

EMSE 435. Strategic Metals and Materials for the 21st Century. 3 Units.
This course seeks to create an understanding of the role of mineral-based materials in the modern economy focusing on how such knowledge can and should be used in making strategic choices in an engineering context. The history of the role of materials in emerging technologies from a historical perspective will be briefly explored. The current literature will be used to demonstrate the connectedness of materials availability and the development and sustainability of engineering advances with examples of applications exploiting structural, electronic, optical, magnetic, and energy conversion properties. Processing will be comprehensively reviewed from source through refinement through processing including property development through application of an illustrative set of engineering materials representing commodities, less common metals, and minor metals. The concept of strategic recycling, including design for recycling and waste stream management will be considered. Offered as EMSE 335 and EMSE 435. Prereq: Senior standing or graduate student.

EMSE 436. Magnetism and Magnetic Materials. 3 Units.
This course covers the fundamentals of magnetism and application of modern magnetic materials especially for energy and data storage technologies. The course will focus on intrinsic and extrinsic magnetic properties, processing of magnetic materials to achieve important magnetic performance metrics, and the state-of-the-art magnetic materials used today. The topics related to intrinsic properties, include: magnetic dipole moments, magnetization, exchange coupling, magnetic anisotropy and magnetostriction. Topics related to extrinsic properties, include: magnetic hysteresis, frequency dependent magnetic response and magnetic losses. Technologically important permanent magnets (including rare earth containing alloys and magnetic oxides), soft magnets (including electrical steels, amorphous, ferrites, and nanocrystalline alloys), and thin film materials (including iron platinum) will be discussed in the context of their technological interest. Throughout the course, experimental techniques and data analysis will be discussed. The course is suitable for most graduate students and advanced undergraduates in engineering and science.

EMSE 443. Processing of Electronic Materials. 3 Units.
The class will focus on the processing of materials for electronic applications. Necessary background into the fundamentals and applications will be given at the beginning to provide the basis for choices made during processing. MOSFET will be used as the target application. However, the processing steps covered are related to many other semiconductor based applications. The class will include both planar and bulk processing. Offered as: EMSE 343 and EMSE 443. Prereq: PHYS 122 or PHYS 124 and EMSE 276.

EMSE 449. Role of Materials in Energy and Sustainability. 3 Units.
This course has two parts: engineered materials as consumers of resources (raw materials, energy); and as key contributors to energy efficiency and sustainable energy technologies. Topics covered include: Energy usage in the U.S. and the world. Availability of raw materials, including strategic materials; factors affecting global reserves and annual world production. Resource demand of materials production, fabrication, and recycling. Design strategies, and how the inclusion of environmental impacts in design criteria can affect design outcomes and material selection. Roles of engineered materials in energy technologies: photovoltaics, solar thermal, fuel cells, wind, batteries, capacitors. Materials in energy-efficient lighting. Energy return on energy invested. Semester projects will allow students to explore related topics (e.g. geothermal; biomass; energy-efficient manufacturing and transportation). Offered as EMSE 349 and EMSE 449. Prereq: ENGR 225 and (ENGR 145 or EMSE 146) and (PHYS 122 or PHYS 124) or requisites not met permission.

EMSE 465. Surface Engineering of Materials. 3 Units.
Introduction to surface engineering of materials, understood as a treatment that allows the surface to perform functions different from those performed by the bulk. This may include engineering the mechanical, chemical, electrical, magnetic, or optical properties of the surface and near-surface regions for specific applications. For a variety of technologically important classes of materials, the course reviews general concepts of surface engineering, the underlying physical and materials science principles, technical implementations, and typical applications. Recommended for graduate students and advanced undergraduate students. Offered as EMSE 365 and EMSE 465.
EMSE 468. Scientific Writing in Materials Science and Engineering. 3 Units.
For writing a thesis (or a publication) in the field of materials science and engineering, students need a diverse set of skills in addition to mastering the scientific content. Generally, scientific writing requires proficiency in document organization, professional presentation of numerical and graphical data, literature retrieval and management, text processing, version control, graphical illustration, mathematical typesetting, the English language, elements of style, etc. Scientific writing in materials science and engineering, specifically, requires additional knowledge about e.g. conventions of numerical precision, error limits, mathematical typesetting, proper use of units, proper digital processing of micrographs, etc. Having to acquire these essential skills at the beginning of thesis (or publication) writing may compromise the outcome by distracting from the most important task of composing the best possible scientific content. This course properly prepares students for scientific writing with a comprehensive spectrum of knowledge, skills, and tools enabling them to fully focus on the scientific content of their thesis or publication when the time has come to start writing. Similar to artistic drawing, where the ability to "see" is as (or more!) important as skills of the hand, the ability of proper scientific writing is intimately linked to the ability of critically reviewing scientific texts. Therefore, students will practice both authoring and critical reviewing of material science texts. To sharpen students’ skills of reviewing, examples of good and less good scientific writing will be taken from published literature of materials science and engineering and analyzed in the context of knowledge acquired in the course. At the end of the course, students will have set up skills and a highly functional work environment to start writing their role thesis or article with full focus on the scientific content. While the course mainly targets students of materials science and engineering, students of other disciplines of science and engineering may also benefit from the course material. Offered as EMSE 368 and EMSE 468.

EMSE 499. Materials Science and Engineering Colloquium. 0 Unit.
Invited speakers deliver lectures on topics of active research in materials science. Speakers include researchers at universities, government laboratories, and industry. Course is offered only for 0 credits. Attendance is required.

EMSE 500T. Graduate Teaching II. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exams/quizzes/homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduates will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 503. Structure of Materials. 3 Units.
The structure of materials and physical properties are explored in terms of atomic bonding and the resulting crystallography. The course will cover basic crystal chemistry, basic crystallography (crystal symmetries, point groups, translation symmetries, space lattices, and crystal classes), basic characterization techniques and basic physical properties related to a materials structure.

EMSE 504. Thermodynamics of Solids. 3 Units.

EMSE 505. Phase Transformations, Kinetics, and Microstructure. 3 Units.
Phase diagrams are used in materials science and engineering to understand the interrelationships of composition, microstructure, and processing conditions. The microstructure and phases of metallic and non-metallic systems are determined by the thermodynamic driving forces and reaction pathways. In this course, solution thermodynamics, the energetics of surfaces and interfaces, and both diffusional and diffusionless phase transformations are reviewed. The development of the laws of diffusion and its application for both melts and solids are covered. Phase equilibria and microstructure in multicomponent systems will also be discussed.

EMSE 509. Conventional Transmission Electron Microscopy. 3 Units.
Introduction to transmission electron microscopy-theoretical background and practical work. Lectures and laboratory experiments cover the technical construction and operation of transmission electron microscopes, specimen preparation, electron diffraction by crystals, electron diffraction techniques of TEM, conventional TEM imaging, and scanning TEM. Examples from various fields of materials research illustrate the application and significance of these techniques. Recommended preparation: Consent of instructor.

EMSE 515. Analytical Methods in Materials Science. 3 Units.
Microcharacterization techniques of materials science and engineering: SPM (scanning probe microscopy), SEM (scanning electron microscopy), FIB (focused ion beam) techniques, SIMS (secondary ion mass spectrometry), EPMA (electron probe microanalysis), XPS (X-ray photoelectron spectrometry), AES (Auger electron spectrometry), ESCA (electron spectrometry for chemical analysis). The course includes theory, application examples, and laboratory demonstrations.

EMSE 599. Critical Review of Materials Science and Engineering Colloquium. 1 - 2 Units.
Invited speakers deliver lectures on topics of active research in materials science. Speakers include researchers at universities, government laboratories, and industry. Each course offering is for 1 or 2 credits but the course can be taken multiple times totaling up to a maximum of six credits. Attendance is required. Graded coursework is in the form of a term paper per credit. The topic for the term paper(s) should be chosen from seminar topics. The term paper will be graded by the advisor of the graduate student.

EMSE 600T. Graduate Teaching III. 0 Unit.
To provide teaching experience for all Ph.D.-bound graduate students. This will include preparing exam/quizzes/homework, leading recitation sessions, tutoring, providing laboratory assistance, and developing teaching aids that include both web-based and classroom materials. Graduates will meet with supervising faculty member throughout the semester. Grading is pass/fail. Students must receive three passing grades and up to two assignments may be taken concurrently. Recommended preparation: Ph.D. student in Materials Science and Engineering.

EMSE 601. Independent Study. 1 - 18 Units.

EMSE 634. Special Topics of Materials Science. 1 - 2 Units.
This course introduces graduate students to specific topics of material science, tailored to individual interests of the students. For example, students with interest in specific techniques for microcharacterization of materials may be educated in the physical background of these techniques by studying literature under the guidance of the instructor, presenting and discussing the learned material with the instructor and other students, and being trained in practical experimentation in laboratory sessions demonstrating these techniques on instruments of SCSAM, the Swagelok Center for Surface Analysis of Materials.
EMSE 649. Special Projects. 1 - 18 Units.

EMSE 651. Thesis M.S.. 1 - 18 Units.
Required for Master's degree. A research problem in metallurgy, ceramics, electronic materials, biomaterials or archeological and art historical materials, culminating in the writing of a thesis.

EMSE 695. Project M.S.. 1 - 9 Units.
Research course taken by Plan B M.S. students. Prereq: Enrolled in the EMSE Plan B MS Program.

EMSE 701. Dissertation Ph.D.. 1 - 9 Units.
Required for Ph.D. degree. A research problem in metallurgy, ceramics, electronic materials, biomaterials or archeological and art historical materials, culminating in the writing of a thesis. Prereq: Predoctoral research consent or advanced to Ph.D. candidacy milestone.

Applied Data Science Courses

DSCI 134. Introduction to Applied Data Science. 3 Units.
This course is an introduction to data science and analytics. In the first half of the course, students will develop a basic understanding of how to manipulate, analyze and visualize large data in a distributed computing environment, with an appreciation of open source development, security and privacy issues. In the second half of the course, students will gain experience in data manipulation and analysis using scripted programming languages such as Python.

DSCI 330. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

DSCI 332. Spatial Statistics for Near Surface, Surface, and Subsurface Modeling. 3 Units.
This course is on spatial modeling of near surface, surface, and subsurface data, also known as geostatistical modeling. Spatial modeling has its origins in predictive modeling of minerals in subsurface formations, from which many examples are used in this class. Students will learn the basics of spatial models in order to understand how they are built from various data types and how their uncertainties are assessed and risk reduced. Students will be expected to learn the rudimentary navigation of R Studio, execute pre-written publically available R code (provided), and make simple modifications. Graduate students will be expected to learn the above and develop a 10 week modeling project focused on the use of spatial modeling methods with R using data relevant to their specific discipline or interest. These projects will include preparing datasets to be executed in R code scripts. Resulting scripts will be placed in a git repository for use by other students as open source resources along with documentation demonstrating the reproducible spatial modeling science and analyses for these problems. Geostatistical (spatial) mapping is applicable across many disciplines. Examples of graduate projects from previous classes include subsurface modeling (geology), earthquake mapping (geophysics/civil engineering), soil stability modeling (civil engineering), aquifer characterization (hydrology), and pollution/contaminant mapping (environmental studies/medicine). Offered as DSCI 332 and DSCI 432.

DSCI 351. Exploratory Data Science. 3 Units.
In this course, we will learn data science and analysis approaches to identify statistically significance relationships and better model and predict the behavior of these systems. We will assemble and explore real-world datasets, perform clustering and pair plot analyses to investigate correlations, and logistic regression will be employed to develop associated predictive models. Results will be interpreted, visualized and discussed. We will introduce basic elements of statistical analysis using R Project open source software for exploratory data analysis and model development. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and munging functions, and a rich selection of statistical packages, used for data analytics, model development and prediction. This will include an introduction to R data types, reading and writing data, looping, plotting and regular expressions, so that one can start performing variable transformations for linear fitting and developing structural equation models, while exploring for statistically significant relationships. The M section of DSCI 351 is for students focusing on Materials Data Science. Offered as DSCI 351, DSCI 351M and DSCI 451. Prereq: (ENGR 131 or E ECS 132 or DSCI 134) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431).

DSCI 351M. Exploratory Data Science. 3 Units.
In this course, we will learn data science and analysis approaches to identify statistically significance relationships and better model and predict the behavior of these systems. We will assemble and explore real-world datasets, perform clustering and pair plot analyses to investigate correlations, and logistic regression will be employed to develop associated predictive models. Results will be interpreted, visualized and discussed. We will introduce basic elements of statistical analysis using R Project open source software for exploratory data analysis and model development. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and munging functions, and a rich selection of statistical packages, used for data analytics, model development and prediction. This will include an introduction to R data types, reading and writing data, looping, plotting and regular expressions, so that one can start performing variable transformations for linear fitting and developing structural equation models, while exploring for statistically significant relationships. The M section of DSCI 351 is for students focusing on Materials Data Science. Offered as DSCI 351, DSCI 351M and DSCI 451. Prereq: (ENGR 131 or E ECS 132 or DSCI 134) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431).

