



DIRECTORY OF
ENGINEERING
AND
ENGINEERING
TECHNOLOGY
UNDERGRADUATE
PROGRAMS



350 Profiles of Colleges and Universities

More than 2000 Majors and Degree Programs

Quick Reference Tables to Degree Program Information

Special Sections for Ethnic Minorities and Women

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Included Inside!**

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to find the school
that's right for you.



DIRECTORY OF
ENGINEERING

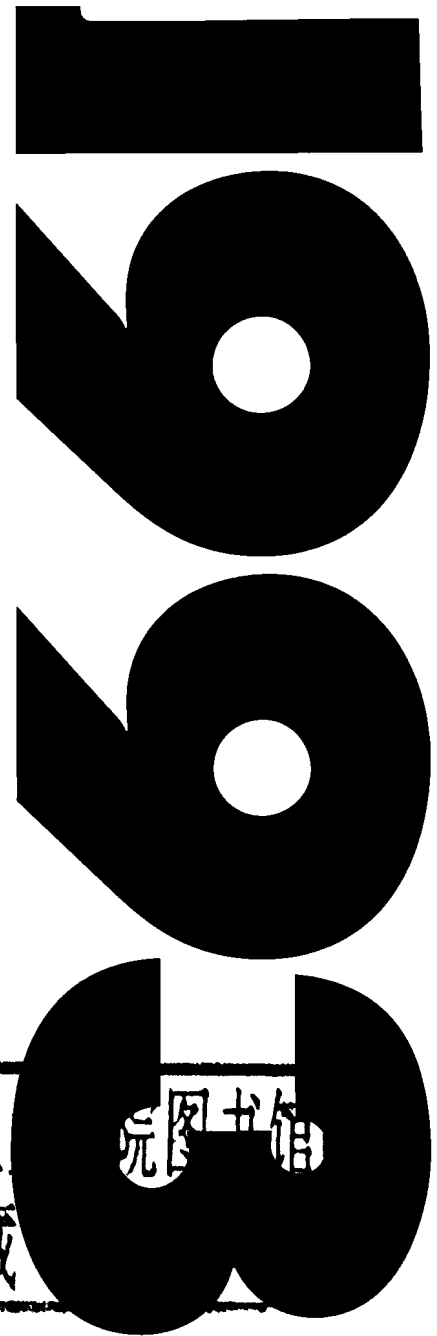
AND

ENGINEERING

TECHNOLOGY

UNDERGRADUATE

PROGRAMS



American Society for Engineering Education

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PREVIOUS EDITIONS

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The *ASEE 1993 Directory of Engineering and Engineering Technology Undergraduate Programs* is the most comprehensive resource available for information on baccalaureate programs in both engineering and engineering technology. ASEE began publishing directories of engineering graduate schools in 1967. In its fourth year of publication, ASEE's undergraduate directory has quickly become a vital resource for students, educators, administrators and corporate professionals.

In this year's directory, more than three hundred and fifty colleges have full-page entries. Each of the participating schools has at least one bachelor's (four-year) degree program accredited by the Accreditation Board for Engineering and Technology (ABET) or the Canadian Engineering Accreditation Board (CEAB).^{*} With several new features—a comprehensive index to both engineering and engineering technology degree programs, state-by-state statistical summaries, and an appendix of personnel, the 1993 Directory has been revised to make it even more useful and easy-to-use.

The American Society for Engineering Education is a non-profit organization of individuals and institutions dedicated to improving all aspects of engineering and engineering technology education. For 100 years the Society has played a key role in developing and advocating policies and programs that advance education in engineering and allied branches of science and technology.

Frank L. Huband,
Executive Director

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^{*}The Accreditation Board for Engineering and Technology (ABET) is the official accrediting authority for engineering and technology programs in the United States. In Canada, the official accrediting body for engineering programs is the Canadian Engineering Accreditation Board (CEAB). These organizations accredit individual engineering and engineering technology programs, not universities, colleges, schools or degrees. For complete information on the accreditation process, you should contact: ABET, 345 East 47th Street, New York, NY 10017-2397; (212)705-7685. For information on accreditation in Canada, contact CEAB, 601-116 Albert Street, Ottawa, ON, K1P 5G3; (613)232-2474.



Table of Contents

Foreword	3
INTRODUCTION	
Using the Directory	6
Keys to Acronyms & Abbreviations: <i>Professional Societies, Honor Societies, Financial Aid Forms, Postal Codes</i>	10
Alphabetical Index of Participating Institutions	12
Geographical Index of Participating Institutions	14
ENGINEERING SECTION	
Participating Engineering Institutions	TAB
<i>An Introduction to Engineering</i> , by Ray Landis	18
<i>Engineering Disciplines: Descriptions and Career Opportunities</i> , by Don Evans	18
Index to Engineering Degree Programs	20
Comparative Tables—by School	
Undergraduate Degrees Awarded—by Category	33
Support Programs for Ethnic Minorities & Women	39
Enrollments and Degrees Awarded	45
Comparative Tables—by Degree Program	
All Engineering Disciplines	53
Chemical Engineering	93
Civil Engineering	101
Electrical Engineering	111
Industrial Engineering	125
Mechanical Engineering	133
Institution Profiles	144
ENGINEERING TECHNOLOGY SECTION	
Participating Engineering Technology Institutions	TAB
<i>An Introduction to Engineering Technology</i> , by Stephen Cheshier	426
<i>Engineering Technology Disciplines: Descriptions and Career Opportunities</i> , by Fred Emshousen	426
Index to Engineering Technology Degree Programs	428
Comparative Tables—by School	
Undergraduate Degrees Awarded—by Category	431
Support Programs for Ethnic Minorities & Women	433
Enrollments and Degrees Awarded	435
Comparative Table—by Degree Program	
All Engineering Technology Disciplines	439
Institution Profiles	448
APPENDIXES & INDEXES	
Engineering and Engineering Technology Personnel	527
Index to Engineering and Engineering Technology Personnel	570
ABET/CEAB Accredited Degree Programs	585
Index to ABET/CEAB Accredited Degree Programs	596

Using the Directory

This introduction provides an overview of the various parts of the directory and how to use them. In most cases, you will find additional information within the individual sections. The directory is divided into four sections. (1) *Using the Directory* contains general, introductory, and explanatory information that applies to the entire directory and that affects all participating schools—both engineering and engineering technology. (2) The *Engineering Section* consists of indexes, tables, and institution profiles of engineering schools. (3) Similarly, the *Engineering Technology Section* consists of indexes, tables, and institution profiles of engineering technology schools. To avoid repetition, the constituent parts of both the engineering and the engineering technology sections are discussed together below. (4) Finally, the *Appendixes and Indexes* portion of the directory contains supplementary material about personnel and accredited bachelor's degree programs.

A Note on Participation Criteria

Information throughout this directory was furnished by each of the 356 participating institutions that responded to our survey. Before deciding upon an institution for undergraduate study, students should contact the appropriate offices and consult the degree catalogs at each institution to verify information. Questions about any information provided here should be addressed directly to the respective institutions.

ASEE requires that each participating school offer at least one baccalaureate (usually a four-year bachelor's) engineering or engineering technology degree program accredited by the Accreditation Board for Engineering and Technology (ABET) or the Canadian Engineering Accreditation Board (CEAB). Therefore, institutions that offer baccalaureate engineering or engineering technology degree programs but do not offer at least one *accredited* baccalaureate engineering or engineering technology degree program are not eligible for participation in our directory. Similarly, institutions that offer accredited *associate* degree programs but do not offer at least one accredited *baccalaureate* degree program are not eligible. In short, a qualifying program must be an *accredited baccalaureate* degree program in engineering or engineering technology. For a complete list of these programs, refer to the *Appendix of ABET/CEAB Accredited Degree Programs* in the back of this book.

Introduction

The *Keys to Acronyms & Abbreviations* clarify some of the “short-hand” used to conserve space throughout the directory. Specifically, keys for Professional Societies, Honor Societies, and Financial Aid Forms are for use primarily with the *Institution Profiles*, where these acronyms and abbreviations are most often used. Then, a list of Postal Codes and their corresponding full state and province names is provided to help users locate each school.

The *Alphabetical Index of Participating Institutions* lists all institutions that returned surveys for this directory. In this list, schools

appear in alphabetical order, with engineering schools listed first, followed by engineering technology schools. Following the school name, the city and state or province of the main campus are given in parentheses. Next, in brackets, are references to the section of the directory (“E” for Engineering and/or “T” for Engineering Technology) and the institution profile reference number of a school's full-page profile(s).

