

General Information

Statement of Purpose:

An Elaboration of the University Mission Statement

Indiana University-Purdue University Fort Wayne (IPFW) is a state-assisted university serving Indiana's second largest city and the surrounding region. The university offers a wide range of associate, baccalaureate, and master's degree programs, and a growing number of certificate programs. Students are drawn primarily from nine contiguous counties in northeastern Indiana; all commute or live in non-university housing. The student body includes traditional and nontraditional students. About one-half of all undergraduate students are enrolled full time; most graduate students are enrolled part time. Fall semester enrollment in credit programs regularly exceeds 10,000, and the average student age is 27. IPFW supports an NCAA Division I athletic program and a broad range of noncredit continuing education programs. IPFW is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

IPFW seeks to be recognized for its achievement in providing an excellent environment for students seeking undergraduate or graduate education, regardless of their intent to study full or part time. The campus welcomes and provides support services for beginning, transfer, and returning adult students seeking to complete a university-level program. IPFW also provides special support services for nontraditional and underprepared students.

IPFW History

The history of IPFW is a history of mergers. The campus has sought to meld the best and most appropriate elements of the Indiana University and Purdue University systems into a single, coherent university. IPFW has steadily evolved since the initial merger of the Indiana University and Purdue University Fort Wayne regional campuses in 1964. A gift of additional land by a consortium of local donors has increased the size of the campus to 566 acres, including land on the east and west banks of the St. Joseph River. While IPFW continues to provide northeastern Indiana with programs linked to and maintaining the special strengths of Purdue and Indiana universities, it has also emerged as a unique institution and is earning strong local support and a growing national reputation.

Degree and certificate programs are offered through 10 schools or divisions. Arts and Sciences, Health Sciences, and Visual and Performing Arts contain departments offering both Indiana University and Purdue University degree programs. Engineering, Technology, and Computer Science, and Organizational Leadership and Supervision offer only Purdue degree programs; Business and Management Sciences, Education, General Studies, Labor Studies, and Public and Environmental Affairs, only Indiana. Academic Counseling and Career Services serves lower-division students who have not chosen a degree program. The Division of Continuing Studies offers credit and non-credit programs throughout northeastern Indiana in cooperation with degree-granting schools and divisions. Other entities, such as the Indiana University School of Medicine, offer programs at IPFW with varying degrees of campus affiliation. Many individual schools and programs are accredited by professional program associations.

IPFW stresses a constructive relationship between teaching and research. Most IPFW faculty members devote 25 percent of their effort to research. Some receive support from internally funded summer fellowships and grants-in-aid. Other support is available through the Purdue University and Indiana University systems. External grants and contracts regularly account for more than \$1 million a year. These activities reflect the research missions of Indiana and Purdue universities; however, projects tend to involve individuals or small groups of researchers rather than large staffs and facilities, and special emphasis is placed on studies directly related to regional needs and interests. Faculty are encouraged to involve undergraduate students in research projects.

Core Mission

The core mission of IPFW is to provide quality postsecondary education in northeastern Indiana by focusing on student learning, while fostering intellectual exploration and attainment, and serving the region.

IPFW Goals

Long-range goals of the university include continued improvement of academic programs, expanded faculty development programs, enhanced library collections and services, increased university and external support for research, increased academic and fiscal autonomy, attraction and retention of a more heterogeneous student body, expansion of graduate programs that

communities of the region.

The sixth-largest university in Indiana, IPFW has grown without sacrificing its commitment to faculty-student interaction. Quality of teaching will continue to be a major criterion for faculty compensation and promotion-and-tenure decisions and will continue to be recognized through awards for distinguished teaching. To attract and retain outstanding teachers, IPFW will continue its effort to provide competitive levels of faculty compensation. IPFW will also sustain and enhance support of faculty research and will expand opportunities for students to participate in research projects. The university will also promote the use of technology as a feature of university education across the curriculum.

IPFW is committed to preparing students of northeastern Indiana for productive lives in a multicultural, changing world. Special attention is given to bringing university education to nontraditional students. The campus will expand efforts to increase matriculation and retention of minority students, and in a related effort, to hire and retain minority faculty.

The campus will continue to build programs of academic support for all students, including those programs intended for students of outstanding ability. Because diversity of student body and staff is an essential component of the university experience, IPFW also intends to attract a somewhat larger number of students from outside the region. To this end, and to accommodate verifiable local demand, campus plans include establishment of a limited number of student residences.

IPFW plays an important role in the cultural and economic life of northeastern Indiana. Faculty community service is and will continue to be encouraged. The university maintains and expects to strengthen relationships with community arts organizations and also seeks additional opportunities to serve as a vital resource for business, industry, public and private education, and government in northeastern Indiana. Retraining of the workforce and response to changes in the economy will be important priorities in years to come, as will efforts to improve services for an increasingly diverse student body. The campus seeks to organize its efforts and relationships with Indiana University and Purdue University in ways that will enhance its ability to anticipate and respond to regional needs. The continued development of the campus, with community support engendered by this development, will allow IPFW to meet the increasing demand for higher education in northeastern Indiana.

All graduate degree and certificate programs that you can complete at IPFW appear below and are fully described in Part 2.

<u>Program</u>	<u>University</u>	<u>Degree/Certificate</u>
Applied Computer Science	Purdue	Master of Science
Biology	Purdue	Master of Science
Business	Indiana	Master of Business Administration
Chemistry	Purdue	Master of Science
Education	Indiana	Master of Science in Education Counseling Elementary Education School Administration Secondary Education
English	Indiana	Master of Arts Master of Arts for Teachers
Liberal Studies	Indiana	Master of Liberal Studies
Mathematics	Purdue	Master of Science
Nursing Administration	Purdue	Master of Science
Professional Communication	Purdue	Master of Arts Master of Science
Public Affairs	Indiana	Master of Public Affairs Criminal Justice Health Systems Administration Public Policy Analysis Public Management
Public Management	Indiana	Certificate in Public Management
Sociological Practice	Indiana	Master of Arts

Accreditation

IPFW is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Information about North Central accreditation is available from the vice chancellor for academic affairs (KT 170, 219-481-6805). You may also contact the North Central Association directly by writing to 39 North LaSalle St., Suite 2400, Chicago, IL 60602-2504; or by phone at 800-621-7440. The professional accreditation held by specific programs is shown in Part 2.

Graduation and persistence rate information for IPFW is available in the admissions office and the registrar's office.

Affiliation with Indiana University or Purdue University

IPFW is a campus of both Indiana University and Purdue University. If you are enrolled at IPFW as an Indiana University student and transfer to another campus of Indiana University, all credits and grades you have earned will be retained on your academic record. The same is true if you are enrolled at IPFW as a Purdue University student and transfer to another campus of Purdue University. However, if you change your university affiliation when transferring from IPFW to another campus, courses completed at IPFW will be treated as transfer credit.

Graduate Admission at IPFW

You must be formally admitted to a specific graduate program at IPFW before you are eligible to register for graduate-level classes. Admission applications may be obtained from the IPFW graduate admissions clerk, KT 111, 219-481-6812 (TTY 219-481-6820), or from the IPFW school, division, or department that offers the program you wish to enter.

Classification of Applicants. Applicants for admission to most IPFW graduate programs are classified as (1) regular (degree-seeking), (2) nondegree (temporary, nondegree-seeking), or (3) re-entry.

Regular Admission. You are classified as an applicant for regular admission if you are seeking admission into an IPFW graduate degree program.

Successful candidates for regular graduate admission include promising applicants who (1) have earned baccalaureate degrees from colleges or universities of recognized standing, (2) have completed studies equivalent to those required of Indiana University or Purdue University baccalaureate recipients, and (3) have earned a B or better average in their undergraduate major. Regular admission, with specific conditions, may be available if you do not meet the above criteria. Some graduate programs at IPFW may impose higher or more specific criteria and may require you to provide additional evidence of previous academic performance (see Part 2).

you seek. For some graduate programs at IPFW, your application will also be considered by the Purdue University Graduate School, the Indiana University Graduate School, or another office responsible for admissions to the program you have selected. Completed applications for regular admission and all required supporting materials must be received by

Feb. 15 for fall semester;

Sept. 1 for spring semester;

Jan. 1 for summer sessions.

You must reapply for admission if you do not enroll within two years of your admission semester/session.

* References to the Graduate School and dean of the Graduate School are not applicable to professional master's degree programs in business (M.B.A.), education (M.S.Ed.), and public and environmental affairs (M.P.A.).