DSCI 352. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including 1: Define the ADS question, 2: Identify, locate, and/or generate the data 3: Exploratory data analysis 4: Statistical modeling and prediction 5: Synthesizing the results in the domain context 6: Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 352, DSCI 352M and DSCI 452. Prereq: (DSCI 133 or DSCI 134 or ENGR 131 or E ECS 132) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431 or OPRE 207) and (DSCI 351 or (SYBB 311A and SYBB 311B and SYBB 311C and SYBB 311D) or SYBB 321 or MKMR 201).
DSCI 352M. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including: 1) Define the ADS question, 2) Identify, locate, and/or generate the data, 3) Exploratory data analysis, 4) Statistical modeling and prediction, 5) Synthesizing the results in the domain context, 6) Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 352, DSCI 352M and DSCI 452. Prereq: (DSCI 133 or DSCI 134 or ENGR 131 or EECS 132) and (STAT 312R or STAT 201R or SYBB 310 or PQHS/EPBI 431 or OPRE 207) and (DSCI 351 or (SYBB 311A and SYBB 311B and SYBB 311C and SYBB 311D) or SYBB 321 or MKMR 201).

DSCI 353. Data Science: Statistical Learning, Modeling and Prediction. 3 Units.
In this course, we will use an open data science tool chain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. In addition to the standard data cleaning, assembly and exploratory data analysis steps essential to all data analyses, we will identify statistically significant relationships from datasets derived from population samples, and infer the reliability of these findings. We will use regression models to model a number of both real-world and lab-based systems producing predictive models applicable in comparable populations. We will assemble and explore real-world datasets, use pair-wise plots to explore correlations, perform clustering, self-similarity, and logistic regression develop both fixed-effect and mixed-effect predictive models. We will introduce machine-learning approaches for classification and tree-based methods. Results will be interpreted, visualized and discussed. We will introduce the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and clustering. With this background, it becomes possible to start performing variable transformations for linear regression fitting and developing structural equation models, fixed-effects and mixed-effects models along with other statistical learning techniques, while exploring for statistically significant relationships. The class will be structured to have a balance of theory and practice. We’ll split class into Foundation and Practicum a) Foundation: lectures, presentations, discussion b) Practicum: coding, demonstrations and hands-on data science work. The M section of DSCI 353 is for students focusing on Materials Data Science. Offered as DSCI 353, DSCI 353M and DSCI 453.

DSCI 354. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: (DSCI 351 or DSCI 351M) and (DSCI 353 or DSCI 353M).
DSCI 354M. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: (DSCI 351 or DSCI 351M) and (DSCI 353 or DSCI 353M).

DSCI 430. Cognition and Computation. 3 Units.
An introduction to (1) theories of the relationship between cognition and computation; (2) computational models of human cognition (e.g. models of decision-making or concept creation); and (3) computational tools for the study of human cognition. All three dimensions involve data science: theories are tested against archives of brain imaging data; models are derived from and tested against datasets of e.g., financial decisions (markets), legal rulings and findings (juries, judges, courts), legislative actions, and healthcare decisions; computational tools aggregate data and operate upon it analytically, for search, recognition, tagging, machine learning, statistical description, and hypothesis testing. Offered as COGS 330, COGS 430, DSCI 330 and DSCI 430.

DSCI 432. Spatial Statistics for Near Surface, Surface, and Subsurface Modeling. 3 Units.
This course is on spatial modeling of near surface, surface, and subsurface data, also known as geostatistical modeling. Spatial modeling has its origins in predictive modeling of minerals in subsurface formations, from which many examples are used in this class. Students will learn the basics of spatial models in order to understand how they are built from various data types and how their uncertainties are assessed and risk reduced. Students will be expected to learn the rudimentary navigation of R Studio, execute pre-written publically available R code (provided), and make simple modifications. Graduate students will be expected to learn the above and develop a 10 week modeling project focused on the use of spatial modeling methods with R using data relevant to their specific discipline or interest. These projects will include preparing datasets to be executed in R code scripts. Resulting scripts will be placed in a git repository for use by other students as open source resources along with documentation demonstrating the reproducible spatial modeling science and analyses for these problems. Geostatistical (spatial) mapping is applicable across many disciplines. Examples of graduate projects from previous classes include subsurface modeling (geology), earthquake mapping (geophysics/civil engineering), soil stability modeling (civil engineering), aquifer characterization (hydrology), and pollution/contaminant mapping (environmental studies/medicine). Offered as DSCI 332 and DSCI 432.

DSCI 451. Exploratory Data Science. 3 Units.
In this course, we will learn data science and analysis approaches to identify statistically significance relationships and better model and predict the behavior of these systems. We will assemble and explore real-world datasets, perform clustering and pair plot analyses to investigate correlations, and logistic regression will be employed to develop associated predictive models. Results will be interpreted, visualized and discussed. We will introduce basic elements of statistical analysis using R Project open source software for exploratory data analysis and model development. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and munging functions, and a rich selection of statistical packages, used for data analytics, model development and prediction. This will include an introduction to R data types, reading and writing data, looping, plotting and regular expressions, so that one can start performing variable transformations for linear fitting and developing structural equation models, while exploring for statistically significant relationships. The M section of DSCI 351 is for students focusing on Materials Data Science. Offered as DSCI 351, DSCI 351M and DSCI 451.

DSCI 452. Applied Data Science Research. 3 Units.
This is a project based data science research class, in which project teams identify a research project under the guidance of a domain expert professor. The research is structured as a data analysis project including the 6 steps of developing a reproducible data science project, including: 1: Define the ADS question, 2: Identify, locate, and/or generate the data 3: Exploratory data analysis 4: Statistical modeling and prediction 5: Synthesizing the results in the domain context 6: Creation of reproducible research, including code, datasets, documentation and reports. During the course special topic lectures will include Ethics, Privacy, Openness, Security, Ethics. Value. The M section of DSCI 352 is for students focusing on Materials Data Science. Offered as DSCI 352, DSCI 352M and DSCI 452.
DSCI 453. Data Science: Statistical Learning, Modeling and Prediction. 3 Units.
In this course, we will use an open data science tool chain to develop reproducible data analyses useful for inference, modeling and prediction of the behavior of complex systems. In addition to the standard data cleaning, assembly and exploratory data analysis steps essential to all data analyses, we will identify statistically significant relationships from datasets derived from population samples, and infer the reliability of these findings. We will use regression methods to model a number of both real-world and lab-based systems producing predictive models applicable in comparable populations. We will assemble and explore real-world datasets, use pair-wise plots to explore correlations, perform clustering, self-similarity, and logistic regression develop both fixed-effect and mixed-effect predictive models. We will introduce machine-learning approaches for classification and tree-based methods. Results will be interpreted, visualized and discussed. We will introduce the basic elements of data science and analytics using R Project open source software. R is an open-source software project with broad abilities to access machine-readable open-data resources, data cleaning and assembly functions, and a rich selection of statistical packages, used for data analytics, model development, prediction, inference and clustering. With this background, it becomes possible to start performing variable transformations for linear regression fitting and developing structural equation models, fixed-effects and mixed-effects models along with other statistical learning techniques, while exploring for statistically significant relationships. The class will be structured to have a balance of theory and practice. We’ll split class into Foundation and Practicum a) Foundation: lectures, presentations, discussion b) Practicum: coding, demonstrations and hands-on data science work. The M section of DSCI 353 is for students focusing on Materials Data Science. Offered as DSCI 353, DSCI 353M and DSCI 453.

DSCI 454. Data Visualization and Analytics. 3 Units.
Data Visualization and Analytics students will learn data visualization and analytics techniques focused on different types of data such as time-series, spectral, or image data science problems. This class will focus on increasing analysis of complex data sets through visualization by enhancing exploratory data analysis and data cleaning. This class will focus on creating effective data visualizations to communicate data analytics results to different audiences. Different datasets will be provided to develop different types of visualizations and analytics. Types of data visualizations include in interactive plots (e.g., bar graphs change over time), applications that allow users to adjust the visualizations based on their decisions (e.g., shiny applications), interactive maps, 3-D plots of data, etc. Discussing how an audience understands information and brings in data as well as the ethics of making data visualizations will be discussed. The class will also include ways to increase modeling and analysis with effective visualizations for credible, data-driven decision making. This will include a git repository for other students to use these codes as open source resources and the preparation of reproducible data science analyses for different types of problems. Offered as DSCI 354, DSCI 354M, and DSCI 454. Prereq: DSCI 451 and DSCI 453.

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The Department of Mechanical and Aerospace Engineering of the Case School of Engineering offers programs leading to bachelor’s, master’s, and doctoral degrees. It administers the programs leading to the degrees of Bachelor of Science in Engineering with a major in Aerospace Engineering and Bachelor of Science in Engineering with a major in Mechanical Engineering. Both curricula are based on four-year programs of preparation for productive engineering careers or further academic training.

Mission
The mission of the Mechanical and Aerospace Engineering Department is to educate and prepare students at both the undergraduate and graduate levels for leadership roles in the fields of Mechanical Engineering and Aerospace Engineering and to conduct research for the benefit of society.

The undergraduate program emphasizes fundamental engineering science, analysis and experiments to ensure that graduates will be strong contributors in their work environment, be prepared for advanced study at top graduate schools and be proficient lifelong learners. The graduate programs emphasize advanced methods of analysis, mathematical modeling, computational and experimental techniques applied to a variety of mechanical and aerospace engineering specialties including, applied mechanics, dynamic systems, robotics, biomechanics, fluid mechanics, heat transfer, propulsion and combustion. Leadership skills are developed by infusing the program with current engineering practice, design, and professionalism (including engineering ethics and the role of engineering in society) led by concerned educators and researchers.

The academic and research activities of the department center on the roles of mechanics, thermodynamics, heat and mass transfer, robotics, mechatronics, data analytics, sustainability in manufacturing, and engineering design in a wide variety of applications such as aeronautics, astronautics, biomechanics and orthopedic engineering, biomimetics and biologically-inspired robotics, energy, environment, machinery dynamics, mechanics of advanced materials, nanotechnology and tribology. Many of these activities involve strong collaborations with the Departments of Biology, Electrical Engineering and Computer Science, Materials Science and Engineering, and Orthopaedics of the School of Medicine.

The significant constituencies of the Mechanical and Aerospace Engineering Department are the faculty, the students, the alumni and the external advisory boards. The educational program objectives are established and reviewed continuously, based on the feedback from the various constituencies as well as archival information about the program graduates. The faculty engages in continuing discussions of the academic programs in the regularly scheduled faculty meetings throughout the academic year. Periodic surveys of alumni provide data regarding the preparedness and success of the graduates as well as guidance in program development. Archival data include the placement information for graduating seniors, which provides direct information regarding the success of the graduates in finding employment or being admitted to graduate programs.

Mastery of Fundamentals
- A strong background in the fundamentals of chemistry, physics and mathematics
- Methods of mechanical engineering analysis, both numerical and mathematical, applied to mechanics, dynamic systems and control, thermodynamics, fluid mechanics and heat transfer
The aerospace engineering major has been developed to address the needs of those students seeking career opportunities in the highly specialized and advancing aerospace industries.

Mechanical Engineering
Civilization, as we know it today, depends on the intelligent and humane use of our energy resources and machines. The mechanical engineer’s function is to apply science and technology to the design, analysis, development, manufacture, and use of machines that convert and transmit energy, and to apply energy to the completion of useful operations. The top ten choices of the millennium committee of the National Academy of Engineering, asked to select the 20 top engineering accomplishments of the 20th century, was abundant with mechanical engineering accomplishments, electrification (large scale power generation and distribution), automobiles, air travel (development of aircraft and propulsion), mechanized agriculture, and refrigeration and air conditioning.

Research
**Aerospace Technology and Space Exploration**
Flow in turbomachinery, molecular dynamics simulation of rarefied gas flow, two phase flow, supersonic combustion and propulsion, thermoacoustic refrigeration, in-situ resource utilization from space. Gravitational effects on transport phenomena, fluids and thermal processes in advanced life support systems for long duration space travel, interfacial processes, g-jitter effects on microgravity flows, two phase flow in zero and reduced gravity.

**Combustion and Fire Engineering**
Hydrogen ignition and safety, catalytic combustion, flame spread, fire research and protection, combustion in micro- and partial gravity.

**Data Analytics**
Multi-domain signal decomposition and analysis, wavelet transform and other transformation methods, data fusion, stochastic modeling and statistical methods for defect detection, root cause diagnosis, and remaining service life prognosis, multi-scale analysis.

**Dynamics of Rotating Machinery**
Forced and instability vibration of rotor/bearing/seal systems, nonlinear rotor dynamics, torsional rotor vibration, rotor dynamic characteristics of bearings and seals (computational and experimental approach), control of rotor system dynamics, rub-impact studies on bearings and compressor/turbine blading systems. Advanced rotating machinery monitoring and diagnostics.

**Engineering Design**
Optimization and computer-aided design, feasibility studies of kinematic mechanisms, kinematics of rolling element-bearing geometries, mechanical control systems, experimental stress analysis, failure analysis, development of biologically inspired methodologies.

**Heat Transfer**
Analysis of heat transfer in complex systems such as biological organisms, multi-functional materials and building enclosures.

**Sustainable and Additive Manufacturing**
Modeling, characterization and manufacturing of next-generation lithium ion batteries for electric vehicles and perovskite solar cells for low-cost solar power generation, multiphysics electrochemistry modeling, atomic
layer deposition, scalable nano-manufacturing, life cycle assessment of lithium ion batteries on environmental sustainability, agile manufacturing work cells based on coordinated, multiple robots, additive manufacturing, in-process sensing and control.