In the *Geographical Index of Participating Institutions*, schools are grouped by country—either the United States or Canada—and then by state or province. Within each state or province, schools are presented alphabetically by school name. As with the alphabetical index, the city appears in parentheses, followed by section abbreviations (“E” or “T”) and institution profile reference number(s).

Engineering & Engineering Technology Sections

The *Engineering and Engineering Technology Sections* are nearly identical in content. Therefore, for brevity, only the *Engineering Section* is described below. Where differences in the *Engineering Technology Section* do occur, these are noted.

The list of *Participating Engineering Institutions* includes 280 engineering schools with at least one baccalaureate engineering degree program accredited by ABET or CEAB. The schools appear in alphabetical order with the institution profile reference number to the left of each school's name. If a school on the engineering list also has an engineering technology entry, that entry number is cross-referenced in brackets. The same is true on the list of 76 engineering technology schools.

To introduce students to engineering, Ray Landis in his article “An Introduction to Engineering” describes the benefits of an engineering education and relates what engineers do, the types of challenges they encounter, and the contributions they make. In the second article—“Engineering Disciplines: Descriptions and Career Opportunities”, Don Evans discusses in greater detail five major engineering disciplines—chemical, civil, electrical, industrial, and mechanical engineering—and describes career opportunities available to students in each discipline. The corresponding articles for engineering technology are: “An Introduction to Engineering Technology” by Stephen Cheshier and “Engineering Technology Disciplines: Descriptions and Career Opportunities” by Fred Emshousen.

The index to *Engineering Degree Programs* contains more than 1900 engineering (more than 300 for engineering technology) majors and degree programs at participating institutions. Many but not all of these programs are accredited by ABET or CEAB. To determine which programs are accredited, refer to the *Tables of Degree Programs*, which contain complete information for each degree program. In some cases, similarly titled degree programs are grouped under a broader subject heading. For exact titles of degree programs, refer to the *Tables of Degree Programs* or to the *Institution Profiles*.

COMPARATIVE TABLES

In each of the comparative tables, schools appear in order by the institution profile reference number and the school name, which are in the far left of each row, followed by the state in which the main campus of the college is located. In cases where a school did not provide relevant data, that school has been omitted from the table. At the end of statistical tables, state-by-state totals, as well as grand totals for each country, are provided. In many instances, schools were allowed to clarify or explain their responses with a footnote. Where a school has footnoted their response, a footnote indicator appears in parentheses above and to the right of the data. In cases where no schools in a particular state or province provided relevant data, there will be no totals for that state or province. Following appropriate tables, a separate section devoted to footnotes provides the full text of each footnote.

Comparative Tables—by School

Each table in this section presents a single line of summary data for every school. The first four columns of data in the *Engineering Enrollments and Degrees Awarded* table are the number of students enrolled in all engineering programs by class—freshmen/first-year students, sophomores/second-year students, juniors/third-year students, and seniors/fourth-year and all other students. Then the total number of students enrolled in all engineering degree programs is given by degree level—bachelor's (the sum of the previous four columns), master's, and doctoral. There are no engineering technology doctoral programs. The last three columns represent the number of engineering degrees awarded by type of degree—bachelor's, master's, and doctoral. No doctoral degree is awarded in engineering technology. Unless footnoted otherwise, enrollment figures are for the fall 1991 term and degrees awarded are for the 1991-92 twelve-month academic year.

In the table *Undergraduate Degrees Awarded—by Category*, the figures represent the percentages of bachelor's degree recipients who fall into different categories. The section devoted to students of different ethnic backgrounds and nationalities includes African Americans, Asian (including Pacific Island) Americans, Hispanic Americans, and Native Americans, as well as citizens of other countries. The figure for the column entitled "All Others" was derived by subtracting the above percentages from 100.0%. In most cases, Canadian schools could not provide data in these or corresponding categories; therefore, this information does not appear for most Canadian schools. In addition, information was requested about degree recipients in categories independent of ethnic or national background. These categories are: women, students with self-identified physical or learning disabilities, and students who were older than 25 years of age when they received their degrees. Unless footnoted otherwise, degrees awarded are for the 1991-92, twelve-month academic year.

The table of *Support Programs for Ethnic Minorities and Women* includes information on student chapters of professional societies,

as well as on programs that are staffed by the engineering college or by the university. If a university offers a student chapter of the Society of Women Engineers (SWE), the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE), or, in the fourth column, any other professional society for historically under represented students, a check mark appears in the corresponding column. Similarly, if a school has its own staffed programs for ethnic minorities or women, a check mark will appear in the appropriate columns. The last two columns indicate (by capital letter) when (Summer, the nine-month Academic year, or Year-round) and for which students (Prematriculation, Freshman, Sophomore, Junior, senior, and Graduate) at least one program is available.

Comparative Tables—by Degree Program

In each of the engineering degree program tables, the first line of information for an institution contains the institution profile reference number, the school's name, and the state in which the main campus of the engineering college is located. Next, there is an indented line of data for each degree program. The first item on these lines is the name of the degree program, followed by a letter in brackets which indicates whether a school designated this program as belonging to one of six major discipline categories—[H] chemical engineering, [V] civil engineering, [E] electrical engineering, [I] industrial engineering, [M] mechanical engineering, and [O] for all other engineering disciplines. If any footnote was given, the indicator appears next. Subsequent information for each degree program appears in the following columns: the full-time equivalent (FTE) of all faculty dedicated to this program (see explanation below*); for undergraduate programs, whether or not the program is accredited by ABET (the Accreditation Board for Engineering and Technology) or CEAB (the Canadian Engineering Accreditation Board), the nominal length and actual average length of the program in years, the time courses are offered (Day, Evening, or Both day and evening), the availability of cooperative education (internship) programs (None, Optional or Required), the percentage of graduates who participated in co-op programs, the number of bachelor's degrees awarded, and the percentage of graduates who were full-time. For graduate programs, the columns contain the number of graduates and the percentage who were full-time in master's programs and, (for engineering schools) doctoral programs. Unless otherwise footnoted, information on degrees is for the 1991-92 twelve-month, academic year; all other information is current.

[*The full-time equivalent (FTE) of part-time faculty is calculated by dividing the total number of course hours taught by all part-time faculty by the full-time teaching load at that university. For example, if 10 part-time professors each teach one 3-hour course (for a total of 30 hours), and the normal course load for a full-time professor is 12 hours, then the FTE of part-time faculty is $30 \div 12$

= 2.5. The FTE of *all* faculty is the sum of the number of full-time faculty and the FTE of part-time faculty.]

Institution Profiles

Each school's entry will vary according to the completeness of the information provided to ASEE. In instances in which a question was not applicable or information was not available, a section or subsection may have been omitted for that school. Except for enrollments (which are for the fall 1991 term) and degrees awarded (which are for the 1991-92 twelve-month academic year), all information is current as of publication in 1993.

Throughout the institution profiles, respondents had the opportunity to qualify their responses with footnotes. Where they have done so, there will be an indicator in parentheses to the right of the data being footnoted. The corresponding text appears in small type beneath a line at the end of each subsection.

■ INSTITUTION PROFILE

The *Institution Profile* provides the address of the engineering/engineering technology college, the head of the institution (usually the president or the chancellor), and other general information for the institution as a whole. This information includes enrollments for all (not just engineering) students, the type of institution (public, private, or having elements of both), the academic calendar (semesters, quarters, etc.), the setting of the main campus (rural, small town, suburban, or urban), and the nearest city or metropolitan area (including its population and the distance from the main campus). Also indicated are whether courses are offered at one campus or more than one campus, the types of engineering degrees offered (engineering and/or engineering technology, and any other (non-engineering) undergraduate degree-granting colleges, schools, or departments).

■ ENGINEERING ADMISSIONS

Admissions information includes the admissions office address and any admissions requirements or recommendations, including entrance examinations (with minimum score), high school courses (with number of years), requirements for out-of-state residents and for foreign students, and any departmental admissions requirements.

■ FINANCIAL INFORMATION

The *Financial Information* section details expenses and financial aid information. Student expenses are itemized as tuition and fees, college room and board, books and supplies, and other expenses for a full-time, first-year engineering student for the current nine-month academic year (excluding summer terms). If expenses differ for certain groups of students, two sets of expenses are given. Financial aid information includes the financial aid office contact, the types of financial aid offered, forms required to apply for financial aid, and any other financial aid information.

■ ENGINEERING COLLEGE INFORMATION

The *Engineering College Information* portion of a school's entry begins with the head of engineering (usually the dean). The *Undergraduate Engineering Enrollments* section provides enrollment figures by class—first-year students/freshmen, second-year students/sophomores, third-year students/juniors, and all other undergraduate students/seniors, and total undergraduate engineering enrollments for the fall 1991 term.