Graduate Record Examination. As a degree-seeking applicant, it is recommended that you take the Graduate Record Examination (GRE) if you (1) are seeking admission to a program that requires it (see Part 2); (2) wish to be considered for certain fellowship opportunities; (3) believe your previous academic record does not adequately reflect your abilities; (4) received a baccalaureate degree from a non-accredited institution; or (5) elect to use the GRE Aptitude Test as a means to document proficiency in English.

English Language Proficiency. The language of instruction at IPFW is English. Therefore, proficiency in reading, writing, speaking, and understanding English is vital to your academic success. If your native language is not English, you must provide evidence of your English language ability at the time you apply for admission. Normally this is done by taking the Test of English as a Foreign Language (TOEFL) and submitting the results as part of your admission application. Additional requirements for demonstrating English language proficiency after you are admitted are stated in Part 4 of this *Bulletin* ("Academic Regulations for Graduate Students").

Nondegree Admission. You are considered an applicant for nondegree (temporary) admission if you (1) have earned a baccalaureate or advanced degree, and (2) do not intend to pursue another degree and are seeking only personal or professional enrichment. You must be prepared to demonstrate that you have the necessary preparation for any course(s) in which you wish to enroll and may be required to obtain approval from the course instructors.

application toward a degree. The applicability of these courses will be determined by the school, division, or department that offers the program you are seeking, and typically no more than 12 credits will be considered.

Visiting Students. If you are a graduate student in good standing at another accredited graduate school, you may apply for one semester's or one summer's admission as a visiting nondegree student. Graduate students from institutional members of the CIC consortium may be visiting students for up to one year. Under the above circumstances, the IPFW graduate admissions clerk will assist with your application.

Re-entry. You are considered an applicant for re-entry if

- (1) you previously were regularly admitted to an IPFW graduate program, have not registered for classes at IPFW for more than one year (or at any other Indiana University or Purdue University campus for more than one semester), and wish to resume your studies in the program in which you were last enrolled, or
- (2) you previously were admitted to an IPFW graduate program in a nondegree classification, have not attended IPFW for more than one year, still meet the criteria for nondegree graduate admission status, and wish to resume your studies under this classification.

You must file a re-entry application at the IPFW Admissions office. Since your re-entry application will be subject to approval under applicable admission and academic policies of the IPFW graduate program in which you were last enrolled, you must allow ample time for your re-entry application to be processed.



Fall Semester 2001

Classes begin	Monday, Aug. 20, 2001
Labor Day Holiday begins 4:30 p.m.	Aug. 31, 2001
Classes Resume	Sept. 4, 2001
Fall break begins	Thursday, Oct. 4, 2001
Classes resume 4:30 p.m.	Friday, Oct. 5, 2001
Thanksgiving recess begins 4:30 p.m.	Wednesday, Nov. 21, 2001
Classes resume	Monday, Nov. 26, 2001
Last week of classes/final exams	Monday–Sunday, Dec. 10–16, 2001
Classes and exams end	Sunday, Dec. 16, 2001

Spring Semester 2002

Classes begin	Monday, Jan. 14, 2002
Martin Luther King Jr. Day Holiday	Monday, Jan. 21, 2002
Spring break begins	Monday, March 11, 2002
Classes resume	Monday, March 18, 2002
Classes suspend, 4:30 p.m.	Friday, March 29, 2002
Classes resume	Monday, April 1, 2002
Last week of classes/final exams	Monday–Sunday, May 6–12, 2002
Classes and exams end	Sunday, May 12, 2002

Summer Session I 2002

Classes begin	Monday, May 20, 2002
Memorial Day Holiday	Monday, May 27, 2002
Classes end	Friday, June 28, 2002

Summer Session II 2002

Classes begin	Monday, July 1, 2002
Independence Day Holiday	Thursday, July 4, 2002
Classes end	Friday, Aug. 9, 2002

Fall Semester 2002

Classes begin	Monday, Aug. 26, 2002
Classes suspended, 4:30 p.m.	Friday, Aug. 30, 2002
Classes resume	Tuesday, Sept. 3, 2002
Fall break	Monday–Tuesday, Oct. 14–15, 2002
Thanksgiving recess begins after last class	Tuesday, Nov. 26, 2002
Classes resume	Monday, Dec. 2, 2002
Last week of classes/final exams	Monday–Sunday, Dec. 16–22, 2002
Classes and exams end	Sunday, Dec. 22, 2002

Spring Semester 2003

Classes begin	Monday, Jan. 13, 2003
Martin Luther King Jr. Day Holiday	Monday, Jan. 20, 2003
Spring break begins	Monday, March 10, 2003
Classes resume	Monday, March 17, 2003
Classes suspended, 4:30 p.m.	Friday, April 18, 2003
Classes resume	Monday, April 21, 2003
Last week of classes/final exams	Monday–Sunday, May 5–11, 2003
Classes and exams end	Sunday, May 11, 2003

Summer Session I 2003

Classes begin	Monday, May 19, 2003
Memorial Day Holiday	Monday, May 26, 2003
Classes end	Friday, June 27, 2003

Summer Session II 2003

Classes begin	Monday, June 30, 2003
Independence Day Holiday	Wednesday, July 4, 2003
Classes end	Friday, Aug. 8, 2003

PART 2

Program Descriptions

Applied Computer Science

Purdue University Master of Science (M.S.)

Department of Computer Science
David Erbach, Chair
219-481-6867
Kettler Hall 254

The master's in applied computer science is designed to help individuals interested in the computer field meet their career goals and the computer needs of employers in northeastern Indiana. Applicants to the program should have undergraduate degrees in business, mathematics, computer science, or another type of undergraduate degree together with experience in a computer field. As the name implies, the philosophy of the program is applied—stressing a hands-on approach with emphasis on information systems and software engineering. The newer, more advanced concepts of software engineering will emphasize the design of software systems with an engineering or applied approach. To meet the needs of working professionals, all courses will be offered in the evening.

Admission Requirements. Program entrance requirements include a bachelor's degree with a cumulative GPA of 3.0 or better, proficiency in a high-level computer language equivalent to a two-semester college course; a course in data structures; a course in statistics or probability based on two semesters of calculus; and a course in finite or discrete mathematics. As an example, the following IPFW courses satisfy the admissions requirements for the applied computer science program:

CS 260 Data Structures
MA 175 Discrete Mathematics
STAT 511 Statistical Methods

The admission process is selective and meeting the above minimum admission requirements does not guarantee admission into the program.

Students accepted into the program may be advised to take some undergraduate courses to provide a solid foundation for graduate work or to satisfy prerequisites for graduate courses.

Applicants to the ACS Program should submit scores from the Graduate Record Exam (GRE): the quantitative, analytic, and verbal aptitude components.

These requirements are in addition to the standard admission requirements of the Purdue Graduate School.

Degree Requirements

1. Students must complete a total of 30 graduate credits as specified in a plan of study approved by the student's graduate committee.
2. Students must normally include the following two courses in their plan of study:

<u>Credits</u>	<u>Course</u>
3	ACS 560 Software Engineering
3	ACS 562 Systems Analysis and Design

3. Students are allowed to choose an area of concentration in consultation with the graduate advisor which must also be approved by the student's graduate committee.

Financial Aid. There are a limited number of graduate teaching assistantships available that include a stipend and substantial fee remission. Generally these are not available to first-term students.



Biology

Purdue University Master of Science (M.S.)

Department of Biology
Frank V. Paladino, Chair and Graduate Advisor
219-481-6304
Science Building 330

The graduate program in biology helps you prepare to become a research scientist in academia or industry, to obtain advanced education as a high-school teacher, or to pursue further study in a professional or doctoral program.

Courses and faculty research cover a wide range of specific disciplines within biology: behavior, cancer biology, developmental biology, ecology, forestry, genetics, immunology, microbiology, molecular biology, phycology, psychology, physiology, toxicology, and virology.

Special Resources. The department has 15 full-time faculty members, several associate faculty, and two technicians. Faculty members at the Fort Wayne Center for Medical Education are also available to direct graduate research. Twelve research laboratories are available in the Science Building. A 9,000-square-foot animal care facility provides housing for different species of experimental animals and also contains an animal surgical suite and five research laboratories. A 1,200-square-foot greenhouse and headhouse is on the IPFW campus. Plant growth chambers are also available. Faculty research laboratories are equipped with modern equipment and facilities. Students have access to all major pieces of equipment required to conduct modern biological research. Numerous microcomputers are also available within the department.