**Materials**
Development of novel experimental techniques to investigate material response at elevated temperatures and high rates of deformation. Constitutive modeling of damage evolution, shear localization and failure of advanced engineering materials. Fabrication of mechanical properties of composite materials; creep, rupture, and fatigue properties of engineering materials at elevated temperatures.

**Multiphase Flow**
Application of non-intrusive laser based diagnostic techniques and ultrasound techniques including pulsed ultrasound Doppler velocimetry to study solid-liquid, solid-gas, liquid-gas and solid-liquid-gas, multiphase flows encountered in slurry transport and bio-fluid mechanics.

**Nanotechnology**
Research related to various nanotechnology applications with particular emphasis on energy conversion, generation and storage in nanostructured materials including the synthesis of polymer-based nanocomposites. Current research projects include investigation of nanocomposites for thermolectric devices, molecular simulation of thermal transport across interfacial regions, and biomimetic research on protein-based shark gel.

**Musculoskeletal Mechanics and Materials**
Design, modeling, and failure analysis of orthopaedic prostheses and material selection; mechanical properties of, and transport processes in, bone and soft tissue; tribology of native and tissue engineered cartilage; nondestructive mechanical evaluation of tissue engineered cartilage.

**Robotics**
Biologically inspired and biologically based design and control of legged robots. Dynamics, control and simulation of animals and robots. Distributed intelligence, swarm robotics, social robots, wearable telesensors, and tangible game interface.

**Sensing and Metrology**
Signal transduction mechanisms, design, modeling, functional characterization, and performance evaluation of mechanical, thermal, optical, and magnetic-field sensors, multi-physics sensing, and precision instrumentation.

**Tribology and Seals**
Time-resolved friction on nano- and microsecond time scale with applications to high speed machining and mechanics of armor penetration. Study of gas lubricated foil bearing systems with application to oil-free turbomachinery. Evaluation of advanced seal concepts and configurations for high temperature applications in gas turbine engines.

**Turbomachinery**
Vibration characteristics of seals and bearings and measurement of chaotic motion. Rub impact studies of blade tip/casing interactions, particle-blade/casing interactions in centrifugal pumps.

**Faculty**

Robert X. Gao, PhD  
(Technical University of Berlin, Germany)  
*Cady Staley Professor of Engineering and Department Chair*

Ozan Akkus, PhD  
(Case Western Reserve University)  
*Leonard Case Jr. Professor of Engineering*

Richard J. Bachmann, PhD  
(Case Western Reserve University)  
*Assistant Professor*

Paul Barnhart, PhD, PE  
(Case Western Reserve University)  
*Professor and Director of Undergraduate and Online Programs*

Sunniva Collins, PhD, FASM  
(Case Western Reserve University)  
*Associate Professor and Associate Dean of Professional Programs*

Kathryn Daltorio, PhD  
(Case Western Reserve University)  
*Assistant Professor*

Umut A. Gurkan, PhD  
(Purdue University)  
*Warren E. Rupp Associate Professor*

Steve Hostler, PhD  
(California Institute of Technology)  
*Assistant Professor*

Chirag Kharangate, PhD  
(Purdue University)  
*Assistant Professor*

Bo Li, PhD  
(California Institute of Technology)  
*Assistant Professor*
Ya-Ting T. Liao, PhD  
(Case Western Reserve University)  
Assistant Professor  
Fire dynamics, computational fluid dynamics, thermal fluids

Brian Maxwell, PhD  
(University of Ottawa, Canada)  
Assistant Professor  
Detonations, Turbulent combustion, Compressible and reactive flows

Roger D. Quinn, PhD  
(Virginia Polytechnic Institute & State University)  
Arthur P. Armitage Professor of Engineering  
Biologically inspired robotics, agile manufacturing systems, structural dynamics, vibration and control

Clare M. Rimnac, PhD  
(Lehigh University)  
Wilbert J. Austin Professor of Engineering  
Biomechanics; fatigue and fracture mechanics

Bryan E. Schmidt, PhD  
(California Institute of Technology)  
Assistant Professor  
Turbulence, Hypersonics, Image Processing

Fumiaki Takahashi, PhD  
(Keio University)  
Professor  
Combustion, fire science and engineering

Yingchun (Chris) Yuan, PhD  
(University of California at Berkeley)  
Professor  
Sustainable manufacturing, lithium ion battery, modeling and characterization for energy storage

Research Faculty
Alexis Abramson, PhD  
(University of California at Berkeley)  
Research Professor  
Macro/micro/nanoscale heat transfer and energy transport

R. Balasubramaniam, PhD  
(Case Western Reserve University)  
Research Associate Professor, National Center for Space Exploration Research  
Microgravity fluid mechanics

Uday Hegde, PhD  
(Georgia Institute of Technology)  
Research Associate Professor, National Center for Space Exploration Research  
Combustion, turbulence and acoustics

Mohammad Kassemi, PhD  
(University of Akron)  
Research Professor, National Center for Space Exploration Research  
Computational fluid mechanics

Emeritus Faculty
Dwight T. Davy, PhD, PE  
(University of Iowa)  
Professor Emeritus  
Musculo-skeletal biomechanics; applied mechanics

Isaac Greber, PhD  
(Massachusetts Institute of Technology)  
Professor Emeritus  
Fluid dynamics; molecular dynamics and kinetic theory; biological fluid mechanics; acoustics

Jaikrishnan R. Kadambi, PhD  
(University of Pittsburgh)  
Professor Emeritus  
Experimental fluid mechanics, laser diagnostics, bio-fluid mechanics, turbomachinery

Associated Faculty
Kenneth Loparo, PhD  
(Case Western Reserve University)  
Professor of Electrical Engineering and Computer Science  
Control; robotics; stability of dynamical systems; vibrations

David Matthiesen, PhD  
(Massachusetts Institute of Technology)  
Associate Professor of Materials Science Engineering  
Microgravity crystal growth

Wyatt S. Newman, PhD  
(Massachusetts Institute of Technology)  
Professor of Electrical Engineering and Computer Science  
Mechatronics; high-speed robot design; force and vision-bases machine control; artificial reflexes for autonomous machines; rapid prototyping; agile manufacturing

Mario Garcia Sanz, PhD  
(University of Navarra)  
Professor of Electrical Engineering and Computer Science  
Systems and control, spacecraft controls, automated manufacturing

Ravi Vaidyanathan, PhD  
(Case Western Reserve University)  
Adjunct Assistant Professor, Imperial College  
Robotics and control

Xiong Yu, PhD, PE  
(Purdue University)  
Associate Professor  
Geotechnical engineering, non-destructive testing, intelligent infrastructures
Undergraduate Programs

Bachelor of Science in Engineering

Program Educational Objectives: Aerospace Engineering

• Graduates will enter and successfully engage in careers in Aerospace Engineering and other professions appropriate to their background, interests, and skills.
• Graduates will engage in continued learning through post-baccalaureate education and/or professional development in engineering or other professional fields.
• Graduates will develop as leaders in their chosen professions.

Program Educational Objectives: Mechanical Engineering

• Graduates will enter and successfully engage in careers in Mechanical Engineering and other professions appropriate to their background, interests, and skills.
• Graduates will engage in continued learning through post-baccalaureate education and/or professional development in engineering or other professional fields.
• Graduates will develop as leaders in their chosen professions.

Student Outcomes

• An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering science and mathematics
• An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
• An ability to communicate effectively with a range of audiences
• 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
• An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
• An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
• An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

The Bachelor of Science in Engineering degree program with a major in Aerospace Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

The Bachelor of Science in Engineering degree program with a major in Mechanical Engineering is accredited by the Engineering Accreditation Commission of ABET, http://www.abet.org.

Bachelor of Science in Engineering
Major in Aerospace Engineering

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 181</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 251</td>
<td>Thermodynamics</td>
<td>3</td>
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<tr>
<td>EMAE 252</td>
<td>Fluid Mechanics</td>
<td>3</td>
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<tr>
<td>EMAE 285</td>
<td>Mechanical Engineering Measurements Laboratory</td>
<td>4</td>
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<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
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<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 350</td>
<td>Mechanical Engineering Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 353</td>
<td>Heat Transfer</td>
<td>3</td>
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<tr>
<td>EMAE 355</td>
<td>Design of Fluid and Thermal Elements</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 359</td>
<td>Aero/Gas Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 376</td>
<td>Aerostructures</td>
<td>3</td>
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<tr>
<td>EMAE 383</td>
<td>Flight Mechanics</td>
<td>3</td>
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<tr>
<td>EMAE 384</td>
<td>Orbital Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 356</td>
<td>Aerospace Design</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 382</td>
<td>Propulsion</td>
<td>3</td>
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<tr>
<td>EMAE 398</td>
<td>Senior Project</td>
<td>3</td>
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<tr>
<td>One Technical Elective</td>
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For the Engineering Core natural science and math requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PHYS 221</td>
<td>Introduction to Modern Physics</td>
<td>3</td>
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</table>

Total Units 61
Technical Electives by Program

- All 200-, 300-, and 400-level courses from the following areas: EMAE all, EMAE cross-listed, EBME all, EBME cross-listed, ECIV all, ECSE cross-listed, EMAC all, EMSE all, EMSE cross-listed
- All 300- and 400-level courses in ECHE
- All 300-level MATH and STAT courses with the concurrence of the advisor

Bachelor of Science in Engineering
Suggested Program of Study: Major in Aerospace Engineering

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

First Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>16</td>
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Second Year

<table>
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<tr>
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<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>15</td>
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<td>18</td>
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Third Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>18</td>
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</table>

Fourth Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Total Units in Sequence: 129

Hours required for graduation: 129

Bachelor of Science in Engineering
Major in Mechanical Engineering

In addition to engineering general education requirements (http://bulletin.case.edu/undergraduatestudies/csedegree/) and university general education requirements (http://bulletin.case.edu/undergraduatestudies/degreeprograms/), the major requires the following courses:

Major Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 181</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 250</td>
<td>Computers in Mechanical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 251</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 252</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 285</td>
<td>Mechanical Engineering Measurements Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ECSE 304</td>
<td>Control Engineering I with Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ECIV 310</td>
<td>Strength of Materials</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 350</td>
<td>Mechanical Engineering Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 353</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 355</td>
<td>Design of Fluid and Thermal Elements</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 360</td>
<td>Design and Manufacturing II</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 370</td>
<td>Design of Mechanical Elements</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 398</td>
<td>Senior Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Four Technical Electives</strong></td>
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</tr>
<tr>
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<td><strong>Total Units</strong></td>
<td>58</td>
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**Technical Electives by Program**

- All 200-, 300-, and 400-level courses from the following areas: EMAE all, EMAE cross-listed, EBME all, EBME cross-listed, ECIV all, ESCE all, ESCE cross-listed, EMAC all, EMSE all, EMSE cross-listed
- All 300- and 400-level courses in ECHE
- All 300-level MATH and STAT courses with the concurrence of the advisor

**Science Electives for Mechanical Engineering Majors**

The Student Information System is currently set up to accept PHYS 221 Introduction to Modern Physics or STAT 312 Basic Statistics for Engineering and Science as a science elective. Other courses for individual students can be selected with the approval of the student's advisor and the chair using an Academic Advisement Requirement Form (https://case.edu/ugstudies/media/caseedu/undergraduate-studies/forms/applications/advisement-report-correction.pdf).

**Bachelor of Science in Engineering**

**Suggested Program of Study: Major in Mechanical Engineering**

The following is a suggested program of study. Current students should always consult their advisers and their individual graduation requirement plans as tracked in SIS (http://sis.case.edu/).

### First Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
<td>4</td>
<td>4</td>
<td>0</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td>4</td>
<td>4</td>
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<tr>
<td>First Seminar (FSCC 100)</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>PHED (two half semester classes)*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Calculus for Science and Engineering II (MATH 122)</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
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<td>0</td>
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<tr>
<td>Elementary Computer Programming (ENGR 131)</td>
<td>3</td>
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<td>0</td>
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<tr>
<td>Chemistry of Materials (ENGR 145)</td>
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<td>4</td>
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<tr>
<td>SAGES University Seminar*</td>
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</tr>
<tr>
<td>PHED (two half semester classes)*</td>
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<tr>
<td><strong>Year Total:</strong></td>
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### Second Year

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Mechanical Manufacturing (EMAE 160)</td>
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### Third Year

<table>
<thead>
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<th>Course Description</th>
<th>Units</th>
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<th>Spring</th>
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<tr>
<td>Breath elective**</td>
<td>3</td>
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<td>3</td>
</tr>
<tr>
<td>Mechanical Engineering Measurements Laboratory (EMAE 285)</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Fluid Mechanics (EMAE 252)</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Strength of Materials (ECIV 310)</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Mechanical Engineering Analysis (EMAE 350)</td>
<td>3</td>
<td>3</td>
<td>0</td>
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<tr>
<td>Breath elective**</td>
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<tr>
<td>Technical Elective**</td>
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<tr>
<td>Design and Manufacturing I (EMAE 260)</td>
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<td>Control Engineering I with Laboratory (ECSE 304)</td>
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<td>Design of Mechanical Elements (EMAE 370)</td>
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<tr>
<td>Heat Transfer (EMAE 353)</td>
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<td><strong>Year Total:</strong></td>
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### Fourth Year

<table>
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<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breath elective**</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Design of Fluid and Thermal Elements (EMAE 355)</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Design and Manufacturing II (EMAE 360)</td>
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</tr>
<tr>
<td>Open Elective**</td>
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</tr>
<tr>
<td>Technical Elective**</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Breath elective**</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>Technical Elective**</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Technical Elective**</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Senior Project (EMAE 398)</td>
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</tr>
<tr>
<td>Professional Communication for Engineers (ENG 398)</td>
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<tr>
<td>Professional Communication for Engineers (ENG 398)**</td>
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<tr>
<td><strong>Year Total:</strong></td>
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</tr>
</tbody>
</table>

**Total Units in Sequence:** 129

- University general education requirement

- Engineering general education requirement

- May be taken fall or spring semester.