The section *Undergraduate Degrees Awarded—by Degree Program* gives the name of each degree program or major offered and the number of baccalaureate degrees awarded in each during the 1991-92 twelve-month academic year. Additional information about each program is provided in the *Comparative Tables* section of the directory.

In *Undergraduate Degrees Awarded—by Category*, the figures represent the percentages of bachelor's degree recipients who fall into different categories, as detailed in the *Comparative Tables—by School* section above. Unless footnoted otherwise, degrees awarded are for the 1991-92, twelve-month academic year.

The *Graduate Engineering Enrollments and Degrees Awarded* section provides total enrollments and degrees awarded for master's and (for engineering) doctoral students. Unless otherwise footnoted, enrollments are for the fall 1991 term and degrees awarded are for the 1991-92 twelve-month academic year.

Engineering Student Data includes the number of applicants to the engineering college, as well as the percentage of applicants offered admission for the fall 1991 term. For matriculated engineering students, this section provides the percentage of entering students who were in the top quartile (25%) of their high school graduating class and the average scores for entering students on the SAT and ACT.

Engineering Faculty—by Department gives the number of full-time faculty and the full-time equivalent (FTE) of part-time faculty in each engineering department.

In *Engineering College Description* and *Engineering Degree Programs Description*, each school has the opportunity to describe its programs, exchanges, facilities, joint or double majors, and any other relevant information about its engineering college or specific degrees offered.

A separate *Dual Degree Programs* section has been set aside for discussion of any programs in which a student may obtain simultaneous degrees in engineering and another discipline.

The section on *Transfer Information* addresses two possible methods of transfer—through specific "articulation" agreements with other academic organizations (either colleges and schools within the university or with other universities) and through any other method(s). For each method, schools were asked to provide the number of students who transferred from four-year programs and two-year programs and any special entrance requirements. Next, any residency requirements for transfer students are provided.

The *Graduation Requirements* portion of a school's profile explains the requirements for graduating with an engineering baccalaureate degree.

■ STUDENT PROGRAMS

The first items in this section are lists of engineering *Professional Societies and Honorary Societies* that are available to students. The *Support Programs* section gives information about university-staffed support programs, including whether the program is designed for women, ethnic minorities, or both; when the program is available (summer only, the nine-month academic year, or year round); and at which levels students are eligible (prematriculation, first-year/freshmen, second-year/sophomores, third-year/juniors, all other undergraduates/seniors, and/or graduate students). Next is a list of any student chapter organizations designed specifically for women and/or ethnic minorities. Finally, schools have the opportunity to describe other engineering student support programs at their institution.

Appendixes & Indexes

Both of the appendixes are organized in alphabetical order by institution. Following both is an index of their contents, as detailed below.

ENGINEERING & ENGINEERING TECHNOLOGY PERSONNEL

The appendix of Engineering & Engineering Technology Personnel lists the position, name, title, telephone number, fax number, and Email number for personnel at each institution, including the head of the institution, the head of engineering or engineering technology, up to four associate or assistant deans, department chairs, and the admissions and financial aid contacts. The appendix is divided into engineering and engineering technology subsections, within which institutions are organized in alphabetical order. Following the appendix is an alphabetical index of engineering and engineering technology personnel by last name, then first name.

ABET/CEAB ACCREDITED DEGREE PROGRAMS

This appendix is divided into two parts: engineering programs and engineering technology programs. Each is organized alphabetically by school, with degree programs also listed alphabetically for each school. Each section includes all baccalaureate (usually four-year bachelor's) degree programs accredited by the Accreditation Board for Engineering and Technology (ABET). The engineering section also includes programs accredited by the Canadian Engineering Accreditation Board (CEAB). Following the appendix is an alphabetical index of accredited engineering and engineering technology degree programs.

Keys to Acronyms & Abbreviations

FINANCIAL AID FORMS

ACT	American College Testing form
AFSA	Application for Federal Student Aid
CSS-FAF	College Scholarship Service Financial Aid Form
FAF	Financial Aid Form
FAT	Financial Aid Transcript
FAR	Financial Aid Report
FSA	Federal Student Aid application
FFS	Family Financial Statement
Stafford	Stafford Loan (formerly Guaranteed Student Loan)
IRS	Internal Revenue Service (federal tax return forms)
SAR	Student Aid Report
SDF	Student Data Form
Supplemental	Supplemental Student Loan
Institutional	Institutional application form(s)

PROFESSIONAL SOCIETIES

AAPG	American Association of Petroleum Geologists
AATCC	American Association of Textile Chemists and Colorists
ACerS	The American Ceramic Society
ACI	American Concrete Institute
ACM	Association for Computing Machinery
ACS	American Chemical Society
ACSM	American Congress on Surveying and Mapping
AEG	Association of Engineering Geologists
AFS	American Fisheries Society
AGCA	Associated General Contractors of America
AHS	American Helicopter Society
AIA	American Institute of Architects
AIAA	American Institute of Aeronautics and Astronautics
AIC	The American Institute of Chemists
AICHe	American Institute of Chemical Engineers
AIDD	American Institute for Design and Drafting
AIME	American Institute of Mining, Metallurgical and Petroleum Engineers
AIP	American Institute of Physics
AIPE	American Institute of Plant Engineers
AMS	American Mathematical Society
AMS*	American Meteorological Society
ANS	American Nuclear Society
APS	The American Physical Society
APS*	The American Phytopathological Society
ASA	Acoustical Society of America
ASA*	American Statistical Association
ASAE	American Society of Agricultural Engineers
ASBE	American Society of Body Engineers
ASCE	American Society of Civil Engineers
ASEM	American Society for Engineering Management
ASHRAE	American Society of Heating, Refrigerating & Air-Conditioning Engineers
ASM	American Society for Microbiology
ASM*	Association for Systems Management
ASME	The American Society of Mechanical Engineers
ASNE	American Society of Naval Engineers
ASPRS	American Society for Photogrammetry and Remote Sensing
AWRA	American Water Resources Association
AWS	American Welding Society

BMES	Biomedical Engineering Society
CES	Capstone Engineering Society
CIM	The Canadian Institute of Mining and Metallurgy
CSAE	Canadian Society of Agricultural Engineering
CSCE	Canadian Society for Civil Engineering
CSME	The Canadian Society for Mechanical Engineering
DPMA	Data Processing Management Association
GSA	The Geological Society of America
ICA	International Cartographic Association
IEEE	The Institute of Electrical & Electronics Engineers
IIE	Institute of Industrial Engineers
IES	Illuminating Engineering Society of North America
IES*	Institute of Environmental Sciences
ISA	Instrument Society of America
ITE	Institute of Transportation Engineers
MAA	The Mathematical Association of America
NAHB	National Association of Home Builders
NSAE	National Society of Architectural Engineers
NSPE	National Society of Professional Engineers
ORSA	Operations Research Society of America
OSA	Optical Society of America
SAE	Society of Automotive Engineers
SAME	The Society of American Military Engineers
SAMPE	Society for the Advancement of Material & Process Engineering
SEE	Society of Explosives Engineers
SEG	Society of Exploration Geophysicists
SEM	Society for Experimental Mechanics
SES	Society of Engineering Science
SES*	Standards Engineering Society
SFPE	Society of Fire Protection Engineers
SIAM	Society for Industrial and Applied Mathematics
SME	Society of Manufacturing Engineers
SME*	Society of Mining Engineers
SNAME	The Society of Naval Architects and Marine Engineers
SPE	Society of Petroleum Engineers
SPE*	Society of Plastics Engineers
SPS	Society of Physics Students
STC	Society for Technical Communication
TAPPI	Technical Association of the Pulp and Paper Industry
TIMS	The Institute of Management Sciences
TMS	The Minerals, Metals, and Materials Society

HONORARY SOCIETIES

AE	Alpha Epsilon
APM	Alpha Pi Mu
CE	Chi Epsilon
EKN	Eta Kappa Nu
KEK	Kappa Eta Kappa
K	Keramos
OCE	Omega Chi Epsilon
PAE	Phi Alpha Epsilon
PKU	Phi Kappa Upsilon
PTS	Pi Tau Sigma
SGT	Sigma Gamma Tau
SPD	Sigma Phi Delta
TAP	Tau Alpha Pi
TBP	Tau Beta Pi
TT	Theta Tau