The Crooked Lake Field Station is about 30 miles northwest of Fort Wayne on the shores of Crooked Lake. Among the most oligotrophic lakes in Indiana, Crooked Lake is about a mile long and more than 100 feet deep in some areas. Field station buildings include a main laboratory building, a large boat house, and five house trailers for lodging. The main laboratory has five offices for independent investigators, classroom facilities for groups of up to 15, darkroom facilities, and a complete analytical lab housed in the lower level. Laboratory equipment includes a scintillation counter, spectrophotometer, high-speed centrifuge, pH meters, dissolved oxygen and conductivity meters, drying ovens, furnaces, and analytical balances. Flowing lake water is available in a large holding room which features two walk-in environmental chambers.

Admission. In addition to fulfilling the Purdue University Graduate School requirements, you must submit Graduate Record Examination scores for the quantitative, analytical, and verbal aptitude tests.

Degree Requirements. The program includes nonthesis and thesis degree options. Each option is described below.

Nonthesis Option. If you select the nonthesis option, at least 30 credits are required, with not more than 8 credits in independent studies. Twenty-one of the credits must be in courses at the 500 or 600 level, and you must earn at least a B in each course and cannot take the courses pass-fail. The remaining 9 credits may be in courses below the 500 level, with a minimum requirement of a C in each course.

You must select one of the following as your major concentration and another as your support area. You must also satisfactorily complete an examination covering these areas.

Population and Community Biology covering related topics presented in BIOL 502, 505, 543, 580, 582, 585, 586, 592, and 598

Organismal Biology covering related topics presented in BIOL 505, 533, 537, 544, 556, 558, 559, 566, 579, 580, and 586

Genetics, Cellular and Molecular Biology covering related topics presented in BIOL 506, 509, 515, 516, 533, 537, 540, 544, 556, 559, 566, 569, and 580

The major and support-area examination will be taken during your last semester and will be prepared by your committee. If desirable, the committee can request other faculty members to submit questions. The writer of the questions will also be the grader. The time and format of the examination will be decided by the student's graduate committee. A passing grade of B must be earned. You will have a maximum of two attempts to pass the examination.

Thesis Option. If you select the thesis option, no specific requirements apply to the number of courses taken, but you must obtain a minimum of 30 credit hours of formal course work and research credits combined. The credits you earn must be sufficient to meet the resident study requirement (See Special Academic Regulations for Graduate Students [in Part 4] for a description of this requirement). You must pass a final oral defense of your thesis work after you have submitted the thesis and before the degree is awarded. Questions pertaining to course work may be deemed appropriate by the thesis committee. The time and format of the examination will be decided by your thesis committee.

Teaching Assistantships. The department offers graduate teaching assistantships to qualified students in the thesis option. These assistantships (with the title graduate aide) are available on a competitive basis and provide remission of tuition and a stipend (currently \$7,000 per 10-month academic year). Students receiving an assistantship are expected to carry a half-time teaching load and must register for a minimum of 9 and a maximum of 12 credits. Under normal circumstances, financial assistance is limited to four semesters of enrollment.

Academic Regulations. The following academic regulations supplement those that apply to all Purdue University graduate students.

Grades. A cumulative GPA of 3.0 on a scale of 4.0 is expected. Students in the thesis option are expected to earn S (satisfactory) grades for research registration.

Time Limit. Full-time students should complete the program within six semesters of admission. Special permission from the graduate committee is required for part-time students to continue in the program beyond the 10th semester following admission.



Business

Indiana University Master of Business Administration (M.B.A.)

School of Business and Management Sciences
John Wellington, Dean
219-481-6498
<http://www.ipfw.edu/bms>
Neff Hall 366

The School of Business and Management Sciences is committed to providing a graduate business program of high quality. The mission of the school's M.B.A. program is to provide qualified students with an effective graduate-level educational foundation designed to produce professional managers who are capable of rendering effective, ethical, and socially responsible business decisions in a global economic environment.

Goals. It is intended that graduates of the Master of Business Administration program will demonstrate

1. the ability to solve problems innovatively, based on a knowledge of the tools, concepts, and theories of each of the functional business disciplines;
2. the ability to transcend functional boundaries, synthesizing and integrating information to make complex, short-term decisions with limited information, as well as conduct the research, competitive analysis, and environmental scanning necessary for long-term strategic decisions;
3. the ability to apply specialized skills to managerial problems inherent in a rapidly changing global environment;
4. the interpersonal and team leadership skills needed to build an organizational environment which is effective and conducive to collaboration; and
5. a sense of professional and social responsibility in the conduct of managerial affairs.

The M.B.A. program is accredited by AACSB—the International Association for Management Education, which is the accepted mark of excellence in graduate-level business programs. No other graduate-level business program in northeastern Indiana, and only about one-quarter of those offered in the United States, have earned AACSB accreditation.

Special Resources. The M.B.A. program draws its strength from the following school and university resources:

Faculty. The faculty who teach in the graduate program have earned doctoral degrees from a broad range of distinguished universities and bring a wealth of experience through their scholarly research and consulting in the business community.

Library. The Walter E. Helmke Library houses a collection in excess of 300,000 books and bound periodicals, and more than 2,500 current periodicals. In addition, the library's On-Line Search Service provides access to hundreds of databases and saves students valuable hours of research time. Further, the library's Document Delivery Service enables students to request materials from the collections of national and international libraries.

Computers. A broad range of computing resources is available. M.B.A. students have access to leading statistical packages through the university's PC-based SPSS package, and graphics and related software packages on the university's computer network.

Admission. The School of Business and Management Sciences seeks candidates whose analytical abilities, leadership, interpersonal skills, and personal motivation indicate a strong potential to excel in a business career. Candidates are required to hold a four-year undergraduate degree in any discipline from a recognized institution.

The M.B.A. policy committee considers a number of characteristics essential for success in the program and evaluates a candidate for admission based on these characteristics. An ability to excel in the M.B.A. program is indicated by a high GMAT score, past academic achievements (undergraduate GPA), and recommendations that speak to the candidate's intellectual capacity. In addition, the committee considers several individual factors to be of equal importance. Motivation and leadership, as well as excellent communication and interpersonal skills, are highly valued in a professional manager. Successful candidates have these proven characteristics, which are revealed in past work experience, a self-evaluation essay, and recommendation letters. The committee carefully weighs all of these factors in making an admission recommendation to the School of Business and Management Sciences.

Admissions decisions are valid for 12 months from the semester of acceptance indicated in the applicant's admission letter. Successful applicants who have not completed any degree-applicable courses within that period must reapply for admission.

Graduate Management Admission Test. All applicants are required to take the Graduate Management Admission Test (GMAT) as part of the admission process. The GMAT is an aptitude test and does not unduly benefit individuals with previous business education or experience. A minimum total score of 450 is required on the GMAT.

The computerized GMAT is available by appointment throughout the year. (Additional information regarding test sites, registration, and content is contained in the official GMAT brochure.) An official GMAT score report must be submitted as part of the application for admission. GMAT test scores remain valid for five years from the date of the test. Only the most recent GMAT test score will be considered in determining admission.

Transcripts. Applicants must have official transcripts sent directly to the graduate business office from every college or university they have attended. Unofficial records or transcripts that have been issued to applicants cannot be accepted.

Recommendations. Applicants are required to submit two letters of recommendation; the recommendation forms and envelopes are included in the application packet. Recommendations should be obtained only from individuals qualified to evaluate an applicant's academic or on-the-job performance and attest to his/her ability to pursue a graduate degree. Suggested recommenders are employee supervisors or college professors.

Language Competency. Applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL) and submit the results with their admission applications. A minimum score of 550 is required. As an alternative to the TOEFL, the school will consider a minimum score of 80 earned on the Michigan Test of English Language Proficiency. Either test may be waived if the applicant has satisfactorily completed at least one year of full-time college-level work at a recognized college or university in the United States.

Conditional Admission. Applicants may be granted conditional admission at the discretion of the director of graduate studies. If it is determined that an applicant's academic background needs strengthening, the applicant may be required to take additional course work as a condition of admission. Specific requirements of conditional admission will be addressed in the applicant's letter of admission.

Deadlines. Applicants may apply for admission for fall or spring semesters, or for summer sessions. Completed applications and all required supporting materials should be received by the following dates to assure timely admissions decisions.

	<u>Fall Sem.</u>	<u>Spring Sem.</u>	<u>Summer Sessions</u>
Application Deadline	July 1	Nov. 1	April 1
International Student Deadline	May 1	Oct. 1	March 1
Final Admission Decisions	Aug. 10	Dec. 20	May 10

Program of Study. There are five classifications of courses in the program:

- Group 1—Foundation Courses
- Group 2—Professional Core
- Group 3—Strategic Management Core
- Group 4—Integrative Core
- Group 5—Electives

Foundation Courses. Group 1 (Foundation Courses) consists of introductory business courses. These are required for students who do not have an academic background in business. Some or all of these Foundation Courses may be waived, depending on the student's prior academic training in business. In addition, students who lack academic background in English composition and/or calculus must take additional course work to address the noted deficiencies.