**Hours required for graduation:** 129
Double Major Mechanical and Aerospace Engineering

The department also offers a double major in Mechanical and Aerospace Engineering. Students completing this plan of study meet the requirements for both the Aerospace Engineering program and the Mechanical Engineering program. The course selection details are provided in the course listing section.

Suggested Program of Study: Double Major in Mechanical and Aerospace Engineering

<table>
<thead>
<tr>
<th>First Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Chemistry for Engineers (CHEM 111)</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>Calculus for Science and Engineering I (MATH 121)</td>
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<tr>
<td>General Physics I - Mechanics (PHYS 121)</td>
<td>4</td>
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<tr>
<td>First Seminar (FSCC 100)</td>
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<tr>
<td>PHED (two half semester classes)</td>
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<td></td>
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<tr>
<td>Calculus for Science and Engineering II (MATH 122)</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>General Physics II - Electricity and Magnetism (PHYS 122)</td>
<td>4</td>
<td></td>
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<tr>
<td>Elementary Computer Programming (ENGR 131)</td>
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<tr>
<td>Chemistry of Materials (ENGR 145)</td>
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<tr>
<td>SAGES University Seminar</td>
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<tr>
<td>PHED (two half semester classes)</td>
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<th>Second Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Mechanical Manufacturing (EMAE 160)</td>
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<td>Statics and Strength of Materials (ENGR 200)</td>
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<td>Computers in Mechanical Engineering (EMAE 250)</td>
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<td>SAGES University Seminar</td>
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<td>Introduction to Circuits and Instrumentation (ENGR 210)</td>
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<td>Introduction to Modern Physics (PHYS 221)</td>
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<td>Elementary Differential Equations (MATH 224)</td>
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<td>Dynamics (EMAE 181)</td>
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<tr>
<td>Thermodynamics (EMAE 251)</td>
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<tr>
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<td>16</td>
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<table>
<thead>
<tr>
<th>Third Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breadth elective</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>Mechanical Engineering Measurements Laboratory (EMAE 285)</td>
<td>4</td>
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<tr>
<td>Fluid Mechanics (EMAE 252)</td>
<td>3</td>
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<td></td>
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<tr>
<td>Strength of Materials (ECIV 310)</td>
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<td></td>
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<tr>
<td>Mechanical Engineering Analysis (EMAE 350)</td>
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<tr>
<td>Design and Manufacturing I (EMAE 260)</td>
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<tr>
<td>Heat Transfer (EMAE 353)</td>
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<tr>
<td>Aero/Gas Dynamics (EMAE 359)</td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Units</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Breadth elective</td>
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<td></td>
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<tr>
<td>Orbital Dynamics (EMAE 384)</td>
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</tr>
<tr>
<td>Design of Fluid and Thermal Elements (EMAE 355)</td>
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</tr>
<tr>
<td>Design and Manufacturing II (EMAE 360)</td>
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<td>Aerospace Design (EMAE 356)</td>
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<td>Propulsion (EMAE 382)</td>
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<tr>
<td>Senior Project (EMAE 398)</td>
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<td></td>
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<tr>
<td>Professional Communication for Engineers (ENG 398)</td>
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<td>&amp; Professional Communication for Engineers (ENGL 398)</td>
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<tr>
<td>Breadth elective</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Year Total:</td>
<td>15</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Total Units in Sequence: 132

Hours required for graduation: 132

* University general education requirement
** Engineering general education requirement
d May be taken fall or spring semester.

Cooperative Education

Opportunities are available for students to alternate studies with work in industry or government as a co-op student, which involves paid full-time employment over seven months (one semester and one summer). Students may work in one or two co-ops, beginning in the third year of study. Co-ops provide students the opportunity to gain valuable hands-on experience in their field by completing a significant engineering project while receiving professional mentoring. During a co-op placement, students do not pay tuition but maintain their full-time student status while earning a salary. Learn more at [http://engineering.case.edu/coop/](http://engineering.case.edu/coop/).

Alternatively or additionally, students may obtain employment as summer interns.

BS/MS Program

The combined bachelors/masters program allows a student to double count 9 credit hours of graduate course work towards the Bachelor of Science in Engineering degree in any one of the department’s two degree programs. By completing the remaining graduate credit hours and a thesis, a student may earn a Master of Science degree in mechanical or aerospace engineering. This typically takes 5 years or slightly longer. Application to this program is initiated in the spring of the junior year with the department’s graduate student programs office. A minimum grade point of 3.2 is required for consideration for this accelerated program. Review the Office of Undergraduate Studies BS/MS program requirements here ([http://bulletin.case.edu/undergraduatesudies/gradprofessional/#accelerationtowardgraduatedegreetext](http://bulletin.case.edu/undergraduatesudies/gradprofessional/#accelerationtowardgraduatedegreetext)).
BS/MS Academic Program Details
The current regulations for the MS degree by the School of Graduate Studies (http://www.case.edu/provost/gradstudies/) require a minimum of 18 credit hours of coursework at the 400-level (or higher). Please note that any 400-level course taken prior to admission to the BS/MS Program cannot typically be counted as part of the MS degree. However, EMAE 398 Senior Project may be included in the double counted credit hours toward the MS Thesis, if appropriate.

Follow the links below to learn more about the components of the BS/MS Program.

- BS/MS Application Process (https://engineering.case.edu/emae/bs-ms/application-process/)
- BS/MS Thesis Project (https://engineering.case.edu/emae/bs-ms/thesis/)
- BS/MS Financial Aid (https://engineering.case.edu/emae/bs-ms/financial-aid/)
- BS/MS Graduation (https://engineering.case.edu/emae/bs-ms/graduation/)

If you have additional questions, please contact either:

- Professor Chirag Kharangate crk91@case.edu (kiju.lee@case.edu)
- Student Affairs Coordinator Carla Wilson cxw75@case.edu

Master of Engineering and Management Program
Another option is the 5 year TiME Program taught in conjunction with the Weatherhead School of Management in which a student completes a BS in Aerospace or Mechanical Engineering and earns a Master of Engineering and Management.

Minor in Mechanical Design and Manufacturing
A minor in Mechanical Design and Manufacturing is offered to students in other departments with an interest in design and manufacturing. The minor consists of an approved set of five EMAE courses.

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 160</td>
<td>Mechanical Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 260</td>
<td>Design and Manufacturing I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 370</td>
<td>Design of Mechanical Elements</td>
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Two of the following:

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EMAE 290</td>
<td>Computer-Aided Manufacturing</td>
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<tr>
<td>EMAE 372</td>
<td>Structural Materials by Design</td>
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</tr>
<tr>
<td>EMAE 390</td>
<td>Advanced Manufacturing Technology</td>
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</table>

EMAE 397 Independent Laboratory Research (can be used as an elective in this minor sequence under the following conditions) 1 - 3

1). Student writes a one-page proposal clearly explaining how the project involves mechanical design and/or manufacturing at an advanced undergraduate level.

2). The proposal is approved by both the student's major advisor, and the EMAE advisor for the mechanical design and manufacturing minor.

Total Units 15

Graduate Programs
MS Degree Programs
The Department of Mechanical and Aerospace Engineering offers the following Master of Science degrees:

- Mechanical Engineering MS
- Aerospace Engineering MS

Mechanical Engineering BS/MS and Aerospace Engineering BS/MS programs are also offered for our undergraduate students. For more information, click here (p. 181).

The Department of Mechanical and Aerospace Engineering participates in the practice-oriented Master of Engineering Program offered by the Case School of Engineering. The Master of Engineering degree is also available exclusively online. Visit http://online-engineering.case.edu/masters for more details.

Mechanical Engineering MS
A Mechanical Engineering MS is also available exclusively online. Visit http://online-engineering.case.edu/mechanical/ for more details.

Thesis-Focused Track
For a thesis-focused Mechanical Engineering MS, each candidate must complete a minimum of 30 hours of graduate-level credits, including:

1. a minimum of 21 hours of graduate-level courses and
2. 9 credit hours of MS thesis research.

Project-Focused Track
For a project-focused Mechanical Engineering MS, students must complete 30 credit hours distributed in either of three ways:

1. 24 credit hours (8 courses) of approved graduate coursework and 6 credit hours of project replacing the MS thesis,
2. 27 credit hours (9 courses) of approved graduate coursework and 3 credit hours of project replacing the MS thesis, or
3. 30 credit hours (10 courses) of approved graduate course work.

Course-Focused Track
For a course-focused Mechanical Engineering MS option, requirements consist of:

1. completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course focused experience, i.e. passing the course ENGR 600 with requirements defined by the student’s curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.


**List of Required Graduate Courses**

Depending on the area of interest, students should select courses from the list below with the approval of their advisor. Courses with double asterisks are required for the specific area of focus.

**Biomechanics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 414</td>
<td>Nanobiomechanics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 415</td>
<td>Introduction to Musculo-skeletal Biomechanics</td>
<td>3</td>
</tr>
<tr>
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<td>Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS)</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 466</td>
<td>Mechanics of Biological Fluids</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 480</td>
<td>Fatigue of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dynamics, Control and Manufacturing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECSE 475</td>
<td>Applied Control</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 481</td>
<td>Advanced Dynamics I **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 487</td>
<td>Vibration Problems in Engineering **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 488</td>
<td>Advanced Robotics</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 540</td>
<td>Advanced Dynamics II</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 560</td>
<td>Sustainable Manufacturing **</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fluids and Thermal Sciences**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 454</td>
<td>Advanced Fluid Dynamics II</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 455</td>
<td>Advanced Thermodynamics **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 457</td>
<td>Combustion</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 459</td>
<td>Advanced Heat Transfer **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 471</td>
<td>Computational Fluid Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Solid Mechanics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECIV 411</td>
<td>Elasticity, Theory and Applications**</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 420</td>
<td>Finite Element Analysis **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 401</td>
<td>Mechanics of Continuous Media **</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 689</td>
<td>Special Topics</td>
<td>1-18</td>
</tr>
</tbody>
</table>

**Online and other Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMAE 450</td>
<td>Advanced Mechanical Engineering Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 460</td>
<td>Theory and Design of Fluid Power Machinery</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 494</td>
<td>Energy Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required courses for the given areas of focus**

**Mechanical Engineering MS with Specialization**

**Fire Science and Engineering**

The Case School of Engineering at Case Western Reserve University offers a Mechanical Engineering MS graduate program with a specialization in Fire Science and Engineering. Students can choose either a Mechanical Engineering MS or Macromolecular Science and Engineering MS (p. 111), both with a concentration in fire science. Case Western Reserve offers a unique intersection of expertise in macromolecular and combustion science and mechanical and chemical engineering, making us singularly suited to cover all aspects of fire protection, safety, and flammability.

Through a 30-credit-hour curriculum, students explore and learn how to apply the fundamental principles of fire behavior and dynamics, protection and suppression systems, polymeric materials structure, properties and selection and more. The program is designed to be completed in 12 months, but can be spread out over multiple years. Students have the option of completing a thesis or research project at their employers’ laboratories with Case Western Reserve faculty members as co-advisors. This fire protection engineering degree is offered over three semesters: 12 credits in the fall semester; 12 credits in the spring semester; and 6 credits in the summer. See the university’s academic calendar ([https://case.edu/registrar/dates-deadlines/academic-calendar/](https://case.edu/registrar/dates-deadlines/academic-calendar/)).

The Fire Science and Engineering program at Case Western Reserve covers all aspects of combustion and fire suppression. After graduating from this degree program, students will be ready to apply their thorough understanding of:

- The chemistry of fire and materials
- Flammability logistics
- Fire dynamics and fire behavior
- Fire risk assessment
- Fire protection engineering
- Combustion
- Fire and safety-related codes
- Human behavior and life safety analysis
- Structural fire protection
- Passive fire protection systems
- Polymer engineering

**Fire Science and Engineering Specialization Minimum Requirements**

**Thesis-Focused Track**

1. Completion of at least 18 hours of graduate coursework at or above the 400 level. The coursework should consist of the following:
   - a. 6 credit hours (two of the three core courses) from the Fluids and Thermal Sciences area in Mechanical and Aerospace Engineering.
   - b. 12 credit hours (four of the six core courses) from the Fire Science and Engineering concentration.

2. Completion of 9 hours of thesis work culminating in a thesis examination given by at least three professors, plus approval by the chair of the department offering the degree.
3. Completion of another 3 credit hours by completing one of the following:
   - a. 3 credit hours of MS thesis, or
   - b. a 3 credit hour graduate class, or
   - c. taking the 1 credit hour seminar course for 3 semesters.