POSTAL CODES

AB.....	Alberta	NC	North Carolina
AK	Alaska	ND	North Dakota
AL.....	Alabama	NE	Nebraska
AR.....	Arkansas	NF.....	Newfoundland
AZ.....	Arizona	NH.....	New Hampshire
BC.....	British Columbia	NJ.....	New Jersey
CA.....	California	NM.....	New Mexico
CO.....	Colorado	NS.....	Nova Scotia
CT.....	Connecticut	NV.....	Nevada
DC.....	District Of Columbia	NY.....	New York
DE.....	Delaware	OH.....	Ohio
FL.....	Florida	OK.....	Oklahoma
GA.....	Georgia	ON.....	Ontario
HI.....	Hawaii	OR.....	Oregon
IA.....	Iowa	PA.....	Pennsylvania
ID.....	Idaho	PE.....	Prince Edward Island
IL.....	Illinois	PQ.....	Quebec
IN.....	Indiana	PR.....	Puerto Rico
KS.....	Kansas	RI.....	Rhode Island
KY.....	Kentucky	SC.....	South Carolina
LA.....	Louisiana	SD.....	South Dakota
MA.....	Massachusetts	SK.....	Saskatchewan
MB.....	Manitoba	TN.....	Tennessee
MD.....	Maryland	TX.....	Texas
ME.....	Maine	UT.....	Utah
MI.....	Michigan	VA.....	Virginia
MN.....	Minnesota	VT.....	Vermont
MO.....	Missouri	WA.....	Washington
MS.....	Mississippi	WI.....	Wisconsin
MT.....	Montana	WV.....	West Virginia
NB.....	New Brunswick	WY.....	Wyoming

Alphabetical Index of Participating Institutions

Schools appear in alphabetical order by key word. Following the school name, the city and state or province of the main campus are given in parentheses. Next, in brackets, are references to the section of the directory ("E" for Engineering and/or "T" for Engineering Technology) and the institution profile reference number of a school's full-page profile(s).

A

University of Akron (*Akron, OH*) [E-001] [T-281]
University of Alabama (*Tuscaloosa, AL*) [E-002]
University of Alabama at Birmingham (*Birmingham, AL*) [E-003]
University of Alabama at Huntsville (*Huntsville, AL*) [E-004]
Alabama A&M University (*Normal, AL*) [T-282]
University of Alaska, Fairbanks (*Fairbanks, AK*) [E-005]
University of Alberta (*Edmonton, AB*) [E-006]
Alfred University (*Alfred, NY*) [E-007]
University of Arizona (*Tucson, AZ*) [E-008]
Arizona State University (*Tempe, AZ*) [T-283] [E-009]
University of Arkansas (*Fayetteville, AR*) [E-010]
University of Arkansas at Little Rock (*Little Rock, AR*) [T-284]
Arkansas Tech University (*Russellville, AR*) [E-011]
Auburn University (*Auburn University, AL*) [T-285] [E-012]

B

Baylor University (*Waco, TX*) [E-013]
Boston University (*Boston, MA*) [E-014]
Bradley University (*Peoria, IL*) [E-015] [T-286]
University of Bridgeport (*Bridgeport, CT*) [E-016]
Brigham Young University (*Provo, UT*) [E-017] [T-287]
Bucknell University (*Lewisburg, PA*) [E-018]

C

University of California at Berkeley (*Berkeley, CA*) [E-019]
University of California, Davis (*Davis, CA*) [E-020]
University of California, Irvine (*Irvine, CA*) [E-021]
University of California, Los Angeles (*Los Angeles, CA*) [E-022]
University of California, San Diego (*La Jolla, CA*) [E-023]
University of California, Santa Barbara (*Santa Barbara, CA*) [E-024]
University of California, Santa Cruz (*Santa Cruz, CA*) [E-025]
California Institute of Technology (*Pasadena, CA*) [E-026]
California Polytechnic State University (*San Luis Obispo, CA*) [E-027]
California State University, Chico (*Chico, CA*) [E-028]
California State University, Fresno (*Fresno, CA*) [E-029]
California State University, Long Beach (*Long Beach, CA*) [E-030]
California State University, Los Angeles (*Los Angeles, CA*) [E-031]
California State University, Northridge (*Northridge, CA*) [E-032]
California State University, Sacramento (*Sacramento, CA*) [E-033] [T-288]
California State Polytechnic University, Pomona (*Pomona, CA*) [E-034] [T-289]
Calvin College (*Grand Rapids, MI*) [E-035]
Capitol College (*Laurel, MD*) [T-290]
Carnegie Mellon University (*Pittsburgh, PA*) [E-036]
Case Western Reserve University (*Cleveland, OH*) [E-037]
The Catholic University of America (*Washington, DC*) [E-038]
Central Connecticut State University (*New Britain, CT*) [T-291]
University of Central Florida (*Orlando, FL*) [E-039] [T-292]
Central State University (*Wilberforce, OH*) [E-040]
Christian Brothers University (*Memphis, TN*) [E-041]
University of Cincinnati (*Cincinnati, OH*) [T-293] [E-042]
The Citadel (*Charleston, SC*) [E-043]
City College of the City University of New York (*New York, NY*) [E-044]
City University of New York, College of Staten Island (*Staten Island, NY*) [E-045]
Clarkson University (*Potsdam, NY*) [E-046]
Clemson University (*Clemson, SC*) [E-047]
Cleveland State University (*Cleveland, OH*) [E-048]
University of Colorado at Boulder (*Boulder, CO*) [E-049]

University of Colorado at Colorado Springs (*Colorado Springs, CO*) [E-050]
University of Colorado at Denver (*Denver, CO*) [E-051]
Colorado School of Mines (*Golden, CO*) [E-052]
Colorado State University (*Fort Collins, CO*) [E-053]
Columbia University (*New York, NY*) [E-054]
Concordia University (*Montréal, PQ*) [E-055]
University of Connecticut (*Storrs, CT*) [E-056]
The Cooper Union (*New York, NY*) [E-057]
Cornell University (*Ithaca, NY*) [E-058]

D

Dartmouth College (*Hanover, NH*) [E-059]
University of Dayton (*Dayton, OH*) [E-060] [T-294]
University of Delaware (*Newark, DE*) [E-061]
University of Denver (*Denver, CO*) [E-062]
DeVry Institute of Technology, Chicago (*Chicago, IL*) [T-295]
DeVry Institute of Technology, Columbus (*Columbus, OH*) [T-296]
DeVry Institute of Technology, Atlanta (*Decatur, GA*) [T-297]
DeVry Institute of Technology, DuPage (*Addison, IL*) [T-298]
DeVry Institute of Technology, Dallas (*Irving, TX*) [T-299]
DeVry Institute of Technology, Kansas City (*Kansas City, MO*) [T-300]
DeVry Institute of Technology, Los Angeles (*City of Industry, CA*) [T-301]
DeVry Institute of Technology, Phoenix (*Phoenix, AZ*) [T-302]
University of the District of Columbia (*Washington, DC*) [E-063] [T-303]
Drexel University (*Philadelphia, PA*) [E-064]
Duke University (*Durham, NC*) [E-065]

E

East Tennessee State University (*Johnson City, TN*) [T-304]
École Polytechnique de Montréal (*Montréal, PQ*) [E-066]
Embry-Riddle Aeronautical University - Daytona Beach (*Daytona Beach, FL*) [E-067] [T-305]
Embry-Riddle Aeronautical University, Western Campus (*Prescott, AZ*) [E-068]
University of Evansville (*Evansville, IN*) [E-069]

F

Ferris State University (*Big Rapids, MI*) [T-306] [E-070]
University of Florida (*Gainesville, FL*) [E-071]
Florida Agricultural and Mechanical University (*Tallahassee, FL*) [E-072]
Florida Atlantic University (*Boca Raton, FL*) [E-073]
Florida Institute of Technology (*Melbourne, FL*) [E-074]
Florida International University (*Miami, FL*) [E-075]
Florida State University (*Tallahassee, FL*) [E-076]
Franklin University (*Columbus, OH*) [T-307]

G

Gannon University (*Erie, PA*) [E-078]
George Mason University (*Fairfax, VA*) [E-079]
The George Washington University (*Washington, DC*) [E-080]
University of Georgia (*Athens, GA*) [E-081]
Georgia Institute of Technology (*Atlanta, GA*) [E-082]
GMI Engineering & Management Institute (*Flint, MI*) [E-077]
Gonzaga University (*Spokane, WA*) [E-083]
Grand Valley State University (*Grand Rapids, MI*) [E-084]
Grove City College (*Grove City, PA*) [E-085]

H

University of Hartford (*West Hartford, CT*) [T-308]
Harvard University (*Cambridge, MA*) [E-086]
Harvey Mudd College (*Claremont, CA*) [E-087]
University of Hawaii at Manoa (*Honolulu, HI*) [E-088]
Hofstra University (*Hempstead, NY*) [E-089]
University of Houston (*Houston, TX*) [E-090]
Howard University (*Washington, DC*) [E-091]