Prior to taking any courses from the Core Courses (Groups 2–5), students are expected to have basic knowledge in the business areas listed below. Students will be asked to take courses of equivalent content at the undergraduate or graduate level.

With the prior approval of the M.B.A. director, all foundation courses may be taken online, with the exception of Management Information Systems (BUS K321). Online courses must be taken at recognized schools (with accreditation comparable to the North Central Association).

Foundation Courses

Accounting	1 course in financial accounting 1 course in managerial accounting
Economics	1 course in microeconomics 1 course in macroeconomics
Statistics	1 course that includes simple regression and introduces multiple regression
Marketing	1 course
Finance	1 course
Organizational Behavior	1 course
Management Information Systems	1 course

Core Courses. Groups 2–5 are the core M.B.A. courses. Candidates for the M.B.A. are required to complete a minimum of 35 credits in approved graduate courses. Students must take the three Professional Core courses during their first year of enrollment. No waivers will be granted for the Professional Core courses. Among the Strategic Management Core courses, students may be waived from a maximum of 3 hours based on prior academic training.

Professional Core: 9 credits

<u>Credit</u>	<u>Course</u>
3	M592 Communication, Team Building, Ethics, and Regulatory Environment
3	M540 Quantitative Business Analysis
3	E540 Microeconomic Analysis and Decision Making

Strategic Management Core: 14 credits

<u>Credit</u>	<u>Course</u>
2	M542 Management of People in Organizations
3	D542 Accounting and Control
3	M560 Strategic Marketing Management
3	M570 Production and Operations Strategy and Management
3	F542 Strategic Financial Management

Integrative Core: 6 credits

<u>Credit</u>	<u>Course</u>
3	M588 Strategic Management of Global Operations: Integrating International Aspects of Functional Areas of Business
3	M590 Business Strategy and Policy: Formulation and Implementation (capstone)

Electives: 6 credits

Total M.B.A. Core Credits: 35 credits

Concentrations

Finance. The finance concentration will consist of nine (9) credit hours:

- BUFW F542 Strategic Financial Management 3 cr.
- Two graduate electives in finance 6 cr.

Finance electives will focus on current topics of interest, such as global financial management, strategic investing, and portfolio theory. The concentration in finance will be available starting fall 2001.

Accounting. The accounting concentration will provide students who wish to sit for the CPA exam with the required 150 hours of education. The prerequisite for an accounting concentration will be either (1) an undergraduate accounting degree, or (2) permission of the accounting and finance department chair, depending on a student's academic background in accounting. This program will be initiated in fall 2002. More details will be available from the M.B.A. office during the 2001–02 academic year.

Assistantships. Graduate assistantships are available on a limited basis to full-time M.B.A. students. Graduate assistants receive a stipend plus exemption from tuition up to a maximum of 12 credits per semester (special course fees may apply). Graduate assistantships carry a service obligation to the School of Business and Management Sciences which may include assisting faculty with research projects, administering examinations or grading papers, or performing other designated activities. Half-time assistantships require 20 hours per week, and quarter-time assistantships carry a 10-hour-per-week time commitment.

Assistantships are awarded annually and renewed contingent on satisfactory performance evaluations every semester. Graduate assistants are expected to make normal progress toward their degrees, maintain a cumulative graduate GPA of 3.0 or better, and remain full-time students. Applicants for graduate assistantships should attach a letter to their application for admission which describes their skills, work experience, and/or special abilities that may be useful to a faculty member or to the school. The deadlines for graduate assistantship applications are Aug. 1 and Dec. 1 for assistantships beginning with the fall and spring semesters, respectively. Assistantships are not available during summer sessions.

Course Scheduling. During regular semesters, graduate business classes are offered Monday through Thursday evenings and on Saturdays. This provides M.B.A. students with an opportunity to earn a nationally accredited professional business degree with minimal disruption to their careers. During the fall and spring semesters, classes typically meet one evening per week (6–8:45 p.m.) on weekdays, or on Saturday (9–11:50 a.m.). During the two six-week summer sessions, class offerings are limited. Summer-session classes usually meet three evenings per week (Monday, Tuesday, and Thursday) from 5:30–7:50 p.m.

Academic Regulations. The following academic regulations supplement those that apply to all Indiana University graduate students.

Course Load. Most M.B.A. students are employed full time and normally take a maximum course load of 6 credits (two courses) per semester and 3 credits (one course) per summer session. About 40 percent of students take 3 credits (one course) per semester. However, students

may elect to pursue full-time study in the program. Enrollment in 9 credits is considered full time.

Courses are scheduled to accommodate the needs of part-time students. Since the school cannot guarantee that all courses will be available to all students at all times, students must accept the risk that in a given semester/session scheduled courses may not be compatible with courses needed. Careful planning in consultation with the M.B.A. advisor and participation in early registration will minimize the likelihood of this becoming a problem.

Transfer Credit. Students who hold advanced degrees or have earned credits beyond requirements for their bachelor's degree may apply for transfer credits. A maximum of 9 credits in such courses completed with grades of B or better at AACSB-accredited institutions may be accepted for transfer. Within these limits, acceptability and applicability of transfer credits are determined by the director of graduate studies in consultation with appropriate faculty.

Within the limitations noted above, students seeking approval to complete degree requirements by taking a course at another AACSB-accredited institution must submit a written request in advance of taking the course to the director of graduate studies in business. The request for this exception must identify (1) the institution, (2) the specific course(s) which will be taken, and (3) the IPFW requirement(s) to which it/they will apply.

Waivers. The availability of course waivers based on students' previous course work is determined by the director of graduate studies. Foundation courses may be waived if a candidate demonstrates satisfactory completion (grade of C or better) of undergraduate courses with equivalent content. Grades of B or better are required for granting waivers of M.B.A. core courses.

Academic Standards. A candidate for the M.B.A. must maintain a cumulative graduate GPA of 3.0 or higher. The graduate GPA is calculated based solely on completed graduate-level courses. Students whose graduate GPA falls below 3.0 will be placed on academic probation and must bring their grade-point average back to 3.0 within the next 6 credits of course work. Failure to remove the GPA deficiency within the next 6 credits may result in immediate dismissal.

Graduate-level courses in which students earn grades of D or F must be repeated. Grades of D or F will be included in the calculation of the student's graduate GPA.

Students are not permitted to make up GPA deficiencies by completing extra credits/courses beyond the maximum required. Students who do not attain the prescribed 3.0 graduate GPA within the total credits required for their program will be disqualified as candidates for the M.B.A.

Time Allowed for Completion of Degree. Students are permitted up to six years to complete all requirements. This six-year period commences at the beginning of the first semester of enrollment in the program. Core and elective M.B.A. courses must be completed in a maximum of four years from the beginning of the semester/session in which the first M.B.A. course is taken.

Students who fail to attend graduate business classes for two regular consecutive semesters must reapply for admission or have their original application renewed.

Honor Society. Graduate business students whose academic performance is determined by the faculty to have been exceptional are eligible for nomination to Beta Gamma Sigma. The purpose of this national honor society is to encourage and reward scholarship and accomplishment among students of business administration, to promote the advancement of education in the art and science of business, and to foster integrity in the conduct of business operations.

M.B.A. Policy Committee. The M.B.A. policy committee is responsible for academic policy and curriculum development. Among other responsibilities, the committee reviews admission decisions and the awarding of graduate assistantships. The committee is composed of the director of graduate studies and faculty members elected from those who teach in the M.B.A. program.

Graduate Business Council. The mission of the M.B.A. graduate business council is to build an *esprit de corps* among and represent the concerns of graduate business students. The council conducts an orientation program in the fall and spring for newly admitted graduate students, and may plan extracurricular activities for all graduate business students. M.B.A. students interested in joining the council should contact a current member or the director of graduate studies.

Chemistry

Purdue University Master of Science (M.S.)

Department of Chemistry
Kenneth L. Stevenson, Chair
Vincent M. Maloney, Graduate Advisor
219-481-6289
Science Building 496

The M.S. in chemistry is a non-thesis program that provides you with the opportunity to extend your knowledge of and skills in analytical, biological, inorganic, organic, physical, and polymer chemistry. The program provides additional training appropriate for industrial chemists, for persons wishing to work in governmental laboratories, and for those interested in improving their qualifications to teach high school chemistry. To qualify for admission, you should have a strong undergraduate background in chemistry, normally denoted by the Bachelor of Science in Chemistry (B.S.C.) or a bachelor's degree with a major in chemistry.