**Project-Focused Track**

Completion of at least 30 hours of graduate coursework at or above the 400 level. The coursework should consist of the following:

1. 6 credit hours (two of the three core courses) from the Fluids and Thermal Sciences area in Mechanical and Aerospace Engineering.
2. 18 credit hours (all six of the core courses) from the Fire Science and Engineering concentration.
   - a. Among these courses, up to two can be replaced by Special Problem coursework (i.e. project).
b. The Special Problem topic needs to be in Fire Science and Engineering field and be approved by the chair of the department offering the degree. The Special Problem course may be carried out at the student's place of employment with nominal supervision by a faculty advisor or in the school's laboratories under direct supervision.

3. 3 credit hours (one additional course) at or above the 400 level. Students should consult their advisor regarding selection of this course.

4. Completion of another 3 credit hours by completing one of the following:
   a. 3 credit hours of MS thesis, or
   b. a 3 credit hour graduate class, or
   c. taking the 1 credit hour seminar course for 3 semesters.

Six core fire protection engineering courses are required. Other courses can be chosen from the elective course list for mechanical engineering. The Mechanical Engineering MS with specialization follows a traditional mechanical engineering/combustion approach to fire protection and suppression, but with specialization classes in polymers.

**Core Course Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EMAE 457</td>
<td>Combustion</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 461</td>
<td>Chemistry of Fire Safe Polymers and Composites</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 461</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMAC 463</td>
<td>Fire Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 463</td>
<td>Fire Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EMAC 464</td>
<td>Fire Protection Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or EMAE 464</td>
<td>Fire Protection Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Course List**

Choose a minimum of 3 courses from the following:

<table>
<thead>
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<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 459</td>
<td>Advanced Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>EMAE 558</td>
<td>Conduction and Radiation</td>
<td>3</td>
</tr>
<tr>
<td>ECIV 424</td>
<td>Structural Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

**How to Apply**

Application to the Fire Science and Engineering program is handled through the university’s School of Graduate Studies. Students will need to know whether they wish to apply for the Mechanical Engineering MS or the Macromolecular Science and Engineering MS.

Students interested in applying to the Fire Science and Engineering program should already have a bachelor’s degree in Chemistry, Chemical Engineering, Mechanical Engineering or Materials Science & Engineering and have taken the GRE. Additional application requirements include a statement of objectives, academic transcripts, and three letters of recommendation. International students will also need to take the Test of English as a Foreign Language (TOEFL). Read more about the university’s full application procedure requirements here (http://www.case.edu/gradstudies/prospective-students/admissions-information/).

When you are ready to apply, electronic applications can be submitted here (https://app.applyyourself.com/AYApplicantLogin/f1_ApplicantConnectLogin.asp?id=case-gr).

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**For additional information, please contact:** Ya-Ting Liao, Assistant Professor in the Department of Mechanical and Aerospace Engineering

**Aerospace Engineering MS**

**Thesis-Focused Track**

For a thesis-focused Aerospace Engineering MS, each candidate must complete a minimum of 30 hours of graduate-level credits, including:

1. a minimum of 21 hours of graduate-level courses and
2. 9 credit hours of MS thesis research.

**Project-Focused Track**

For a project-focused Aerospace Engineering MS, students must complete 30 credit hours distributed in either of three ways:

1. 24 credit hours (8 courses) of approved graduate coursework and 6 credit hours of project replacing the MS thesis,
2. 27 credit hours (9 courses) of approved graduate coursework and 3 credit hours of project replacing the MS thesis, or
3. 30 credit hours (10 courses) of approved graduate course work.

**Course-Focused Track**

For a course-focused Aerospace Engineering MS option, requirements consist of:

1. completion of 30 hours of approved coursework at the 400 level or higher,
2. satisfactory completion of the culminating course-focused experience, i.e. passing the course ENGR 600 with requirements defined by the student's curricular program, and
3. additional requirements as specified by the program.

Students should consult with their academic advisor and/or department to determine the detailed requirements within this framework.

**List of Required Graduate Courses**

Depending on the area of interest, students should select courses from the list below with the approval of their advisor. Courses with double asterisks are required for the specific area of focus.

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<td>EMAE 466</td>
<td>Mechanics of Biological Fluids</td>
<td>3</td>
</tr>
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<td>EMAE 480</td>
<td>Fatigue of Materials</td>
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**Dynamics, Control and Manufacturing**

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<td>Sustainable Manufacturing **</td>
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**Fluids and Thermal Sciences**

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<tbody>
<tr>
<td>EMAE 453</td>
<td>Advanced Fluid Dynamics I **</td>
<td>3</td>
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<tr>
<td>EMAE 454</td>
<td>Advanced Fluid Dynamics II</td>
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</tr>
</tbody>
</table>
** Required courses for the given areas of focus

** PhD Degree Programs

Students wishing to pursue a Mechanical Engineering PhD or an Aerospace Engineering PhD must successfully pass the doctoral qualifying examination consisting of both written and oral components. Qualifying exams are offered on applied mechanics, dynamics and design or fluid and thermal engineering sciences. Students can choose to take it in the fall or spring semesters.

** Mechanical Engineering PhD

The Mechanical Engineering PhD minimum course requirements are as follows:

** Depth Courses
All programs of study must include 18 credit hours (six graduate-level mechanical courses) in mechanical engineering. Usually, these courses follow a logical development of a branch of mechanics, dynamics, and design or fluid and thermal engineering science determined in conjunction with the student's dissertation advisor to meet the objectives of the dissertation research topic.

** Breadth and Basic Science Courses
A minimum of 18 credit hours (six graduate courses) are required to fulfill the breadth and basic science courses. The basic science requirement is satisfied by taking two courses in the area of science and mathematics. Four additional courses are needed to provide the breadth outside the student's area of research.

** Dissertation Research
All doctoral programs must include a minimum of 18 credit hours of thesis research, EMAE 701 Dissertation Ph.D.

** Residence and Teaching Requirements
All doctoral programs must meet the residency requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicpolicies/#text) and the teaching requirements of the Case School of Engineering.

** List of Required PhD Courses

** Biomechanics

- EMAE 414 Nanobiomechanics in Biology 3
- EMAE 415 Introduction to Musculo-skeletal Biomechanics 3
- EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) 3
- EMAE 466 Mechanics of Biological Fluids 3
- EMAE 480 Fatigue of Materials 3

** Dynamics, Control and Manufacturing

- ECSE 475 Applied Control 3
- EMAE 481 Advanced Dynamics I 3
- EMAE 487 Vibration Problems in Engineering 3
- EMAE 488 Advanced Robotics 3
- EMAE 540 Advanced Dynamics II 3
- EMAE 560 Sustainable Manufacturing 3

** Fluids and Thermal Sciences

- EMAE 453 Advanced Fluid Dynamics I 3
- EMAE 454 Advanced Fluid Dynamics II 3
- EMAE 455 Advanced Thermodynamics 3
- EMAE 457 Combustion 3
- EMAE 459 Advanced Heat Transfer 3
- EMAE 471 Computational Fluid Dynamics 3

** Solid Mechanics

- ECIV 411 Elasticity, Theory and Applications 3
- ECIV 420 Finite Element Analysis 3
- EMAE 401 Mechanics of Continuous Media 3
- EMAE 689 Special Topics 1 - 18

** Online and Other Courses

- EMAE 450 Advanced Mechanical Engineering Analysis 3
- EMAE 460 Theory and Design of Fluid Power Machinery 3
- EMAE 461 Chemistry of Fire Safe Polymers and Composites 3
- EMAE 494 Energy Systems 3

** Aerospace Engineering PhD

The Aerospace Engineering PhD minimum course requirements are as follows:

** Depth Courses
All programs of study must include 18 credit hours (six graduate-level mechanical courses) in aerospace engineering. Usually, these courses follow a logical development of a branch of mechanics, dynamics, and design or fluid and thermal engineering science determined in conjunction with the student's dissertation advisor to meet the objectives of the dissertation research topic.

** Breadth and Basic Science Courses
A minimum of 18 credit hours (six graduate courses) are required to fulfill the breadth and basic science courses. The basic science requirement is satisfied by taking two courses in the area of science and mathematics.

** List of Required PhD Courses

- EMAE 450 Advanced Mechanical Engineering Analysis 3
- EMAE 460 Theory and Design of Fluid Power Machinery 3
- EMAE 461 Chemistry of Fire Safe Polymers and Composites 3
- EMAE 494 Energy Systems 3
Four additional courses are needed to provide the breadth outside the student’s area of research.

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All doctoral programs must include a minimum of 18 credit hours of thesis research, EMAE 701 Dissertation Ph.D.

Residence and Teaching Requirements
All doctoral programs must meet the residency requirements of the School of Graduate Studies (http://bulletin.case.edu/schoolofgraduatestudies/academicpolicies/#text) and the teaching requirements of the Case School of Engineering.

List of Required PhD Courses
Courses in bold are required for the specific area of focus.

Biomechanics
- EMAE 414 Nanobiomechanics in Biology 3
- EMAE 415 Introduction to Musculo-skeletal Biomechanics 3
- EMAE 456 Micro-Electro-Mechanical Systems in Biology and Medicine (BioMEMS) 3
- EMAE 466 Mechanics of Biological Fluids 3
- EMAE 480 Fatigue of Materials 3

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- ECSE 475 Applied Control 3
- EMAE 481 Advanced Dynamics I 3
- EMAE 487 Vibration Problems in Engineering 3
- EMAE 488 Advanced Robotics 3
- EMAE 540 Advanced Dynamics II 3
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Fluids and Thermal Sciences
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Solid Mechanics
- ECIV 411 Elasticity, Theory and Applications 3
- ECIV 420 Finite Element Analysis 3
- EMAE 401 Mechanics of Continuous Media 3
- EMAE 689 Special Topics 1 - 18

Online and other Courses
- EMAE 450 Advanced Mechanical Engineering Analysis 3
- EMAE 460 Theory and Design of Fluid Power Machinery 3
- EMAE 461 Chemistry of Fire Safe Polymers and Composites 3
- EMAE 494 Energy Systems 3

Biorobotics Laboratory Facilities
The Biorobotics Laboratory (http://biorobots.cwru.edu/) consists of approximately 1080 square feet of laboratory and 460 square feet of office space. The lab includes two CNC machines for fabrication of smaller robot components. The lab’s relationship with CAISR (Center for Automation and Intelligent Systems Research) provides access to a fully equipped machine shop where larger components are fabricated. The laboratory hardware features several biologically inspired hexapod robots including two cockroach-like robots, Robot III and Robot IV. Both are based on the Blaberus cockroach and have 24 actuated revolute joints. They are 17 times larger than the insect (30 inches long). Robot IV is actuated with pneumatic artificial muscles. A compressed air facility has been installed to operate the robots. In addition, the lab contains structural dynamic testing equipment (sensors, DAQ boards, shakers) and an automated treadmill (5 feet by 6 feet) for developing walking robots. The Biorobotics Laboratory contains 20 PCs and a dedicated LAN connected to the campus. Algor Finite Element Analysis software, Mechanical Desktop, and Pro/Engineer are installed for mechanical design and structural analysis. Also, the lab has developed dynamic simulation software for analyzing walking animals and designing walking robots.

Distributed Intelligence and Robotics Laboratory
The Distributed Intelligence and Robotics Laboratory (DIRL) is a new laboratory in the Department of Mechanical and Aerospace Engineering that facilitates research activities on robotics and mechatronics. The primary research focuses on distributed intelligence, multi-agent systems, biologically-inspired robotics and medical applications. The laboratory is currently being constructed to house self-sufficient facilities and equipment for designing, testing, and preliminary manufacturing. The DIRL also conduct theoretical research related to design methodology and control algorithms based on information theory, complexity analysis, and group theory.
Mechanics of Materials Experimental Facility
The major instructional, as well as research facility for experimental methods in mechanics of materials, is the Daniel K. Wright Jr. Laboratory. Presently, the facility houses a single-stage gas-gun along with tension/compression split Hopkinson bar and torsional Kolsky bar apparatus for carrying out fundamental studies in dynamic deformation and failure of advanced material systems. Hewlett Packard and Tektronix high speed, wide bandwidth digitizing oscilloscopes along with strain-gage conditioners and amplifiers are available for data recording and processing. The facility houses state-of-the-art laser interferometry equipment for making spatial and temporal measurements of deformation. High-speed Hg-Cd-Te detector arrays are available for making time-resolved multi-point non-contact temperature measurements.

A Schenck Pegasus digital servo-controlled hydraulic testing system with a 20Kip Universal testing load frame equipped with hydraulic grips and instrumentation is available for quasi-static mechanical testing under load or displacement control. A newly developed moiré microscope is available for studying large-scale inelastic deformation processes on micron size scales. CCD camera along with the appropriate hardware/software for image acquisition, processing and analyzing of full field experimental data from optical interferometers such as moiré microscope, photo-elasticity, and other laser based spatial interferometers are available.

Multiphase Flow and Laser Diagnostics Laboratory
A laser diagnostics laboratory is directed toward investigation of complex two-phase flow fields involved in energy-related areas, bio-fluid mechanics of cardiovascular systems, slurry flow in pumps and thermoacoustic power and refrigeration systems. The laboratory is equipped with state-of-the-art Particle Image Velocimetry (PIV) equipment, Pulsed Ultrasound Doppler Velocimeter, Ultrasound concentration measurement instrumentation and modern data acquisition and analysis equipment including PCs. The laboratory houses a clear centrifugal slurry flow pump loop and heart pump loop. Current research projects include investigation of flow through microchip devices, CSF flow in ventricles, investigation of solid-slurry flow in centrifugal pumps using ultrasound technique and PIV, thermo-acoustic refrigeration for space application.