I

University of Idaho (*Moscow, ID*) [E-092]
Idaho State University (*Pocatello, ID*) [E-093]
University of Illinois at Chicago (*Chicago, IL*) [E-094]
University of Illinois at Urbana-Champaign (*Urbana, IL*) [E-095]
Illinois Institute of Technology (*Chicago, IL*) [E-096]
Indiana University-Purdue University at Indianapolis (*Indianapolis, IN*) [T-309] [E-097]
University of Iowa (*Iowa City, IA*) [E-098]
Iowa State University (*Ames, IA*) [E-099]

J

The Johns Hopkins University (*Baltimore, MD*) [E-100]

K

University of Kansas (*Lawrence, KS*) [E-101]
Kansas State University (*Manhattan, KS*) [E-102]
University of Kentucky (*Lexington, KY*) [E-103]

L

Lafayette College (*Easton, PA*) [E-104]
Lake Superior State University (*Sault Ste. Marie, MI*) [T-310]
Lamar University (*Beaumont, TX*) [E-105]
Lawrence Technological University (*Southfield, MI*) [E-106]
Lehigh University (*Bethlehem, PA*) [E-108]
LeTourneau University (*Longview, TX*) [E-107]
Louisiana State University (*Baton Rouge, LA*) [E-109]
Louisiana Tech University (*Ruston, LA*) [E-110] [T-311]
University of Louisville (*Louisville, KY*) [E-111]
Loyola College in Maryland (*Baltimore, MD*) [E-112]
Loyola Marymount University (*Los Angeles, CA*) [E-113]

M

University of Maine (*Orono, ME*) [E-114] [T-312]
University of Manitoba (*Winnipeg, MB*) [E-115]
Mankato State University (*Mankato, MN*) [E-116] [T-313]
Marietta College (*Marietta, OH*) [E-117]
Marquette University (*Milwaukee, WI*) [E-118]
University of Maryland Baltimore County (*Baltimore, MD*) [E-119]
University of Maryland, College Park (*College Park, MD*) [E-120]
University of Massachusetts (*Amherst, MA*) [E-121]
University of Massachusetts, Dartmouth (*North Dartmouth, MA*) [E-122] [T-314]
University of Massachusetts, Lowell (*Lowell, MA*) [E-123] [T-315]
Massachusetts Institute of Technology (*Cambridge, MA*) [E-124]
McGill University (*Montréal, PQ*) [E-125]
Memphis State University (*Memphis, TN*) [E-126] [T-316]
Mercer University (*Macon, GA*) [E-127]
Metropolitan State College of Denver (*Denver, CO*) [T-317]
University of Miami (*Coral Gables, FL*) [E-128]
Miami University (*Oxford, OH*) [E-129]
University of Michigan (*Ann Arbor, MI*) [E-130]

University of Michigan-Dearborn (*Dearborn, MI*) [E-131]
 Michigan State University (*East Lansing, MI*) [E-132]
 Michigan Technological University (*Houghton, MI*) [E-133]
 Milwaukee School of Engineering (*Milwaukee, WI*) [E-134] [T-318]
 University of Minnesota, Duluth (*Duluth, MN*) [E-135]
 University of Minnesota (*Minneapolis, MN*) [E-136]
 University of Mississippi (*University, MS*) [E-137]
 Mississippi State University (*Mississippi State, MS*) [E-138]
 University of Missouri-Columbia (*Columbia, MO*) [E-139]
 University of Missouri-Kansas City (*Independence, MO*) [E-140]
 University of Missouri-Rolla (*Rolla, MO*) [E-141]
 Monmouth College (*West Long Branch, NJ*) [E-142]
 Montana College of Mineral Science and Technology (*Butte, MT*) [E-143]
 Montana State University (*Bozeman, MT*) [E-144] [T-319]
 Morgan State University (*Baltimore, MD*) [E-145]
 Murray State University (*Murray, KY*) [T-320]

N

University of Nebraska - Lincoln (*Lincoln, NE*) [E-146]
 University of Nevada, Las Vegas (*Las Vegas, NV*) [E-147]
 New England College (*Henniker, NH*) [E-148]
 University of New Hampshire (*Durham, NH*) [E-149] [T-321]
 University of New Haven (*West Haven, CT*) [E-150]
 New Jersey Institute of Technology (*Newark, NJ*) [E-151] [T-322]
 The University of New Mexico (*Albuquerque, NM*) [E-152]
 New Mexico Institute of Mining and Technology (*Socorro, NM*) [E-153]
 New Mexico State University (*Las Cruces, NM*) [E-154] [T-323]
 University of New Orleans (*New Orleans, LA*) [E-155]
 New York Institute of Technology (*Old Westbury, NY*) [E-156]
 New York State College of Ceramics at Alfred University (*Alfred, NY*) [E-157]
 University of North Carolina-Charlotte (*Charlotte, NC*) [E-158] [T-324]
 North Carolina Agricultural and Technical State University (*Greensboro, NC*) [E-159]
 North Carolina State University (*Raleigh, NC*) [E-160]
 University of North Dakota (*Grand Forks, ND*) [E-161]
 North Dakota State University (*Fargo, ND*) [E-162]
 Northeastern University (*Boston, MA*) [E-163] [T-325]
 Northern Arizona University (*Flagstaff, AZ*) [E-164]
 Northern Illinois University (*DeKalb, IL*) [E-165]
 Northwestern University (*Evanston, IL*) [E-166]
 Norwich University (*Northfield, VT*) [E-167]
 University of Notre Dame (*Notre Dame, IN*) [E-168]

O

Oakland University (*Rochester, MI*) [E-169]
 Ohio University (*Athens, OH*) [E-170]
 Ohio Northern University (*Ada, OH*) [E-171]
 Ohio State University (*Columbus, OH*) [E-172]
 University of Oklahoma (*Norman, OK*) [E-173]
 Oklahoma Christian University of Science and Arts (*Oklahoma City, OK*) [E-174]
 Oklahoma State University (*Stillwater, OK*) [E-175] [T-326]
 Old Dominion University (*Norfolk, VA*) [E-176] [T-327]
 Oregon Institute of Technology (*Klamath Falls, OR*) [T-328]
 Oregon State University (*Corvallis, OR*) [E-177]

P

University of the Pacific (*Stockton, CA*) [E-178]
 University of Pennsylvania (*Philadelphia, PA*) [E-179]
 Pennsylvania State University (*University Park, PA*) [E-180]
 Pennsylvania State University at Erie, The Behrend College (*Erie, PA*) [T-329]
 Pennsylvania State University - Harrisburg (*Middletown, PA*) [T-330]
 Pittsburg State University (*Pittsburg, KS*) [T-331]
 University of Pittsburgh (*Pittsburgh, PA*) [E-181]
 University of Pittsburgh at Johnstown (*Johnstown, PA*) [T-332]

Point Park College (*Pittsburgh, PA*) [T-333]
 Polytechnic University (*Brooklyn, NY*) [E-182]
 University of Portland (*Portland, OR*) [E-183]
 Portland State University (*Portland, OR*) [E-184]
 Prairie View A&M University (*Prairie View, TX*) [T-334] [E-185]
 Princeton University (*Princeton, NJ*) [E-186]
 University of Puerto Rico, Mayagüez Campus (*Mayagüez, PR*) [E-187]
 Purdue University (*West Lafayette, IN*) [E-188] [T-335]

R

Rensselaer Polytechnic Institute (*Troy, NY*) [E-189]
 University of Rhode Island (*Kingston, RI*) [E-190]
 William Marsh Rice University (*Houston, TX*) [E-191]
 University of Rochester (*Rochester, NY*) [E-192]
 Rochester Institute of Technology (*Rochester, NY*) [T-336] [E-193]
 Rose-Hulman Institute of Technology (*Terre Haute, IN*) [E-194]
 Rutgers, The State University (*Piscataway, NJ*) [E-195]