Degree Requirements

1. You must complete a total of 30 credits as specified in a plan of study approved by your graduate committee. You must attain a graduation GPA of 3.0 or better and earn no grade lower than a C.
2. You may select up to 9 of the 30 credits from courses numbered 500 or higher in cognate areas, such as biology, physics, mathematics, computer science, or other appropriate science courses.
3. You must demonstrate proficiency in each of four of the following areas: analytical, biological, inorganic, organic, and physical chemistry. Proficiency may be demonstrated by passing a qualifying examination, or by earning a grade of C or better in a suitable course, at or above the 500 level in each area. The following are examples of courses which may be used to meet this requirement.

Analytical:	CHM 525 Intermediate Analytical Chemistry
Biological:	CHM 533 Introductory Biochemistry
Inorganic:	CHM 542 Inorganic Chemistry
Organic:	CHM 561 Fundamental Organic Chemistry
Physical:	CHM 577, 578 Physical Chemistry

4. You must satisfactorily complete a minimum of 12 credits selected from the following:

<u>Credits</u>	<u>Course</u>
3	CHM 621 Advanced Analytical Chemistry
3	CHM 636 Biochemical Mechanisms
3	CHM 641 Advanced Inorganic Chemistry
3	CHM 651 Advanced Organic Chemistry
3	CHM 671 Advanced Physical Chemistry

5. Other elective courses that may be used to fulfill the 30-credit requirement include, but are not limited to, the following:

<u>Credits</u>	<u>Course</u>
3	CHM 502 Modern Chemistry in the High School (restricted to teachers)
3	CHM 534 Introductory Biochemistry
1	CHM 535 Biochemistry Laboratory
3	CHM 548 Radiochemistry
3	CHM 599 Special Assignments: Chromatographic and Other Methods of Separation
3	CHM 599 Special Assignments: Computer Methods in Chemistry
3	CHM 599 Special Assignments: Polymer Chemistry
3	CHM 599 Special Assignments
0-1	CHM 695 Seminar (may be repeated for credit up to 3 credits)



Education

Indiana University Master of Science in Education (M.S.Ed.)

School of Education
Roberta B. Wiener, Dean
219-481-4146
Neff Hall 250

Graduate programs in education are designed to prepare candidates to be master teachers, administrative leaders, or professional counselors. Graduate endorsements provide an opportunity for those pursuing a master's degree to enrich their ability to respond to the needs of a diverse school population.

The following majors and endorsements are offered:

Major Areas of Study

- Counseling
- Elementary Education
- School Administration
- Secondary Education

Graduate Endorsement Options

- Gifted and Talented (K–12)
- Reading (elementary or secondary)

Graduate programs offered by the IPFW School of Education have earned professional accreditation from the Indiana Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

Admission. Applications are available from the School of Education. Your application must be accompanied by (1) official transcripts of all previous college and university work; (2) three professional reference letters; (3) copies of teaching certificates you have earned; and (4) a non-refundable \$30 application fee. You may be admitted unconditionally or conditionally.

Temporary Graduate Admission. Students wishing to take graduate courses but not (initially) planning to complete degree or certification requirements may choose to enroll as a temporary graduate student. Temporary graduate students may complete no more than 6 credits every five years.

Unconditional Admission. You may be admitted unconditionally if you (1) have earned a bachelor's degree, representing the equivalent of not less than four years of undergraduate work from an institution having full regional or national accreditation, and (2) you have earned a cumulative GPA of 2.5 or better (4.0=A) over all undergraduate courses taken before you received the bachelor's degree.

Conditional Admission. You will be considered for conditional admission if you meet either of the following criteria:

1. You hold a bachelor's degree from an institution that is accredited at the state level, but at neither regional or national levels.
2. Your undergraduate record does not qualify you for unconditional admission. If you earned less than a C grade in any undergraduate professional education course, you will be required to repeat that course and earn a grade of C or better to be considered for unconditional admission. If your cumulative undergraduate GPA is less than 2.5 (4.0=A), you may be admitted on the condition that your first 9 to 15 credits be completed with an average of 3.0 or higher.

If you are granted conditional admission status, the school will advise you as to the criteria for achieving regular admission status.

Degree Requirements. You must satisfactorily complete a minimum of 36 post-baccalaureate credits to earn the master's degree. Some programs require more than 36 credits. All programs include the following three components:

1. a foundation block, which includes educational foundations and psychology;
2. a professional core, which includes course work in the teaching or counseling specialty;
3. electives/teaching domain

To earn the M.S.Ed., you must fulfill one of the following sets of requirements for counseling, elementary education, school administration, or secondary education.

Counselor Education

The counselor education program provides the following options:

1. school counseling consists of 51 credits and can be completed in as few as three years.
2. agency/marriage and family therapy counseling consists of 57 credits and can be completed in as few as three years.

Each of the above options emphasizes:

- a) theory, skills, and strategies of counseling;
- b) research on counseling issues; and
- c) supervised counseling experience (on-campus practicums and off-campus internship).

Admission to Graduate Study in Education. You must be admitted to graduate study in education before you will be considered for acceptance to the counselor education program. Applications for admission to graduate study in education, separate applications to the counselor education program, and detailed curricula for each counseling option are available in the school office.

Acceptance to the Counselor Education Program. Acceptance to the program is available only for fall semesters. Preference is given to applications received on or before May 1. To be considered, you must provide the following materials with your application for admission to graduate study in education:

1. a completed counselor education program application form, official transcripts from all colleges you have attended, three references, and copies of all applicable licenses.
2. a current résumé or curriculum vitae.
3. a statement, approximately two pages in length, that summarizes your
 - a) professional goals, including preferred professional setting(s), examples of typical employment activities, and any specialized interests;
 - b) past experiences contributing to the development of your cited professional goals; and
 - c) unique skills and/or characteristics aiding your pursuit of your cited goals.

After the dean of the School of Education has determined that you qualify for admission to graduate study in education, your separate application to the counselor education program and the additional material you have provided will be referred to the coordinator of counselor education. The coordinator and appropriate faculty will evaluate your demonstrated academic ability and evidence of your aptitude for working with people. You will also be required to participate in group and personal interviews. Applicants are accepted to the program with the stipulation they adhere to the curriculum of their elected option.

Conditional Acceptance. At the recommendation of the counseling program faculty, applicants with undergraduate GPAs below 3.2 (4.0=A) and/or limited applicable work experience may be accepted to the program contingent on their maintaining a GPA of 3.5 for their first year of course work (fall, spring, Summer I, Summer II) in the counselor education program.

Requirements. You are required to follow the curriculum plan for your elected counseling track. Any variation from specified elements of these curricula can be granted only by written permission of the coordinator of counselor education.

To earn the master's degree with a major in counseling, you must satisfactorily complete the counseling foundation block plus either the

agency/marriage and family therapy counseling core or the school counseling core curricula shown below. You also must satisfactorily complete supervised off-campus internships and two or four (agency/marriage and family therapy) on-campus practicums, a comprehensive examination, and a portfolio evaluation.

Subject to approval by the coordinator of counselor education, you may substitute up to 6 credits of graduate-level counseling courses you have successfully completed at IPFW or earned at another comparably accredited institution.

Credits

39 Counseling Foundation Block

<u>Credits</u>	<u>Course</u>
3	EDUC G502 Professional Orientation and Ethics
3	EDUC G503 Counseling Theories and Techniques I
3	EDUC G504 Counseling Theories and Techniques II
3	EDUC G505 Individual Appraisal: Principles and Procedures
3	EDUC G524 Practicum in Counseling
3	EDUC G525 Advanced Counseling Practicum
3	EDUC G532 Introduction to Group Counseling
3	EDUC G550 Internship in Counseling and Guidance
3	EDUC G570 Human Sexuality
3	EDUC G575 Multicultural Counseling
3	EDUC G590 Research in Counseling and Guidance
3	EDUC P501 Statistical Method Applied to Education
3	EDUC P575 Developing Human Potential

18 Agency/Marriage and Family Therapy Counseling Core

<u>Credits</u>	<u>Course</u>
3	EDUC G525 Advanced Counseling Practicum
3	EDUC G563 Foundations of Mental Health Counseling
3	EDUC G567 Introduction to Marriage and Family Counseling
3	EDUC G590 Research in Marriage and Family Therapy
3	EDUC G525 Advanced Counseling Practicum
3	EDUC G647 Advanced Internship in Counseling

12 School Counseling Core

<u>Credits</u>	<u>Course</u>
3	EDUC G552 Career Counseling: Theory and Practice
3	EDUC G562 School Counseling: Intervention, Consultation, and Program Development
3	EDUC G647 Advanced Internship in Counseling
3	EDUC P515 Child Development (or) EDUC P516 Adolescent Development

Comprehensive Examination. You must pass a comprehensive examination before you will be permitted to graduate. The examination covers the following elements: professional orientation, the helping relationship, groups, appraisal, research, social and cultural foundations, human development, and career counseling. This examination is patterned after the National Counseling Examination and is graded on a pass/no-pass basis using nationally established cut-off scores. If necessary, after a minimum interim period of one month, you may retake the exam once. Specialty sections for each master's degree program are also included.