Rotating Machinery Dynamics and Tribology Laboratory
This laboratory focuses on rotating machinery monitoring and diagnostic methods relating chaos content of dynamic non-linearity and model-based observers’ statistical measures to wear and impending failure modes. A double-spool-shaft rotor dynamics test rig provides independent control over spin speed and frequency of an adjustable magnitude circular rotor vibration orbit for bearing and seal rotor-dynamic characterizations.

Simultaneous radial and axial time-varying loads on any type of bearing can be applied on a second test rig. Real-time control of rotor-mass unbalance at two locations on the rotor while it is spinning up to 10,000 rpm, simultaneous with rotor rubbing and shaft crack propagation, can be tested on a third rig. Self-excited instability rotor vibrations can be investigated on a fourth test rig.

Musculoskeletal Mechanics and Materials Laboratories
These laboratories are a collaborative effort between the Mechanical and Aerospace Engineering Department of the Case School of Engineering and the Department of Orthopaedics of the School of Medicine that has been ongoing for more than 40 years. Research activities have ranged from basic studies of mechanics of skeletal tissues and skeletal structures, experimental investigation of prosthetic joints and implants, measurement of musculoskeletal motion and forces, and theoretical modeling of mechanics of musculoskeletal systems. Many studies are collaborative, combining the forces of engineering, biology, biochemistry, and surgery. The Biomechanics Test labs include Instron mechanical test machines with simultaneous axial and torsional loading capabilities, a non-contacting video extensometer for evaluation of biological materials and engineering polymers used in joint replacements, acoustic emission hardware, and software, and specialized test apparatus for analysis of joint kinematics. The Bio-imaging Laboratory includes microscopes and three-dimensional imaging equipment for evaluating tissue microstructure and workstations for three-dimensional visualization, measurement, and finite element modeling. An Orthopaedic Implant Retrieval Analysis lab has resources for characterization and analysis of hard tissues and engineering polymers, as well as resources to maintain a growing collection of retrieved total hip and total knee replacements that are available for the study of implant design. The Soft Tissue Biomechanics lab includes several standard and special test machines. Instrumentation and histology facilities support the activities within the Musculoskeletal Mechanics and Materials Laboratories.

nanoEngineering Laboratory
The nanoEngineering Laboratory focuses on research related to various nanotechnology applications with particular emphasis on energy conversion, generation, and storage in nanostructured and bio-inspired materials. Synthesis of polymer-based nanocomposites, nanofluids, and individual nanostructures is accomplished with tools available in the laboratory. Furthermore, the laboratory houses various pieces of equipment for thermal and electrical characterization of these materials. Research projects include investigation of nanocomposites for thermoelectric devices, molecular simulation of thermal transport across interfacial regions, characterization of nanomaterials for thermal management (of electronics and buildings) as well as thermal insulation applications, and biomimetic research on a protein-based shark gel.

Other Experimental Facilities
The department facilities also include several specialized laboratories.

Engineering Services Fabrication Center offers complete support to assist projects from design inception to completion of fabrication. Knowledgeable staff is available to assist Faculty, Staff, Students, Researchers, and personnel associated with Case Western Reserve University.

The Bingham Student Workshop is a 2380 sq.ft. facility complete with machining, welding, metal fabrication, and woodworking equipment. This facility is available for the Case undergrads in Mechanical Engineering. Before gaining access to the shop all ME students are required to take the EMAE 160, Mechanical Manufacturing course. This course gives the student a foundation in basic machining, welding, sheet metal fabrication, and safety. Manual drafting, design, and computer-aided drafting is also included in the course. After completion, the student can use the shop for other Mechanical Engineering courses requiring prototypes. The BSW, is also, used for senior projects and student organizations, such as the SAE Baja and Formula and the Design-Build and Fly.

The Harry A. Metcalf Laboratory in Glennan Hall Room 458, which was made possible through the generous gift of Sylvia Lissa to honor her late husband and Mechanical Engineering graduate, Class of 1903, has recently been renovated and updated. The restructuring of the computational lab and adjacent experimental lab takes advantage of...
the Case School of Engineering's Virtual Desktop Infrastructure built on Citrix XenDesktop via gigabit networking. This high-speed networking provides access to software packages including SolidWorks, PTC Creo, MasterCam, Abaqus, MatLab, Microsoft Office, Mathematica, LabView, and many others. The lab is set up to allow the students to use their laptops or ones provided in the lab by the Department for course and project work. As a result of using the Virtual Desktop Infrastructure, engineering students will also be able to access the engineering software listed above from anywhere on any device. Students' home drives are automatically mapped as well when using the virtual applications so that they have access to their files at all times on any device.

The Reinberger Design Studio includes a total of 33 Wyse terminals for Undergraduate Student design use. The Studio is tied directly to the campus network allowing information to be shared with the HAMCL and other network resources. The Studio is used for the instruction of the SolidWorks 2005 CAD software, MasterCam 9.0 CAM software, Solidworks CAD/CAM/FEA software, and Algor 16.1 FEA software. The RDS also offers a 3D Systems SLA 250 and a Dimension machine for generating SLA models from CAD models.

The Reinberger Product and Process Development Laboratory is 1600 square feet of laboratory and office space dedicated to computer-aided engineering activities. The computer numerical control (CNC) laboratory includes both two industrial sized machine tools with additional space for lecture and group project activities. The CNC machine tools located in the laboratory are; a HAAS VF3 4 axis-machining center, a HAAS 2 axis lathe. A Mitutoyo coordinate measuring machine (CMM) located in its own laboratory space completes the facilities. The CMM enables students to inspect their manufactured components to a very degree of precision. The laboratory is used to support both undergraduate and graduate manufacturing courses (EMAE 390, EMAE 490).

High Performance Computing - For high performance computing the department uses the CWRU high performance computing cluster (HPCC). The HPCC consists of 112 compute nodes with Intel Pentium 4 Xeon EM64T processors. All nodes are interconnected with Gigabit Ethernet for MPI message passing and all nodes are interconnected by a separate Ethernet for the purpose of out-of-band cluster management. The MAE Department also has direct access to all the Ohio Supercomputing Center and all NSF supercomputing centers, primarily to the Pittsburgh Supercomputing Center. Computing-intensive research projects can obtain an account on those supercomputers through their advisers. The lab is set up to allow the students to use their laptops or ones provided in the lab by the Department for course and many others. The lab is set up to allow the students to use their laptops or ones provided in the lab by the Department for course and project work. As a result of using the Virtual Desktop Infrastructure, engineering students will also be able to access the engineering software listed above from anywhere on any device. Students' home drives are automatically mapped as well when using the virtual applications so that they have access to their files at all times on any device.

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**Courses**

**EMAE 160. Mechanical Manufacturing. 3 Units.**

The course is taught in two sections-Graphics and Manufacturing. Manufacturing To introduce manufacturing processes and materials and their relationships to mechanical design engineering. Course includes hands-on machining and metal fabrication lab. Also, each lab creates a 'virtual' field trip of a manufacturing facility to be shared with the class. Graphics Development of mechanical engineering drawings in orthographic, sectional, and pictorial views using manual drafting and computer-aided drafting (CAD software), dimensioning, tolerancing geometric dimensioning and tolerancing and assembly drawings will also be covered. All students are paired up to give a Manufacturing Design Presentation demonstrating the course material. The course has two (75) minute lectures and one (110) minute Machining Lab per week.

**EMAE 181. Dynamics. 3 Units.**

Elements of classical dynamics: particle kinematics and dynamics, including concepts of force, mass, acceleration, work, energy, impulse, momentum. Kinetics of systems of particles and of rigid bodies, including concepts of mass center, momentum, mass moment of inertia, dynamic equilibrium. Elementary vibrations. Recommended preparation: MATH 122 and PHYS 121 and ENGR 200.

**EMAE 250. Computers in Mechanical Engineering. 3 Units.**


**EMAE 251. Thermodynamics. 3 Units.**

Thermodynamic concepts and definitions, properties of pure substances, work and heat, first and second laws, entropy, power and refrigeration cycles, thermodynamic relations, mixtures and solutions, chemical reactions, phase and chemical equilibrium. Prereq: CHEM 111, PHYS 121 and MATH 122.

**EMAE 252. Fluid Mechanics. 3 Units.**

Fluid properties, hydrostatics, fluid dynamics and kinematics, control volume analysis, differential analysis, dimensional analysis and similitude, viscous internal flows, external flows and boundary layers, lift and drag. Prereq: EMAE 251 and MATH 223.

**EMAE 260. Design and Manufacturing I. 3 Units.**

This is the second course of a 4-course sequence focusing on "Engineering Design and Manufacturing." This course develops students' competence and self-confidence as design engineers by exposing the students to design as a creative process and its relationship with modern manufacturing practices. The outcomes of the course focus on the student's ability to apply their knowledge of mathematics, science, and engineering to design a system, component, or process that meets desired needs within realistic, multi-dimensional constraints, such as: economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. Additionally, students will be given the opportunity to identify, formulate, and solve engineering problems, while applying professional and ethical practices. Professional communication skills are emphasized and expected during all stages of the design process. The course has five main areas of emphasis: design as a creative process, decision-based design methodologies, project management, engineering economics, and design for manufacture (CAD/CAM/CAE) using industrial software tools. The course exposes the student to the integration of engineering design, manufacturing, and management disciplines and includes activities to consider and understand the complex processes associated with controlling and managing product data through all stages of the product life-cycle (PLM). Topics include: engineering ethics, design as a creative process, design methodologies, project management, engineering economics, product life-cycle management (PLM), CAD/CAM/CAE, and the role of digital manufacturing within the design process. Design/Rapid Prototyping Studio activities are an integral part of the course, and enable the students to be part of a design and build team working on various project-based tasks. Prereq: EMAE 160.
EMAE 272. Actuators and Drive Trains. 3 Units.
Graphical, analytical, and computer techniques for analyzing displacements, velocities, and accelerations in mechanisms. Analysis and synthesis of linkages, cams, and gears. Analysis of actuators, including motors, linear actuators, solenoids, hydraulics, pneumatics, and piezoelectrics. Laboratory projects include analysis, design, construction, and evaluation of students' devices that include both actuators and transmission mechanisms. Prereq: EMAE 181 and EMAE 250.

EMAE 285. Mechanical Engineering Measurements Laboratory. 4 Units.
Techniques and devices used for experimental work in mechanical and aerospace engineering. Lecture topics include elementary statistics, linear regression, propagation of uncertainty, digital data acquisition, characteristics of common measurement systems, background for measurement laboratories, and elements of report writing. Hands-on laboratory experiences may include measurements in solid mechanics, dynamics, and fluid and thermal sciences, which are summarized in group reports. At least one report will focus on design of a measurement. Recommended preparation: EMAE 181, ENGR 225 and ECIV 310.

EMAE 290. Computer-Aided Manufacturing. 3 Units.
An advanced design and manufacturing engineering course covering a wide range of topics associated with the 'design for manufacturability' concept. Students will be introduced to a number of advanced solid modeling assignments (CAD), rapid prototyping (RP), and computer-aided manufacturing (CAM). In addition students will be introduced to computer numerical control (CNC) manual part-programming for CNC milling and turning machine tools. All students will be given a design project requiring all detail and assembly drawings for a fully engineered design. The course has two (50) minute lectures and one (110) minute CAD/CAM Lab per week. Prereq: EMAE 160.

EMAE 307. Fundamentals of Biomechanics. 3 Units.
Fundamentals of biomechanics will teach students how to apply basic principles of mechanics to understand, explain and model biological processes at across the relevant length-scales (cell-tissue-organism), and over a broad range of physiological systems (respiratory, ocular, circulatory, and musculoskeletal). Physiology of organs and tissues that are involved in biomechanical functions will also be covered. Offered as EMAE 307 and EBME 317. Prereq: ENGR 200.

EMAE 350. Mechanical Engineering Analysis. 3 Units.

EMAE 352. Thermodynamics in Energy Processes. 3 Units.
Thermodynamic properties of liquids, vapors and real gases, thermodynamic relations, non-reactive mixtures, psychometrics, combustion, thermodynamic cycles, compressible flow. Prereq: ENGR 225.

EMAE 353. Heat Transfer. 3 Units.
Steady-state and transient conduction, principles of convection, empirical relations for forced convection, natural convection, boiling and condensation, radiation heat transfer, heat exchangers, mass transfer. Prereq: EMAE 251 and EMAE 252.

EMAE 355. Design of Fluid and Thermal Elements. 3 Units.

EMAE 356. Aerospace Design. 3 Units.
Interactive and interdisciplinary activities in areas of fluid mechanics, heat transfer, solid mechanics, thermodynamics, and systems analysis approach in design of aerospace vehicles. Projects involve developing (or improving) design of aerospace vehicles of current interest (aircraft and spacecraft) starting from mission requirements to researching developments in relevant areas and using them to obtain conceptual design. Prereq: EMAE 160, EMAE 355, EMAE 376, EMAE 383, EMAE 384 and Senior standing. Coreq: EMAE 382.