S

Saginaw Valley State University (*University Center, MI*) [E-196]
 St. Cloud State University (*St. Cloud, MN*) [E-197] [T-337]
 Parks College of Saint Louis University (*Cahokia, IL*) [E-198]
 University of San Diego (*San Diego, CA*) [E-199]
 San Diego State University (*San Diego, CA*) [E-200]
 San Francisco State University (*San Francisco, CA*) [E-201]
 San Jose State University (*San Jose, CA*) [E-202]
 Santa Clara University (*Santa Clara, CA*) [E-203]
 Seattle University (*Seattle, WA*) [E-204]
 University of South Alabama (*Mobile, AL*) [E-205]
 University of South Carolina (*Columbia, SC*) [E-206]
 South Carolina State University (*Orangeburg, SC*) [T-338]
 South Dakota School of Mines and Technology (*Rapid City, SD*) [E-207]
 South Dakota State University (*Brookings, SD*) [E-208]
 University of South Florida (*Tampa, FL*) [E-209]
 Southern University and A&M College (*Baton Rouge, LA*) [E-210]
 Southern College of Technology (*Marietta, GA*) [T-339]
 University of Southern California (*Los Angeles, CA*) [E-211]
 University of Southern Colorado (*Pueblo, CO*) [E-212] [T-340]
 Southern Illinois University at Carbondale (*Carbondale, IL*) [E-213] [T-341]
 Southern Illinois University at Edwardsville (*Edwardsville, IL*) [E-214]
 University of Southern Maine (*Gorham, ME*) [E-215]
 Southern Methodist University (*Dallas, TX*) [E-216]
 University of Southern Mississippi (*Hattiesburg, MS*) [T-342]
 Stanford University (*Stanford, CA*) [E-217]
 State University of New York at Binghamton (*Binghamton, NY*) [E-218]
 State University of New York at Buffalo (*Buffalo, NY*) [E-219]
 State University of New York, College of Environmental Science and Forestry (*Syracuse, NY*) [E-220]
 State University of New York College of Technology at Farmingdale (*Farmingdale, NY*) [T-343]
 State University of New York Maritime College (*Throgs Neck Station, NY*) [E-221]
 State University of New York, College at New Paltz (*New Paltz, NY*) [E-222]
 State University of New York at Stony Brook (*Stony Brook, NY*) [E-223]
 State University of New York Institute of Technology, Utica/Rome (*Utica, NY*) [T-344]
 Swarthmore College (*Swarthmore, PA*) [E-224]
 Syracuse University (*Syracuse, NY*) [E-225]

T

Technical University of Nova Scotia (*Halifax, NS*) [E-226]
 Temple University (*Philadelphia, PA*) [E-227] [T-345]
 University of Tennessee, Chattanooga (*Chattanooga, TN*) [E-228]
 University of Tennessee, Knoxville (*Knoxville, TN*) [E-229]

University of Tennessee, Martin (*Martin, TN*) [T-346]
 Tennessee State University (*Nashville, TN*) [E-230]
 Tennessee Technological University (*Cookeville, TN*) [E-231]
 University of Texas at Arlington (*Arlington, TX*) [E-232]
 University of Texas at Austin (*Austin, TX*) [E-233]
 University of Texas at Dallas (*Richardson, TX*) [E-234]
 University of Texas at El Paso (*El Paso, TX*) [E-235]
 University of Texas at San Antonio (*San Antonio, TX*) [E-236]
 Texas A&I University (*Kingsville, TX*) [E-237]
 Texas A&M University (*College Station, TX*) [E-238] [T-347]
 Texas Tech University (*Lubbock, TX*) [E-239] [T-348]
 University of Toledo (*Toledo, OH*) [E-240]
 Tri-State University (*Angola, IN*) [E-241] [T-349]
 Trinity University (*San Antonio, TX*) [E-242]
 Tufts University (*Medford, MA*) [E-243]
 Tulane University (*New Orleans, LA*) [E-244]
 University of Tulsa (*Tulsa, OK*) [E-245]
 Tuskegee University (*Tuskegee, AL*) [E-246]

U

Union College (*Schenectady, NY*) [E-247]
 United States Air Force Academy (*USAF Academy, CO*) [E-248]
 United States Coast Guard Academy (*New London, CT*) [E-249]
 United States Merchant Marine Academy (*Kings Point, NY*) [E-250]
 United States Military Academy (*West Point, NY*) [E-251]
 United States Naval Academy (*Annapolis, MD*) [E-252]
 University of Utah (*Salt Lake City, UT*) [E-253]
 Utah State University (*Logan, UT*) [E-254]

V

Valparaiso University (*Valparaiso, IN*) [E-255]
 Vanderbilt University (*Nashville, TN*) [E-256]
 University of Vermont (*Burlington, VT*) [E-257]
 Villanova University (*Villanova, PA*) [E-258]
 University of Virginia (*Charlottesville, VA*) [E-259]
 Virginia Military Institute (*Lexington, VA*) [E-260]
 Virginia Polytechnic Institute and State University (*Blacksburg, VA*) [E-261]
 Virginia State University (*Petersburg, VA*) [T-350]

W

University of Washington (*Seattle, WA*) [E-262]
 Washington University (*St. Louis, MO*) [E-263]
 Washington State University (*Pullman, WA*) [E-264]
 Wayne State University (*Detroit, MI*) [E-265]
 Webb Institute of Naval Architecture (*Glen Cove, NY*) [E-266]
 Weber State University (*Ogden, UT*) [T-351]
 Wentworth Institute of Technology (*Boston, MA*) [T-352]
 West Virginia University (*Morgantown, WV*) [E-267]
 West Virginia Institute of Technology (*Montgomery, WV*) [E-268] [T-353]
 Western Carolina University (*Cullowhee, NC*) [T-354]
 Western Kentucky University (*Bowling Green, KY*) [T-355]
 Western Michigan University (*Kalamazoo, MI*) [E-269] [T-356]
 Western New England College (*Springfield, MA*) [E-270]
 Wichita State University (*Wichita, KS*) [E-271]
 Widener University (*Chester, PA*) [E-272]
 Wilkes University (*Wilkes-Barre, PA*) [E-273]
 University of Wisconsin-Madison (*Madison, WI*) [E-274]
 University of Wisconsin-Milwaukee (*Milwaukee, WI*) [E-275]
 University of Wisconsin-Platteville (*Platteville, WI*) [E-276]
 Worcester Polytechnic Institute (*Worcester, MA*) [E-277]
 Wright State University (*Dayton, OH*) [E-278]
 University of Wyoming (*Laramie, WY*) [E-279]

Y

Yale University (*New Haven, CT*) [E-280]

Geographical Index of Participating Institutions

Schools are grouped by country—either the United States or Canada—and then by state or province. Within each state or province, schools are presented alphabetically by school name. As with the alphabetical index, the city appears in parentheses, followed by section abbreviations (“E” or “T”) and institution profile reference number(s).



UNITED STATES

ALABAMA

University of Alabama (*Tuscaloosa*) [E-002]
University of Alabama at Birmingham (*Birmingham*) [E-003]
University of Alabama at Huntsville (*Huntsville*) [E-004]
Alabama A&M University (*Normal*) [T-282]
Auburn University (*Auburn University*) [E-012] [T-285]
University of South Alabama (*Mobile*) [E-205]
Tuskegee University (*Tuskegee*) [E-246]

ALASKA

University of Alaska, Fairbanks (*Fairbanks*) [E-005]

ARIZONA

University of Arizona (*Tucson*) [E-008]
Arizona State University (*Tempe*) [E-009] [T-283]
DeVry Institute of Technology, Phoenix (*Phoenix*) [T-302]
Embry-Riddle Aeronautical University, Western Campus (*Prescott*) [E-068]
Northern Arizona University (*Flagstaff*) [E-164]

ARKANSAS

University of Arkansas (*Fayetteville*) [E-010]
University of Arkansas at Little Rock (*Little Rock*) [T-284]
Arkansas Tech University (*Russellville*) [E-011]

CALIFORNIA

University of California at Berkeley (*Berkeley*) [E-019]
University of California, Davis (*Davis*) [E-020]
University of California, Irvine (*Irvine*) [E-021]
University of California, Los Angeles (*Los Angeles*) [E-022]
University of California, San Diego (*La Jolla*) [E-023]
University of California, Santa Barbara (*Santa Barbara*) [E-024]
University of California, Santa Cruz (*Santa Cruz*) [E-025]
California Institute of Technology (*Pasadena*) [E-026]
California Polytechnic State University (*San Luis Obispo*) [E-027]
California State University, Chico (*Chico*) [E-028]
California State University, Fresno (*Fresno*) [E-029]
California State University, Long Beach (*Long Beach*) [E-030]
California State University, Los Angeles (*Los Angeles*) [E-031]
California State University, Northridge (*Northridge*) [E-032]
California State University, Sacramento (*Sacramento*) [E-033] [T-288]
California State Polytechnic University, Pomona (*Pomona*) [E-034] [T-289]
DeVry Institute of Technology, Los Angeles (*City of Industry*) [T-301]
Harvey Mudd College (*Claremont*) [E-087]
Loyola Marymount University (*Los Angeles*) [E-113]
University of the Pacific (*Stockton*) [E-178]
University of San Diego (*San Diego*) [E-199]
San Diego State University (*San Diego*) [E-200]
San Francisco State University (*San Francisco*) [E-201]
San Jose State University (*San Jose*) [E-202]
Santa Clara University (*Santa Clara*) [E-203]
University of Southern California (*Los Angeles*) [E-211]
Stanford University (*Stanford*) [E-217]