Supervised Experience. The counselor education program requires the following supervised counseling experience with clients:

On-Campus Practicums. You must enroll in and satisfactorily complete two practicums (for school) and four practicums (for agency/marriage and family therapy) in IPFW's Joanne B. Lantz Counselor Education Clinic. Your work in these courses will be observed and evaluated by a team of faculty and peers and closely supervised by selected faculty.

Counseling Internship. For the school counseling option, licensed teachers with two years' experience may meet this requirement in after-school internships totaling 600 hours. Students who lack two years' creditable teaching experience are required by the State Board of Education to complete a one-year full-time internship in a school setting. Students pursuing the agency/marriage and family therapy counseling option must complete an internship based on 400 client contact hours in an approved agency setting. Before you are permitted to work with clients, you must

1. earn a minimum grade of B in each of two specified preparatory, pre-practicum courses and
2. comply with the Ethical Standards of the American School Counseling Association or The American Association of Marriage and Family Therapy.

Your specific responsibilities in the client/counselor relationship are detailed in the following school publications: *Graduate Student Orientation Handbook* and *The Counselor Education Program Handbook*. You are expected to conduct yourself professionally, uphold confidentiality, avoid dual relationships with clients, and refrain from any unsupervised counseling activities. Your failure to meet these expectations will result in your censure or dismissal from the program.

Elementary Education

To earn the master's degree with a major in elementary education, you must satisfactorily complete the following program:

Credits

9 Foundation Block

<u>Credits</u>	<u>Course</u>
6	Two of the following: EDUC P501 Statistical Method Applied to Education EDUC P503 Introduction to Research EDUC P507 Testing in the Classroom EDUC P510 Psychology in Teaching EDUC P515 Child Development EDUC P516 Adolescent Development EDUC P540 Learning and Cognition in Education EDUC P570 Managing Classroom Behavior
3	One of the following: EDUC H503 History of Education in Western Civilization EDUC H504 History of American Education EDUC H520 Education and Social Issues EDUC H530 Philosophy of Education EDUC H538 Critical Thinking and Education EDUC H540 Sociology of Education EDUC H551 Comparative Education I

15 Elementary Core

<u>Credits</u>	<u>Course</u>
3	EDUC E590 Research in Elementary Education
3	EDUC E535 Elementary School Curriculum
6	Two of the following courses in methods: EDUC E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools EDUC E548 Advanced Teaching of Science in the Elementary School EDUC F549 Advanced Study in the Teaching of Language Arts in the Elementary Schools EDUC J515 Methods of Small Group Instruction EDUC N543 Advanced Study in the Teaching of Mathematics in the Elementary Schools EDUC W553 Methods and Materials for the Gifted and Talented EDUC X545 Advanced Study in the Teaching of Reading in the Elementary Schools
3	One of the following: EDUC E595 Problem Analysis in Elementary Education EDUC W554 Creative Problem-Solving and Metacognition

- 12 Credits in electives; you are encouraged to focus your electives on one of the following areas: gifted and talented, reading minor, school administration, or a teaching minor. Electives can be used to expand the teaching areas of a license.

36 Total

School Administration

To earn the master's degree with a major in school administration, you must satisfactorily complete the following program:

Credits

12 Foundation Block

<u>Credits</u>	<u>Course</u>
3	One of the following in social foundations: EDUC H503 History of Education in Western Civilization EDUC H504 History of American Education EDUC H520 Education and Social Issues EDUC H530 Philosophy of Education EDUC H538 Critical Thinking and Education EDUC H540 Sociology of Education EDUC H551 Comparative Education I
3	One of the following courses in research or measurement: EDUC P501 Statistical Method Applied to Education EDUC P503 Introduction to Research EDUC P507 Testing in the Classroom
3	One of the following courses in educational psychology: EDUC P510 Psychology in Teaching EDUC P515 Child Development EDUC P516 Adolescent Development EDUC P540 Learning and Cognition in Education EDUC P555 Emotional Development EDUC P570 Managing Classroom Behavior EDUC P575 Developing Human Potential
3	One of the following: EDUA T555 Problems in Human Relations and Cultural Awareness EDUC G502 Introduction to the Field of Counseling

18 Administrative Core

<u>Credits</u>	<u>Course</u>
3	EDUC A500 School Administration
3	EDUC A510 School-Community Relations
3	EDUC A608 Legal Perspectives on Education
3	One of the following courses in administration: EDUC A625 Administration of Elementary Schools

	EDUC A627 Secondary School Administration
3	One of the following courses in curriculum: EDUC E535 Elementary School Curriculum EDUC S503 Secondary School Curriculum
3	One of the following courses in supervision: EDUC E536 Supervision of Elementary School Instruction EDUC S655 Supervision of Secondary School Instruction
6	Credits in cognate teaching major area

36 Total

To qualify for the Indiana Standard License in School Administration, you must hold a professional teaching license, plus complete the following courses:

<u>Credits</u>	<u>Course</u>
3	EDUC A630 Economic Dimensions of Education
3	EDUC A638 Public School Personnel Management
3	EDUC A695 Practicum in School Administration (must be final course)

9 Total

Secondary Education

To earn the master's degree with a major in secondary education, you must satisfactorily complete the following program:

Credits

9 Foundation Block

<u>Credits</u>	<u>Course</u>
3	One of the following courses in research or measurement: EDUC P501 Statistical Method Applied to Education EDUC P503 Introduction to Research EDUC P507 Testing in the Classroom
3	One of the following courses in educational psychology: EDUC P510 Psychology in Teaching EDUC P516 Adolescent Development EDUC P540 Learning and Cognition in Education EDUC P570 Managing Classroom Behavior
3	One of the following courses in the history or philosophy of education: EDUC H503 History of Education in Western Civilization EDUC H504 History of American Education EDUC H520 Education and Social Issues EDUC H522 The Schooling of Women and Girls EDUC H530 Philosophy of Education EDUC H538 Reflective Thinking

EDUC H540 Sociology of Education
 EDUC H551 Comparative Education I

6 Secondary Core

<u>Credits</u>	<u>Course</u>
3	One of the following courses in methods: EDUC F516 Advanced Study in the Teaching of Secondary School English Language Arts EDUC L520 Advanced Study in Foreign Language Teaching EDUC N517 Advanced Study in the Teaching of Secondary School Mathematics EDUC S518 Advanced Study in the Teaching of Secondary School Science EDUC S519 Advanced Study in the Teaching of Secondary School Social Studies EDUC X516 Advanced Study in the Teaching of Reading in the Junior High and Secondary School HPER P545 Physical Education Curriculum MUS E517 Projects and Problems in Music Education MUS E524 Experimental Teaching in Elementary School Music MUS E525 Supervision of Music in the Public Schools
3	EDUC S503 Secondary School Curriculum
6	Credits in cognate teaching major area
15	Credits in electives; you are encouraged to professionalize a teaching major (6 credits), professionalize a teaching minor (12 credits), or complete an endorsement. Electives can be used to expand the teaching areas of a license.

36 Total

To complement the master's program in secondary education, a limited number of graduate-level courses in employee training and development are offered by the Division of Organizational Leadership and Supervision. Students interested in this cognate area should discuss their interests with their advisor.

Graduate Endorsements

You may earn one of the following endorsement options by satisfactorily completing the specified requirements.