EMAE 359. Aero/Gas Dynamics. 3 Units.

EMAE 360. Design and Manufacturing II. 3 Units.
This is the third course of a 4-course sequence focusing on "Engineering Design and Manufacturing," and is the senior capstone design course focused on a semester-long design/build/evaluate project. The course draws on a student's past and present academic and industrial experiences and exposes them to the design and manufacture of a product or device that solves an open-ended "real world" problem with multidimensional constraints. The course is structured and time-tabled within the Case School of Engineering (CSE) to give the EMAE 360 students the opportunity to team with students from other CSE departments (e.g., BME and EECS) to form multidisciplinary design teams to work on the solution to a common problem. The outcomes of the course continue to focus on the student's ability to function on multidisciplinary teams while applying their knowledge of mathematics, science and engineering to design a system, component, or process that meets desired needs within realistic, multidimensional constraints, such as: economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability. Professional communication skills are emphasized and expected during all stages of the design process and will include formal and informal oral presentations, periodic peer-focused design reviews, and a development through its various evolutionary stages to completion. Counts as SAGES Senior Capstone. Prereq: EMAE 160 and EMAE 260.

EMAE 363. Mechanical Engineering Modern Analysis Methods. 3 Units.
This is a required mechanical engineering course to develop an in-depth fundamental understanding of current analysis software tools, as well as to develop an ability to perform practical analyses using current software tools to analyze assigned industrial case studies for the following topical areas: (1) mechanism synthesis, (2) finite element analyses for stress and deflection, (3) machinery vibration, and (4) computational fluid dynamics. It is comprised of three lectures and one software application laboratory period per week. Prereq: ENGR 225, EMAE 181, EMAE 250, and ECIV 310.

EMAE 370. Design of Mechanical Elements. 3 Units.

EMAE 371. Computational Fluid Dynamics. 3 Units.
EMAE 372. Structural Materials by Design. 4 Units.

EMAE 376. Aerostructures. 3 Units.

EMAE 377. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multi-disciplinary teams. The Biorobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, they each have a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

EMAE 379. Mechanics and Control of Compliant Robotics. 3 Units.
Robots are fundamentally mechanical devices designed to function autonomously or semi-autonomously. In autonomous systems including animals and robots, one of the most important mechanical properties is stiffness. Selective compliance allows robots to grasp a wide range of objects and traverse rougher terrain. A new field of Soft Robotics aims to create robots that are robust, cheap, and safe in close proximity to humans. However, as engineers challenge themselves to make increasingly soft robots, new challenges in design and control need to be addressed. This course will provide an introduction to state of the art in robotics as cyber-physical systems from a fundamental mechanics perspective. Topics include: grasping, wearable assistive locomotion, legged locomotion, locomotion in fluids, and locomotion over soft terrain. Offered as EMAE 379 and EMAE 479. Prereq: (ENGR 131 or EECS 132) and EMAE 181 and ECSE 304.

EMAE 382. Propulsion. 3 Units.

EMAE 383. Flight Mechanics. 3 Units.
Aircraft performance: take-off and landing, unaccelerated flight, range and endurance, flight trajectories. Aerodynamics and propulsion. Aircraft static stability and control, simple maneuvers. Aircraft flight dynamics and control, flight simulation. Offered as EMAE 383 and EMAE 483. Prereq: EMAE 181 and EMAE 252 and EMAE 359 and (EECS 304 or ECSE 304).

EMAE 384. Orbital Dynamics. 3 Units.
Spacecraft orbital mechanics: the solar system, elements of celestial mechanics, orbit transfer under impulsive thrust, continuous thrust, orbit transfer, decay of orbits due to drag, elements of lift-off and re-entry. Rigid body dynamics, altitude dynamics and control, simulations. Prereq: EMAE 181 and EMAE 252 and EMAE 359 and (EECS 304 or ECSE 304).

EMAE 387. Vibration Problems in Engineering. 4 Units.

EMAE 390. Advanced Manufacturing Technology. 3 Units.
This course will focus on advanced manufacturing technologies and processes, with an emphasis on the fundamental understanding of the material behaviors and process in the manufacturing operations. Topics will include: materials in manufacturing, glass manufacturing, polymer composite manufacturing, metal casting, metal machining, metal forming, grinding, welding, heat treatment, and quality control. The course will be lecture-based, with lab-based class project in the machine shop and think[box] studios. Prereq: EMAE 290.

EMAE 396. Special Topics in Mechanical and Aerospace Engineering. 1 - 18 Units.
(Credit as arranged.)

EMAE 397. Independent Laboratory Research. 1 - 3 Units.
Independent research in a laboratory.

EMAE 398. Senior Project. 3 Units.
Individual or team design or experimental project under faculty supervision. Requirements include periodic reporting of progress, plus a final oral presentation and written report. Recommended preparation: Senior standing, EMAE 360, and consent of instructor. Counts as SAGES Senior Capstone.

EMAE 399. Advanced Independent Laboratory Research/Design. 1 - 3 Units.
Students perform advanced independent research or an extended design project under the direct mentorship of the instructor. Typically performed as an extension to EMAE 397 or EMAE 398. Prereq: EMAE 397.
EMAE 400T. Graduate Teaching I. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct contact (for example, teaching recitations and laboratories, guest lectures, office hours) as well as non-contact preparation (exams, quizzes, demonstrations) and grading activities. The teaching experiences will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.

EMAE 401. Mechanics of Continuous Media. 3 Units.
Vector and tensor calculus. Stress and traction, finite strain and deformation tensors. Kinematics of continuous media, general conservation and balance laws. Material symmetry groups and observer transformation. Constitutive relations with applications to solid and fluid mechanics problems.

EMAE 414. Nanobiomechanics in Biology. 3 Units.
This course will elucidate the forces at play at the level of proteins including those associated with mass, stiffness, viscosity, thermal and chemical factors. Basic polymer mechanics within the context of biological molecules will be covered and structures of key proteins associated with mechanical functions, such as actin, myosin and the cell membrane will be explained. Generation of force by polymerization of filamentous proteins as well as motor proteins will be included. Interaction forces between proteins, DNA/RNA mechanics will also be elucidated. Besides lectures, there will be term long project assignments (outreach-based or detailed literature survey on a subject associated with nanomechanics of cells/proteins). Recommended Preparation: Mechanics of Materials, Thermodynamics, Statics, Introductory Level Differential Equations, Introductory Level Fluid Mechanics.

EMAE 415. Introduction to Musculo-skeletal Biomechanics. 3 Units.

EMAE 450. Advanced Mechanical Engineering Analysis. 3 Units.
This course is intended to equip students with tools for solving mathematical problems commonly encountered in mechanical, fluid and thermal systems. Specific goals are to: i) Enable the student to properly categorize the problem in a variety of ways ii) Enable the student to identify appropriate approaches to solving the problem iii) Provide the student experience in applying some common methods for obtaining numerical solutions iii) Provide the student with understanding of trade-offs and expectations for the methods used. The course covers topics related to analytical and computational approaches to problems categorized in a variety of ways including: 1. Linear versus nonlinear problems 2) finite degrees of freedom v. infinite degrees of freedom, 3) equilibrium v. propagation v. eigenvalue problems, 4) direct formulations v. indirect formulations 5) analytical v. numerical solutions. The course will be built around specific examples from solid mechanics, dynamics, vibrations, heat transfer and fluid mechanics. The significance of the various categorizations will be developed as an ongoing part of the approach to solving the problems. Prereq: EMAE 350 or Requisites Not Met permission.

EMAE 453. Advanced Fluid Dynamics I. 3 Units.
Derivation and discussion of the general equations for conservation of mass, momentum, and energy using tensors. Several exact solutions of the incompressible Newtonian viscous equations. Kinematics and dynamics of inviscid, incompressible flow including free streamline theory developed using vector, complex variable, and numerical techniques.

EMAE 454. Advanced Fluid Dynamics II. 3 Units.

EMAE 455. Advanced Thermodynamics. 3 Units.
Basic ideas of thermodynamics and dominant methods of their development: operational, postulational, and statistical. Entropy and information theory. Irreversible thermodynamics. Applications.

Microscale technologies have enabled advanced capabilities for researchers in unexplored territories of cells in biology and medicine. Biological (or Biomedical) Micro-Electro-Mechanical Systems (MEMS) and Biomanufacturing involve the fundamentals of mechanics, electronics and advanced microfabrication technologies with specific emphasis on biological applications. MEMS is an interdisciplinary research area which brings together multiple disciplines including, mechanical engineering, biomedical engineering, chemical engineering, materials science, electrical engineering, clinical sciences, medicine, and biology. MEMS based technologies have found real world applications in tissue engineering, implantable microdevices, proteomics, genomics, molecular biology, and point-of-care platforms. This course aims to: (1) introduce the need for miniaturized systems in biology and medicine and the fundamental design and microfabrication concepts, (2) introduce the basics of microscale manipulation of cells, biological agents, and biomanufacturing, employing the fundamentals of microscale behaviors of fluids and mechanical systems, (3) expose the students to applications of MEMS and on-chip technologies in biology and medicine.

EMAE 457. Combustion. 3 Units.
Chemical kinetics and thermodynamics; governing conservation equations for chemically reacting flows; laminar premixed and diffusion flames; turbulent flames; ignition; extinction and flame stabilization; detonation; liquid droplet and solid particle combustion; flame spread, combustion-generated air pollution; applications of combustion processes to engines, rockets, and fire research.

EMAE 459. Advanced Heat Transfer. 3 Units.
Analysis of engineering heat transfer from first principles including conduction, convection, radiation, and combined heat and mass transfer. Examples of significance and role of analytic solutions, approximate methods (including integral methods) and numerical methods in the solution of heat transfer problems. Recommended preparation: EMAE 453.

EMAE 460. Theory and Design of Fluid Power Machinery. 3 Units.
Fluid mechanic and thermodynamic aspects of the design of fluid power machinery such as axial and radial flow turbomachinery, positive displacement devices and their component characterizations. Recommended preparation: Consent of instructor.
EMAE 461. Chemistry of Fire Safe Polymers and Composites. 3 Units.
Chemistry of Fire Safe Polymers and Composites starts with the introduction of characterization techniques used for fire safe materials and combustion phenomena research. General discussion on how reduced flammability of polymers and composites are obtained, for example by additives and preparing intrinsically thermally stable chemical structure and some examples of smart approaches, will be discussed. It also discusses the synthetic methods of preparing high temperature stable polymers in addition to the raw materials used to prepare those materials. Special emphasis will be placed on the thermal stability data obtained by thermogravimetric analysis (TGA) and combustion calorimetry for those fire safe materials. Mechanistic aspects of the flammability of polymers will be explained with special emphasis on the molar contribution of chemical functionality to the heat release capacity. Theoretical derivation of thermokinetic parameters will be explained. In addition, a common sense build-up will be attempted by providing actual numbers associated with those thermokinetic parameters. Upon completion of background formation, a more advanced materials, composites and nanocomposites, will be discussed using the results recently reported. Preliminary attempts to explain flame retardation by nanocomposite structures will also be discussed. Offered as EMA 461 and EMA 461.

EMAE 463. Fire Dynamics. 3 Units.
This course introduces compartment fires and burning behavior of materials. Topics include: buoyant driven flow, fire plume, ceiling jet, vent flow, flashover and smoke movement as well as steady burning of liquids and solids; ignition, extinction and flame spread over solids. Recommended Preparation: Elementary knowledge in thermo-fluids is required. Offered as EMAE 463 and EMAC 463. Prereq: EMAE 325 or Requisites Not Met permission.

EMAE 464. Fire Protection Engineering. 3 Units.
This course introduces essentials of fire protection in industry and houses. Topics include: hazard identification (release of flammable gases and their dispersion), fire and explosion hazards, prevention and risk mitigation, fire detection systems, mechanisms of fire extinguishment, evaluation of fire extinguishing agents and systems. Offered as EMAE 464 and EMAE 464.

EMAE 466. Mechanics of Biological Fluids. 3 Units.
This is a senior/graduate level course which aims to provide a solid grasp of the role of mechanics in biological fluids and in the human circulatory system that will help in the research and design of new medical instruments, equipment, and procedures. The course will cover properties of Newtonian and non-Newtonian fluids, hydrostatic and dynamic forces, principles of continuity, conservation of mass, energy and momentum and their applications in biological fluids, laminar and turbulent flows and boundary layer, introduction to Navier Stokes, dimensional analysis and similarity, blood flow in the cardiovascular system, gas exchange in the pulmonary system, blood flow in microcirculation and vessels. Important concepts will be covered by case studies.

EMAE 471. Computational Fluid Dynamics. 3 Units.

EMAE 477. Biorobotics Team Research. 3 Units.
Many exciting research opportunities cross disciplinary lines. To participate in such projects, researchers must operate in multidisciplinary teams. The Biorobotics Team Research course offers a unique capstone opportunity for undergraduate students to utilize skills they developed during their undergraduate experience while acquiring new teaming skills. A group of eight students form a research team under the direction of two faculty leaders. Team members are chosen from appropriate majors through interviews with the faculty. They will research a biological mechanism or principle and develop a robotic device that captures the actions of that mechanism. Although each student will cooperate on the team, each has a specific role, and must develop a final paper that describes the research generated on their aspect of the project. Students meet for one class period per week and two 2-hour lab periods. Initially students brainstorm ideas and identify the project to be pursued. They then acquire biological data and generate robotic designs. Both are further developed during team meetings and reports. Final oral reports and a demonstration of the robotic device occur in week 15. Offered as BIOL 377, EMAE 377, BIOL 467, and EMAE 477. Counts as SAGES Senior Capstone.