COLORADO

University of Colorado at Boulder (*Boulder*) [E-049]
University of Colorado at Colorado Springs (*Colorado Springs*) [E-050]
University of Colorado at Denver (*Denver*) [E-051]
Colorado School of Mines (*Golden*) [E-052]
Colorado State University (*Fort Collins*) [E-053]
University of Denver (*Denver*) [E-062]
Metropolitan State College of Denver (*Denver*) [T-317]
University of Southern Colorado (*Pueblo*) [E-212] [T-340]
United States Air Force Academy (*USAF Academy*) [E-248]

CONNECTICUT

University of Bridgeport (*Bridgeport*) [E-016]
Central Connecticut State University (*New Britain*) [T-291]
University of Connecticut (*Storrs*) [E-056]
University of Hartford (*West Hartford*) [T-308]
University of New Haven (*West Haven*) [E-150]
United States Coast Guard Academy (*New London*) [E-249]
Yale University (*New Haven*) [E-280]

DELAWARE

University of Delaware (*Newark*) [E-061]

DISTRICT OF COLUMBIA

The Catholic University of America (*Washington*) [E-038]
University of the District of Columbia (*Washington*) [E-063] [T-303]
The George Washington University (*Washington*) [E-080]
Howard University (*Washington*) [E-091]

FLORIDA

University of Central Florida (*Orlando*) [E-039] [T-292]
Embry-Riddle Aeronautical University - Daytona Beach (*Daytona Beach*) [E-067] [T-305]
University of Florida (*Gainesville*) [E-071]
Florida Agricultural and Mechanical University (*Tallahassee*) [E-072]
Florida Atlantic University (*Boca Raton*) [E-073]
Florida Institute of Technology (*Melbourne*) [E-074]
Florida International University (*Miami*) [E-075]
Florida State University (*Tallahassee*) [E-076]
University of Miami (*Coral Gables*) [E-128]
University of South Florida (*Tampa*) [E-209]

GEORGIA

DeVry Institute of Technology, Atlanta (*Decatur*) [T-297]
University of Georgia (*Athens*) [E-081]
Georgia Institute of Technology (*Atlanta*) [E-082]
Mercer University (*Macon*) [E-127]
Southern College of Technology (*Marietta*) [T-339]

HAWAII

University of Hawaii at Manoa (*Honolulu*) [E-088]

IDAHO

University of Idaho (*Moscow*) [E-092]
Idaho State University (*Pocatello*) [E-093]

ILLINOIS

Bradley University (*Peoria*) [E-015] [T-286]
DeVry Institute of Technology, Chicago (*Chicago*) [T-295]
DeVry Institute of Technology, DuPage (*Addison*) [T-298]
University of Illinois at Chicago (*Chicago*) [E-094]
University of Illinois at Urbana-Champaign (*Urbana*) [E-095]
Illinois Institute of Technology (*Chicago*) [E-096]
Northern Illinois University (*DeKalb*) [E-165]
Northwestern University (*Evanston*) [E-166]
Parks College of Saint Louis University (*Cahokia*) [E-198]
Southern Illinois University at Carbondale (*Carbondale*) [E-213] [T-341]
Southern Illinois University at Edwardsville (*Edwardsville*) [E-214]

INDIANA

University of Evansville (*Evansville*) [E-069]
Indiana University-Purdue University at Indianapolis (*Indianapolis*) [E-097] [T-309]
University of Notre Dame (*Notre Dame*) [E-168]
Purdue University (*West Lafayette*) [E-188] [T-335]
Rose-Hulman Institute of Technology (*Terre Haute*) [E-194]
Tri-State University (*Angola*) [E-241] [T-349]
Valparaiso University (*Valparaiso*) [E-255]

IOWA

University of Iowa (*Iowa City*) [E-098]
Iowa State University (*Ames*) [E-099]

KANSAS

University of Kansas (*Lawrence*) [E-101]
Kansas State University (*Manhattan*) [E-102]
Pittsburg State University (*Pittsburg*) [T-331]
Wichita State University (*Wichita*) [E-271]

KENTUCKY

University of Kentucky (*Lexington*) [E-103]
University of Louisville (*Louisville*) [E-111]
Murray State University (*Murray*) [T-320]
Western Kentucky University (*Bowling Green*) [T-355]

LOUISIANA

Louisiana State University (*Baton Rouge*) [E-109]
Louisiana Tech University (*Ruston*) [E-110] [T-311]
University of New Orleans (*New Orleans*) [E-155]
Southern University and A&M College (*Baton Rouge*) [E-210]
Tulane University (*New Orleans*) [E-244]

MAINE

University of Maine (*Orono*) [E-114] [T-312]
University of Southern Maine (*Gorham*) [E-215]

MARYLAND

Capitol College (*Laurel*) [T-290]
The Johns Hopkins University (*Baltimore*) [E-100]
Loyola College in Maryland (*Baltimore*) [E-112]
University of Maryland Baltimore County (*Baltimore*) [E-119]
University of Maryland, College Park (*College Park*) [E-120]
Morgan State University (*Baltimore*) [E-145]
United States Naval Academy (*Annapolis*) [E-252]

MASSACHUSETTS

Boston University (*Boston*) [E-014]
 Harvard University (*Cambridge*) [E-086]
 University of Massachusetts (*Amherst*) [E-121]
 University of Massachusetts, Dartmouth (*North Dartmouth*) [E-122] [T-314]
 University of Massachusetts, Lowell (*Lowell*) [E-123] [T-315]
 Massachusetts Institute of Technology (*Cambridge*) [E-124]
 Northeastern University (*Boston*) [E-163] [T-325]
 Tufts University (*Medford*) [E-243]
 Wentworth Institute of Technology (*Boston*) [T-352]
 Western New England College (*Springfield*) [E-270]
 Worcester Polytechnic Institute (*Worcester*) [E-277]

MICHIGAN

Calvin College (*Grand Rapids*) [E-035]
 Ferris State University (*Big Rapids*) [E-070] [T-306]
 GM Engineering & Management Institute (*Flint*) [E-077]
 Grand Valley State University (*Grand Rapids*) [E-084]
 Lake Superior State University (*Sault Ste. Marie*) [T-310]
 Lawrence Technological University (*Southfield*) [E-106]
 University of Michigan (*Ann Arbor*) [E-130]
 University of Michigan-Dearborn (*Dearborn*) [E-131]
 Michigan State University (*East Lansing*) [E-132]
 Michigan Technological University (*Houghton*) [E-133]
 Oakland University (*Rochester*) [E-169]
 Saginaw Valley State University (*University Center*) [E-196]
 Wayne State University (*Detroit*) [E-265]
 Western Michigan University (*Kalamazoo*) [E-269] [T-356]

MINNESOTA

Mankato State University (*Mankato*) [E-116] [T-313]
 University of Minnesota, Duluth (*Duluth*) [E-135]
 University of Minnesota (*Minneapolis*) [E-132]
 St. Cloud State University (*St. Cloud*) [E-197] [T-337]

MISSISSIPPI

University of Mississippi (*University*) [E-137]
 Mississippi State University (*Mississippi State*) [E-138]
 University of Southern Mississippi (*Hattiesburg*) [T-342]

MISSOURI

DeVry Institute of Technology, Kansas City (*Kansas City*) [T-300]
 University of Missouri-Columbia (*Columbia*) [E-139]
 University of Missouri-Kansas City (*Independence*) [E-140]
 University of Missouri-Rolla (*Rolla*) [E-141]
 Washington University (*St. Louis*) [E-263]

MONTANA

Montana College of Mineral Science and Technology (*Butte*) [E-143]
 Montana State University (*Bozeman*) [E-144] [T-319]

NEBRASKA

University of Nebraska-Lincoln (*Lincoln*) [E-146]

NEVADA

University of Nevada, Las Vegas (*Las Vegas*) [E-147]

NEW HAMPSHIRE

Dartmouth College (*Hanover*) [E-059]
 New England College (*Henniker*) [E-148]
 University of New Hampshire (*Durham*) [E-149] [T-321]

NEW JERSEY

Monmouth College (*West Long Branch*) [E-142]
 New Jersey Institute of Technology (*Newark*) [E-151] [T-322]
 Princeton University (*Princeton*) [E-186]
 Rutgers, The State University (*Piscataway*) [E-195]

NEW MEXICO

The University of New Mexico (*Albuquerque*) [E-152]
 New Mexico Institute of Mining and Technology (*Socorro*) [E-153]
 New Mexico State University (*Las Cruces*) [E-154] [T-323]