Gifted and Talented (K–12). This endorsement requires the following courses:

<u>Credits</u>	<u>Course</u>
3	EDUC W551 Education and Psychology of the Gifted and Talented
3	EDUC W553 Methods and Materials for the Gifted and Talented
3	EDUC W554 Creative Problem-Solving and Metacognition
3	EDUC W595 Practicum: Gifted and Talented

12 Total

Reading, Elementary. This endorsement requires the following courses:

<u>Credits</u>	<u>Course</u>
3	EDUC E535 Elementary School Curriculum
3	EDUC E595 Problem Analysis in Elementary Education
3	EDUC X504 Diagnosis of Reading Difficulties in the Classroom
3	EDUC X525 Practicum in Reading
3	EDUC X530 Topical Workshop in Reading
3	EDUC X545 Advanced Study in the Teaching of Reading in the Elementary Schools
6	Two of the following: EDUC P507 Testing in the Classroom EDUC P510 Psychology in Teaching EDUC P515 Child Development EDUC P540 Learning and Cognition in Education EDUC P570 Managing Classroom Behavior

24 Total

Reading, Secondary. This endorsement requires the following courses:

<u>Credits</u>	<u>Course</u>
3	EDUC F516 Advanced Study in the Teaching of Secondary School English Language Arts
3	EDUC X504 Diagnosis of Reading Difficulties in the Classroom
3	EDUC X516 Advanced Study in the Teaching of Reading in the Junior High and Secondary School
3	EDUC X525 Practicum in Reading
3	EDUC X530 Topical Workshop in Reading
3	EDUC S503 Secondary School Curriculum
6	Two of the following: EDUC P507 Testing in the Classroom EDUC P510 Psychology in Teaching EDUC P516 Adolescent Development EDUC P540 Learning and Cognition in Education EDUC P570 Managing Classroom Behavior

24 Total

Professional (10 Years) Teaching Certification. Revisions in Indiana professional licensure in 1990 eliminated “lifetime” certification. You may still acquire the master’s degree but may qualify for a professional (10 years) license.

Academic Regulations. The following academic regulations supplement those that apply to all Indiana University graduate students.

Second Master’s Degree. Credits applied to one master’s degree may not be applied toward another.

Pass/Not-Pass Option. You may use this option for up to four elective courses applied toward your degree. You may not choose this option for courses in your major or minor, or for required courses in an area in which you seek teacher certification.

Transfer Credit. Different rules apply prior to and after admission to the program:

Before You Are Admitted to a Graduate Program. The school will determine whether credits earned at other institutions will apply toward your degree.

After You Have Been Admitted to a Graduate Program. Pending their availability, it is expected that professional education courses required for your degree or certification in an endorsement area will be completed at IPFW. Applicability of credit for a course taken elsewhere must be confirmed by the school prior to your enrollment in that course. "Request for Advance Approval of Transfer Credit" forms are available in the school office.

Generally, up to 6 credits may be accepted for transfer by the school if (1) the credits were earned from an accredited institution, (2) the courses taken are appropriate to your degree objective, (3) your post-baccalaureate cumulative GPA and transfer credits GPA are both 3.0 or above, and (4) the courses you have taken are eligible for graduate credit. To receive transfer credit, you must provide the School of Education with an official transcript and institutional certification that the courses were taken for graduate credit.

Up to 15 credits from Ball State, Indiana State, and Purdue universities may be accepted for transfer by the school, subject to the general transfer credit provisions listed above.

Correspondence and Activity Credits. Correspondence or activity course credits are not applicable toward your degree.

Workshop and Conference Credits. You may apply up to 6 workshop and/or conference credits toward your degree. A course that is not scheduled for 16 weeks during the fall or spring semester or 6 weeks during either of the summer sessions may be defined as a workshop or conference course.

Distance Education. The application of distance education courses to a graduate degree program are subject to approval of faculty of the program providing the degree.

Resident Credits. You must complete at least 21 credits at IPFW.

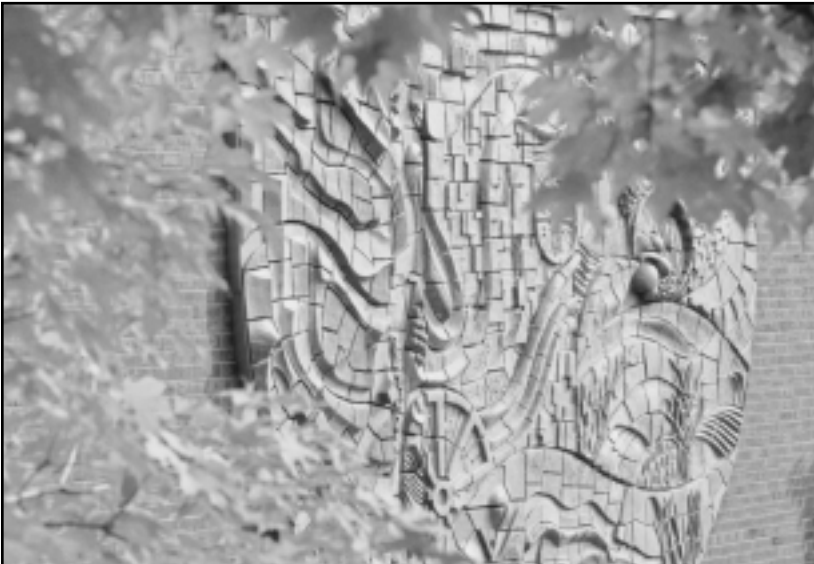
Retention. You must maintain a GPA of 3.0 (4.0=A) or better for all work (including undergraduate courses) taken after completing your bachelor's degree. If your GPA falls below 3.0, you must raise the GPA to at least 3.0 within the next 9 credits of graduate course work. Failure to do so will result in your dismissal from the program.

If you have been dismissed from the program, you may seek readmission by petitioning the chair of the school's student affairs committee. The committee will consider your petition and report its findings to the dean for action.

Time Limit. You must fulfill all degree requirements within six years and one semester from the date on which you receive a grade for the first credits (including transfer credits) that apply to your degree.

Graduation Requirements. You must have satisfied any conditions on your admission to the graduate education program before you will be considered as a candidate for graduation. In addition, you must have 1) earned a minimum of 36 credits (including at least 30 at the graduate level), 2) earned a cumulative GPA of 3.0 or better in courses applicable to the degree, and 3) fulfilled all additional degree requirements and complied with all academic regulations.

Application for Degree. You must complete an application for your degree.



English

Indiana University Master of Arts (M.A.) and Master of Arts for Teachers (M.A.T.)

Department of English and Linguistics
Richard N. Ramsey, Director of Graduate Studies
219-481-6771
Fax: 219-481-6985
Classroom-Medical Building 107

The graduate programs of the Department of English and Linguistics help you prepare to teach, write professionally, or enter a doctoral program in English. They help in-service teachers enhance their understanding of British and American literature, the English language, and the teaching of writing. They provide a structured curriculum for students pursuing humanistic studies beyond the baccalaureate.

Admission. To be regularly admitted to a master's program in English, you must have completed an undergraduate major or minor in English with a cumulative GPA of at least 3.0 (4.0=A) and a GPA of at least 3.0 in all English courses. In addition, you must earn a satisfactory score on the general aptitude section of the Graduate Record Examination. If you do not meet these requirements, you may be admitted conditionally. Conditions might, for example, require you to complete prerequisite courses without credit toward the graduate degree, or to maintain a given GPA during your first 6–12 credits in the program.

To receive the M.A.T. you must have at least provisional public-school certification in English. If you lack such certification when you enter the program, you must fulfill certification requirements while you complete the M.A.T. requirements.

Degree Requirements. Separate requirements apply to the M.A. and the M.A.T. degrees. You must complete all degree requirements within five years of your admission to the program.

Master of Arts (M.A.) with a Major in English

To earn this degree, you must complete at least 30 credits (courses are generally 3 credits each). You also must demonstrate reading proficiency in an approved foreign language, normally by passing with a grade of A or B a

300-level literature course offered by the Department of Modern Foreign Languages. (The IPFW Department of Modern Foreign Languages may provide an examination as an alternative for students who are prepared to read literature and criticism in an approved language.) You must maintain a GPA of at least 3.0 in courses taken to fulfill degree requirements; no course with a grade below B will count toward the degree.

Your program must include at least one course in professional scholarship, one course in critical theory, and one 700-level seminar. It must include at least three courses in each of two of five available concentrations: (1) British literature before 1700, (2) British literature after 1700, (3) American literature, (4) English language and linguistics, (5) writing, rhetoric, and composition.

You may, with your advisor's approval, apply courses which satisfy core requirements to your concentration requirements. If you do, you must still complete enough approved elective courses to meet the required minimum of 30 credits.

You may elect to write a master's thesis (3–6 credits). If you do not write a thesis, you must pass a comprehensive written examination. (If you plan to seek admission to a doctoral program, you are encouraged to take more than one seminar and to write a thesis.)

<u>Credits</u>	<u>Course</u>
9	Core One course in professional scholarship, e.g., ENG B501, B502 One course in critical theory, e.g., ENG B605, LING L575 One seminar, e.g., ENG B780
9	Concentration 1 Three courses in one of the following: (1) British literature before 1700, (2) British literature after 1700, (3) American literature, (4) English language and linguistics, or (5) writing, rhetoric, and composition
9	Concentration 2 Three courses in one of the remaining concentrations
3–5	Electives Enough courses applicable to the degree to bring the program to a total of at least 30 credits

30 Minimum

Master of Arts for Teachers (M.A.T.) with a Major in English

To earn this degree you must complete at least 36 credits (courses are generally 3 credits each). You must maintain a GPA of at least 3.0 in courses taken to fulfill degree requirements; no course with a grade below B will count toward the degree.