EMAE 479. Mechanics and Control of Compliant Robotics. 3 Units.
Robots are fundamentally mechanical devices designed to function autonomously or semi-autonomously. In autonomous systems including animals and robots, one of the most important mechanical properties is stiffness. Selective compliance allows robots to grasp a wide range of objects and traverse rougher terrain. A new field of Soft Robotics aims to create robots that are robust, cheap, and safe in close proximity to humans. However, as engineers challenge themselves to make increasingly soft robots, new challenges in design and control need to be addressed. This course will provide an introduction to state of the art in robotics as cyber-physical systems from a fundamental mechanics perspective. Topics include: grasping, wearable assistive locomotion, legged locomotion, locomotion in fluids, and locomotion over soft terrain. Offered as EMAE 379 and EMAE 479.

EMAE 480. Fatigue of Materials. 3 Units.

EMAE 481. Advanced Dynamics I. 3 Units.

EMAE 482. Propulsion. 3 Units.

EMAE 483. Flight Mechanics. 3 Units.
Aircraft performance: take-off and landing, unaccelerated flight, range and endurance, flight trajectories. Aerodynamics and propulsion. Aircraft static stability and control, simple maneuvers. Aircraft flight dynamics and control, flight simulation. Offered as EMAE 383 and EMAE 483.
EMAE 487. Vibration Problems in Engineering. 3 Units.

EMAE 488. Advanced Robotics. 3 Units.
This course will focus on up-to-date knowledge and theories related to robotics and multi-agent systems. Related mathematics and theories including group theory (Lie groups), rigid-body motions (SO(3) and SE(3)), kinematics, dynamics, and control will be studied. In addition, the class will also discuss structural, computational and task complexity in robotic systems based on combinatorial analysis, information theory, and graph theory. Lecture and discussion topics: Kinematics; Introduction to Group Theory and Lie Groups; Rigid-body Motions (SO(3), SE(3)); Multi-body Dynamical Systems: Order-N computational methods; Complexity Analysis for Robotic Systems; Structural complexity, information-theoretic complexity, and task complexity; Special Discussion Topics; Special discussion topics may vary each year. Students enrolled in this class will be required to conduct a final project. Two or three students will work as a team. The topics for student teams may include: computer simulation of multi-body dynamical systems, art robot design, and complexity analysis for coupled complex systems. The detailed information will be provided in the first week of the class. The final presentations and demonstrations will be held during the last week of class and will be open to the public audience. Students are also required to submit a final report following a IEEE conference paper template.

EMAE 489. Robotics I. 3 Units.

EMAE 494. Energy Systems. 3 Units.
The overarching goal of this course is to introduce energy systems to graduate students, allowing the class to explore energy resource options and technologies. We will evaluate (from a scientific, mathematical and societal perspective) the trade-offs and uncertainties of various energy systems and explores a framework for assessing solutions. Topics will include resource estimation, environmental effects and economic evaluations of fossil fuels, nuclear power, hydropower, solar energy and more. Prereq: Junior or Senior Undergraduate Engineering major or Graduate Engineering major.

EMAE 500T. Graduate Teaching II. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct contact (for example, teaching, recitations and laboratories, guest lectures, office hours) as well non-contact preparation (exams, quizzes, demonstration) and grading activities. The teaching experience will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.

EMAE 540. Advanced Dynamics II. 3 Units.

EMAE 552. Viscous Flow Theory. 3 Units.
Compressible boundary layer theory. Blowing and suction effects. Three-dimensional flows; unsteady flows. Introduction to real gas effects. Recommended preparation: EMAE 454.

EMAE 554. Turbulent Fluid Motion. 3 Units.

EMAE 557. Convective Two-Phase Flow and Heat Transfer. 3 Units.

EMAE 558. Conduction and Radiation. 3 Units.
Fundamental law, initial and boundary conditions, basic equations for isotropic and anisotropic media, related physical problems, steady and transient temperature distributions in solid structures. Analytical, graphical, numerical, and experimental methods for constant and variable material properties. Recommended preparation: Consent of instructor.

EMAE 560. Sustainable Manufacturing. 3 Units.
This course focuses on sustainable manufacturing principles and analysis methods including material flow analysis, energy flow analysis, life cycle assessment, and Taguchi method, etc., and covers a comprehensive list of manufacturing processes from conventional manufacturing such as metal casting and machining, to emerging manufacturing techniques like additive manufacturing and nanomanufacturing on their sustainable manufacturing operations and practices. Some of the important goals of this course are: a. Students learn to understand the fundamental methods and techniques of sustainable manufacturing. b. Students learn the theory and practices on sustainable manufacturing through sustainability analysis and improvement of industrial manufacturing processes. c. Students learn state-of-the-art knowledge on environmental impact assessment methods. d. Students apply the learned knowledge and skills in class discussions and project implementation. Prereq: Graduate student standing.

EMAE 600T. Graduate Teaching III. 0 Unit.
This course will engage the Ph.D. candidate in a variety of teaching experiences that will include direct (for example, teaching recitations and laboratories, guest lectures, office hours) as well non-contact preparation (exams, quizzes, demonstrations) and grading activities. The teaching experience will be conducted under the supervision of the faculty member(s) responsible for coordinating student teaching activities. All Ph.D. candidates enrolled in this course sequence will be expected to perform direct contact teaching at some point in the sequence. Recommended preparation: Ph.D. student in Mechanical Engineering.
Division of Engineering Leadership and Professional Practice

312 Nord (7240)
http://engineering.case.edu/delpp/
Phone: 216.368.5119

The Division of Engineering Leadership and Professional Practice (http://engineering.case.edu/delpp/) (DELPP) designs, develops and administers programs and opportunities which complement and enhance the curricular offerings in the Case School of Engineering.

The DELPP staff is committed to serving all engineering undergraduate and graduate students. We work closely with students, faculty, staff, and off-campus organizational representatives to deliver experiences designed to promote excellence in engineering education.

Mission

The mission of the Division of Engineering Leadership and Professional Practice is to support, through teaching and educational research, the Case School of Engineering’s educational programs, student programs, and outreach activities at all academic levels: PreK-12, undergraduate, graduate, and continuing education.

The activities supported by DELPP include optional academic programs that enhance the engineering curriculum, such as Cooperative Education and the Dual Degree undergraduate programs, as well as global programs, leadership exposure and opportunities, and professional practice.

Cooperative Education for Undergraduate and Graduate Engineering Students

Undergraduate Cooperative Education (https://engineering.case.edu/coop/) is an academic program that enables students to alternate classroom studies with career-based experiences in industry. It is a learning experience designed to integrate classroom theory with practical experience and professional development. Co-op is a paid full-time work experience designed to maximize the student’s education. Co-op assignments are typically for a seven-month period consisting of a summer and a contiguous spring or fall semester. Co-op is available to students who have completed 4-5 semesters of coursework, are in good academic standing, registered as a full-time student, and pursuing a degree in engineering, engineering physics, or computer science. Registration in this course will serve to maintain full-time student status for the period of time that the student is on a co-op assignment.

Graduate Cooperative Education (https://engineering.case.edu/coop/) is an academic program designed for graduate students to enhance their classroom, laboratory, and research learning through participation and experience in various organizational/industrial environments where theory is applied to practice. Co-op is a paid full-time work experience for one seven-month period. Students must obtain approval from their academic advisor prior to accepting a co-op position. Graduate cooperative education experiences may be integrated with the student’s thesis or research project areas, or be solely for the purpose of gaining professional experience related to the student’s major field of study. Registration in this course will serve to maintain full-time student status for the period of time the student is on a co-op assignment. A large variety of companies hire and train the co-op students providing quality and challenging experiences.

For additional information, please contact Genine Apidone (genine.apidone@case.edu) 216.368.5024.

Dual Degree (3+2) Engineering Program

The Dual Degree (3+2) Engineering Program (https://engineering.case.edu/academics/dual-degree-program/) enables superior undergraduate students, enrolled at approximately forty participating liberal arts colleges in the continental United States and Puerto Rico, to combine a strong liberal arts foundation with the study of engineering. While enrolled at a cooperating liberal arts college, students complete courses in mathematics, chemistry, physics, and computer science in addition to studies in the humanities and social sciences. Students complete these courses during their first three years and must obtain the approval of the designated faculty liaison at the liberal arts college prior to admission to the Case School of Engineering.

Qualified candidates continue at the Case School of Engineering for an additional two years of concentrated coursework in an engineering field. At the conclusion of five years, two baccalaureate degrees are awarded: one from the liberal arts college and the other in the Bachelor of Science in Engineering degree program from Case Western Reserve University.

For additional information, please contact Deborah Fatica (deborah.fatica@case.edu) or 216.368.4449.

Engineering Academic Community Engagement

The DELPP develops strategic and intentional programming designed to engage students and promote a strong and supportive campus community.

Joint activities with faculty, alumni, staff and corporate sponsors include, but are not limited to: leadership opportunities in Engineering student organizations including National Engineers Week and the Dean’s Student Advisory Committee, hands-on industry-sponsored design competitions, and networking and mentoring with alumni and faculty.

Center for Engineering Action

The mission of the Center For Engineering Action is to provide students with opportunities to participate in multi-disciplinary team-based design
projects, research and coursework which focuses on advancing the public good through partnerships between local, regional, and global communities and Case Western Reserve University. We do this through:

- Supporting student organizations that focus on working with the vulnerable and underserved.
- Integrating service- and humanitarian-oriented experiential learning into the Case Western Reserve engineering curriculum.
- Cultivating and maintaining relationships with partner communities, organizations, and academic institutions.
- Communicating to the Case Western Reserve University community, and the public in general, the value and purpose of the Center’s work.
- Promoting available service opportunities so all interested students can take advantage of them.
- Advancing the scholarship of service-learning from both technical and pedagogical points of view.
- Building capacity in partner communities and institutions by collaboration and training.

For additional information, please contact Lynn Rollins (Lynn.Rollins@case.edu).

Global Programs

Global Programs (http://engineering.case.edu/outside-classroom/global-opportunities/) offer international opportunities for engineering students ranging from study abroad to short-term programs, internships and cooperative education experiences, and research opportunities. Participation in global activities optimizes the student’s educational experience as well as contributes to their societal awareness. Exposure to global activities is a valuable asset for leadership positions within multinational corporations.

The Division of Engineering Leadership and Professional Practice designs and implements programs tailored to students’ interests. Currently, short-term cultural and language immersion programs are offered in the summer at various international universities, with more being established. Additional Engineering core courses are being taught abroad during the summer.

The Case School of Engineering hosts many students from various countries which enables students to learn about and interact with various cultures. New programs and opportunities continue to develop for students.

On the graduate level, the Case School of Engineering is establishing partnerships with top-ranked international universities to host 3+1+1 students. This program enables students to receive a bachelor’s degree from their home university along with receiving a master’s degree from the Case School of Engineering.

Approximately 80% of the Case School of Engineering faculty collaborate with over one hundred universities and organizations in over thirty countries spanning six continents.

For additional information, please contact Deborah Fatica (deborah.fatica@case.edu) or 216.368.4449.

Engineering Peer Advising Program

A staff of upper-class Engineering students, representing all Engineering majors, are available to advise undergraduate students on a drop-in basis in the Peer Advising Program (https://engineering.case.edu/content/peer-advising-program/).

Peer Advisors assist their fellow students at all stages in their college careers-helping them review major and minor selections, declare majors, review academic requirements, navigate dropping and adding courses, as well as offering recommendations and identification of other campus resources.

The Peer Advisors are selectively chosen to represent the various Engineering majors. They work in partnership with the Engineering Departmental Chairs and faculty. The Peer Advisors are extensively trained and are well prepared to answer questions and provide sound advice to their fellow students in terms of both general engineering and program-specific concerns.

All students are encouraged to stop by the Peer Advising Office in Nord, Room 316.

Envoys High School Program

The purpose of the Envoys Program is to increase access and persistence in STEM at CWRU for underrepresented minority students from the Cleveland and East Cleveland public schools.

Envoys is an immersive high school STEM education, training and college preparatory program. It includes:

- Three years and three summers of progressive and intensive research, mentorship and STEM coursework offered free of charge to students starting in grade 10 through grade 12.
- Coursework in chemistry, physics, math, engineering design and polymer science.
- Real-world laboratory research under the guidance of a graduate student mentor.
- Wrap-around supports, including industry mentors, leadership classes, tutoring and college-ready workshops.
- An annual stipend to help prevent Envoys students from having to work part-time.
- 1,400+ hours of individualized instruction above the normal high school curriculum.

Envoys, an innovative program for high school students, was developed at Case Western Reserve University as a vehicle for broadening participation in STEM fields through the NSF Science and Technology Center (STC) in Layered Polymeric Systems (CLIPS). The program continues in operation at CWRU with support from the university and investment from individual benefactors and philanthropic foundations. Special thanks to Mark Gelfand and the Gelfand Foundation for their support.

To learn more about the Envoys program, contact Tryreno Sowell (tns21@case.edu), Director for Education and Diversity.
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