NEW YORK

Alfred University (*Alfred*) [E-007]
 City College of the City University of New York (*New York*) [E-044]
 City University of New York, College of Staten Island (*Staten Island*) [E-045]
 Clarkson University (*Potsdam*) [E-046]
 Columbia University (*New York*) [E-054]
 The Cooper Union (*New York*) [E-057]
 Cornell University (*Ithaca*) [E-058]
 Hofstra University (*Hempstead*) [E-089]
 New York Institute of Technology (*Old Westbury*) [E-156]
 New York State College of Ceramics at Alfred University (*Alfred*) [E-157]
 Polytechnic University (*Brooklyn*) [E-182]
 Rensselaer Polytechnic Institute (*Troy*) [E-189]
 University of Rochester (*Rochester*) [E-192]
 Rochester Institute of Technology (*Rochester*) [E-193] [T-336]
 State University of New York at Binghamton (*Binghamton*) [E-218]
 State University of New York at Buffalo (*Buffalo*) [E-219]
 State University of New York, College of Environmental Science and Forestry (*Syracuse*) [E-220]
 State University of New York College of Technology at Farmingdale (*Farmingdale*) [T-343]
 State University of New York Maritime College (*Throgs Neck Station*) [E-221]
 State University of New York, College at New Paltz (*New Paltz*) [E-222]
 State University of New York at Stony Brook (*Stony Brook*) [E-223]
 State University of New York Institute of Technology, Utica/Rome (*Utica*) [T-344]
 Syracuse University (*Syracuse*) [E-225]
 Union College (*Schenectady*) [E-247]
 United States Merchant Marine Academy (*Kings Point*) [E-250]
 United States Military Academy (*West Point*) [E-251]
 Webb Institute of Naval Architecture (*Glen Cove*) [E-266]

NORTH CAROLINA

Duke University (*Durham*) [E-065]
 University of North Carolina-Charlotte (*Charlotte*) [E-158] [T-324]
 North Carolina Agricultural and Technical State University (*Greensboro*) [E-159]
 North Carolina State University (*Raleigh*) [E-160]
 Western Carolina University (*Cullowhee*) [T-354]

NORTH DAKOTA

University of North Dakota (*Grand Forks*) [E-161]
 North Dakota State University (*Fargo*) [E-162]

OHIO

University of Akron (*Akron*) [E-001] [T-281]
 Case Western Reserve University (*Cleveland*) [E-037]
 Central State University (*Wilberforce*) [E-040]
 University of Cincinnati (*Cincinnati*) [E-042] [T-293]
 Cleveland State University (*Cleveland*) [E-048]
 University of Dayton (*Dayton*) [E-060] [T-294]
 DeVry Institute of Technology, Columbus (*Columbus*) [T-296]
 Franklin University (*Columbus*) [T-307]

Marietta College (*Marietta*) [E-117]
 Miami University (*Oxford*) [E-129]
 Ohio University (*Athens*) [E-170]
 Ohio Northern University (*Ada*) [E-171]
 Ohio State University (*Columbus*) [E-172]
 University of Toledo (*Toledo*) [E-240]
 Wright State University (*Dayton*) [E-278]

OKLAHOMA

University of Oklahoma (*Norman*) [E-173]
 Oklahoma Christian University of Science and Arts (*Oklahoma City*) [E-174]
 Oklahoma State University (*Stillwater*) [E-175] [T-326]
 University of Tulsa (*Tulsa*) [E-245]

OREGON

Oregon Institute of Technology (*Klamath Falls*) [T-328]
 Oregon State University (*Corvallis*) [E-177]
 University of Portland (*Portland*) [E-183]
 Portland State University (*Portland*) [E-184]

PENNSYLVANIA

Bucknell University (*Lewisburg*) [E-018]
 Carnegie Mellon University (*Pittsburgh*) [E-036]
 Drexel University (*Philadelphia*) [E-064]
 Gannon University (*Erie*) [E-078]
 Grove City College (*Grove City*) [E-085]
 Lafayette College (*Easton*) [E-104]
 Lehigh University (*Bethlehem*) [E-108]
 University of Pennsylvania (*Philadelphia*) [E-179]
 Pennsylvania State University (*University Park*) [E-180]
 Pennsylvania State University at Erie, The Behrend College (*Erie*) [T-329]
 Pennsylvania State University - Harrisburg (*Middletown*) [T-330]
 University of Pittsburgh (*Pittsburgh*) [E-181]
 University of Pittsburgh at Johnstown (*Johnstown*) [T-332]
 Point Park College (*Pittsburgh*) [T-333]
 Swarthmore College (*Swarthmore*) [E-224]
 Temple University (*Philadelphia*) [E-227] [T-345]
 Villanova University (*Villanova*) [E-258]
 Widener University (*Chester*) [E-272]
 Wilkes University (*Wilkes-Barre*) [E-273]

PUERTO RICO

University of Puerto Rico, Mayagüez Campus (*Mayagüez*) [E-187]

RHODE ISLAND

University of Rhode Island (*Kingston*) [E-190]

SOUTH CAROLINA

The Citadel (*Charleston*) [E-043]
 Clemson University (*Clemson*) [E-047]
 University of South Carolina (*Columbia*) [E-206]
 South Carolina State University (*Orangeburg*) [T-338]

SOUTH DAKOTA

South Dakota School of Mines and Technology (*Rapid City*) [E-207]
 South Dakota State University (*Brookings*) [E-208]

TENNESSEE

Christian Brothers University (*Memphis*) [E-041]
 East Tennessee State University (*Johnson City*) [T-304]
 Memphis State University (*Memphis*) [E-126] [T-316]
 University of Tennessee, Chattanooga (*Chattanooga*) [E-228]

Geographical Index

University of Tennessee, Knoxville (*Knoxville*) [E-229]
University of Tennessee, Martin (*Martin*) [T-346]
Tennessee State University (*Nashville*) [E-230]
Tennessee Technological University (*Cookeville*) [E-231]
Vanderbilt University (*Nashville*) [E-256]

TEXAS

Baylor University (*Waco*) [E-013]
DeVry Institute of Technology, Dallas (*Irving*) [T-299]
University of Houston (*Houston*) [E-090]
Lamar University (*Beaumont*) [E-105]
LeTourneau University (*Longview*) [E-107]
Prairie View A&M University (*Prairie View*) [E-185] [T-334]
William Marsh Rice University (*Houston*) [E-191]
Southern Methodist University (*Dallas*) [E-216]
University of Texas at Arlington (*Arlington*) [E-232]
University of Texas at Austin (*Austin*) [E-233]
University of Texas at Dallas (*Richardson*) [E-234]
University of Texas at El Paso (*El Paso*) [E-235]
University of Texas at San Antonio (*San Antonio*) [E-236]
Texas A&I University (*Kingsville*) [E-237]
Texas A&M University (*College Station*) [E-238] [T-347]
Texas Tech University (*Lubbock*) [E-239] [T-348]
Trinity University (*San Antonio*) [E-242]

UTAH

Brigham Young University (*Provo*) [E-017] [T-287]
University of Utah (*Salt Lake City*) [E-253]
Utah State University (*Logan*) [E-254]
Weber State University (*Ogden*) [T-351]

VERMONT

Norwich University (*Northfield*) [E-167]
University of Vermont (*Burlington*) [E-257]

VIRGINIA

George Mason University (*Fairfax*) [E-079]
Old Dominion University (*Norfolk*) [E-176] [T-327]
University of Virginia (*Charlottesville*) [E-259]
Virginia Military Institute (*Lexington*) [E-260]
Virginia Polytechnic Institute and State University (*Blacksburg*) [E-261]
Virginia State University (*Petersburg*) [T-350]

WASHINGTON

Gonzaga University (*Spokane*) [E-083]
Seattle University (*Seattle*) [E-204]
University of Washington (*Seattle*) [E-262]
Washington State University (*Pullman*) [E-264]

WEST VIRGINIA

West Virginia University (*Morgantown*) [E-267]
West Virginia Institute of Technology (*Montgomery*) [E-268] [T-353]

WISCONSIN

Marquette University (*Milwaukee*) [E-118]
Milwaukee School of Engineering (*Milwaukee*) [E-134] [T-318]
University of Wisconsin-Madison (*Madison*) [E-274]
University of Wisconsin-Milwaukee (*Milwaukee*) [E-275]
University of Wisconsin-Platteville (*Platteville*) [E-276]

WYOMING

University of Wyoming (*Laramie*) [E-279]



CANADA

ALBERTA

University of Alberta (*Edmonton*) [E-006]

MANITOBA

University of Manitoba (*Winnipeg*) [E-115]

NOVA SCOTIA

Technical University of Nova Scotia (*Halifax*) [E-226]

QUEBEC

Concordia University (*Montréal*) [E-055]
École Polytechnique de Montréal (*Montréal*) [E-066]
McGill University (*Montréal*) [E-125]