At least eight of your courses (normally 24 credits) must be graduate-level courses administered by the Department of English and Linguistics. These must include (1) a course in the English language or linguistics, (2) a course in rhetorical or composition theory, and (3) a course in ethnic or minority literature. At least five more courses must be elected from among the graduate offerings of the Department of English and Linguistics. Up to 12 of the 36 required credits may be elected from courses approved by the director of graduate studies, but administered by a department other than English and Linguistics. For example, if you are working toward certification, you may be able to count some of your education courses as electives for the M.A.T.

You may elect to write a master's thesis (3–6 credits). If you do not write a thesis, you must complete a 700-level seminar. The M.A.T. program does not require you to demonstrate foreign language proficiency or to sit for a comprehensive examination.

To receive the M.A.T., in addition to completing these requirements you must hold at least provisional public-school certification in English.

You must complete all degree requirements within five years of your admission to the program.

<u>Credits</u>	<u>Course</u>
9	Core A course in the English language or linguistics A course in rhetorical or composition theory A course in ethnic or minority literature
15–27	Electives administered by the Department of English and Linguistics
0–12	Approved electives from appropriate departments
<u>36</u>	Minimum

Teaching Assistantships. Students in either the M.A. or M.A.T. program may qualify for appointment as teaching aides. Such appointments (with the title graduate aide) carry a stipend as well as partial remission of fees. Aides typically teach one or two sections of freshman or developmental composition.

Liberal Studies

Indiana University

Master of Liberal Studies (M.L.S.)

School of Arts and Sciences

Michael E. Kaufmann, Program Director

219-481-6760

Classroom-Medical Building 127

The Master of Liberal Studies program enables you to study the liberal arts beyond the baccalaureate degree. If your undergraduate education was primarily professional, you can broaden your general education by building upon your life experience and skills. If you regard the liberal arts as subjects for lifetime learning, the M.L.S. provides a coherent, challenging program of graduate study. The program is not intended as preparation for doctoral study.

If you are accepted into the M.L.S. program, the program director will assist you in developing a course of study appropriate to your needs and interests. You may enroll in graduate courses offered by any department in the School of Arts and Sciences for which you have appropriate background or prerequisites. You may also enroll in courses with the LBST prefix, intended specifically for students in the M.L.S. program. These multidisciplinary courses focus on major issues in the natural sciences, social sciences, and humanities.

Admission. For regular admission, you must have completed an undergraduate degree with a cumulative GPA of 3.0 or better (4.0=A). You may qualify for provisional admission if you do not meet these requirements. However, you may be required to complete prerequisite courses without credit toward the graduate degree.

Degree Requirements. To earn the M.L.S., you must complete the following requirements:

<u>Credits</u>	<u>Course</u>
3	LBST D501 Humanities Seminar
3	LBST D502 Social Science Seminar
3	LBST D503 Science Seminar
3	One of the following: LBST D500 Graduate Project LBST D700 Topics in Liberal Studies
18	Credits in other graduate-credit courses, including no more than 12 credits in English and no more than 9 credits in any other discipline
<u>30</u>	<u>Total</u>

Academic Regulation. In addition to fulfilling the academic regulations that apply to all Indiana University graduate students, you must earn a grade of B or better in each course applied toward the degree.

Mathematics

Purdue University Master of Science (M.S.)

Department of Mathematical Sciences
David A. Legg, Chair
W. Douglas Weakley, Director of Graduate Studies
219-481-6233
Kettler Hall 272

Two M.S. programs are offered—one with a major in mathematics, one with a major in mathematics and an option in applied mathematics/operations research. More than one year of study will be required to complete either program. All courses are offered in the evening.

The M.S. with a major in mathematics is the appropriate program for you if you have an interest in a traditional mathematics program or if you are a secondary-school mathematics teacher or a prospective Ph.D. student. To qualify for admission, you should have a strong undergraduate background in mathematics, including as much work as possible in abstract algebra, linear algebra, advanced calculus, analysis, and differential equations.

The M.S. with a major in mathematics and an option in applied mathematics/operations research is the appropriate program if you are, or plan to be, employed in a position in business or industry which requires significant proficiency in mathematics. To qualify for admission, you should have a background in mathematics that includes ordinary differential equations, advanced calculus, linear algebra, and proficiency in a computer programming language.

Degree Requirements. The programs have separate sets of degree requirements.

M.S. with a Major in Mathematics

Your plan of study must contain at least 33 credits, and normally will include the following courses:

<u>Credits</u>	<u>Course</u>
3	MA 571 Elementary Topology
3	STAT 519 Introduction to Probability
12	Four courses in algebra and analysis selected from the following: MA 525 Introduction to Complex Analysis MA 540 Analysis I MA 541 Analysis II

MA 553 Introduction to Abstract Algebra

MA 554 Linear Algebra

3 One of the following:

MA 560 Fundamental Concepts of Geometry

MA 575 Linear Graph Theory

3 Credits in another mathematics course

9 Credits in additional courses approved by your advisory committee. The courses may be in mathematical sciences. If you take courses outside mathematical sciences, you must take at least two from the same discipline.

33 Total

M.S. with a Major in Mathematics and Option in Applied Mathematics/Operations Research

Your plan of study must contain at least 30 credits, and normally will include the following courses:

<u>Credits</u>	<u>Course</u>
3	CS 520 Computational Methods in Analysis
3	MA 511 Linear Analysis
3	MA 521 Introduction to Optimization Problems
3	MA 525 Introduction to Complex Analysis
3	MA 540 Analysis I
3	STAT 519 Introduction to Probability
3	STAT 528 Introduction to Mathematical Statistics
9	Credits in additional courses approved by your advisory committee. The courses are to be selected from graduate-level courses appropriate for your emphasis and may include courses from physics, engineering, business, statistics, mathematics, and computer science. Suggested courses include CS 514, 543, 580; MA 523, 575, 611; STAT 512, 514.

30 Total

Academic Regulations. In addition to satisfying regulations that apply to all Purdue University graduate students, you must earn at least a grade of B in each course used to satisfy degree requirements. However, your advisory committee may agree to accept up to two courses in which you earn grades of C.

Teaching Assistantships. A limited number of half-time teaching assistantships (with the title graduate aide) are available. Contact the department chair for details.

Nursing Administration

Purdue University Master of Science (M.S.)

Department of Nursing
Carol Sternberger, Chair
Judith A. Lemire, Director, Graduate Program, and Faculty Advisor
219-481-6284
Neff Hall B50

The graduate program offers a Master of Science with a major in nursing administration with thesis and nonthesis options. This program is designed to expand the knowledge base of registered professional nurses to an advanced practice level in the speciality of nursing administration. The program will provide theoretical and practical knowledge in administration; healthcare organizational management and communication; and research and delivery of patient care in a variety of healthcare settings. The program's purpose is to prepare registered nurses for leadership positions in diverse healthcare systems and to provide an accessible program in nursing administration to meet the regional needs of northeastern Indiana.

Admission Requirements

Baccalaureate of Science (B.S.) with a major in nursing
Degree must be from a school/department/college of nursing that is accredited by the NLN or AACN/CCNE
Grade-point average (GPA) of 3.0 on a 4.0 scale
GRE writing assessment
Eligible for Indiana registered-nurse licensure
Test of English as a Foreign Language (TOEFL) examination required for students whose native language is not English
Undergraduate research and statistics
Computer and mathematics competency

Note: If applicants have less than a 3.0 GPA, they may be required to take the Graduate Record Examination (GRE) for the quantitative, analytical, and verbal aptitude tests.

Degree Requirements: To earn the Master of Science with a major in nursing administration, the following must be completed:

Nursing Major (43 credit hours)

Credits

15 Core Requirements

<u>Credits</u>	<u>Course</u>
3	NUR 521 Theoretical Constructs in Nursing
3	NUR 523 Nursing Research
3	NUR 525 Informatics in Nursing
3	NUR 610 Seminar in Healthcare Issues
3	NUR 665 Managed Care

16 Areas of Concentration

<u>Credits</u>	<u>Course</u>
3	NUR 650 Nursing Administration Theory I
3	NUR 651 Nursing Administration Theory II
3	NUR 652 Nursing Administration Theory and Practice III
3	NUR 653 Nursing Administration-Financial Management
2	NUR 671 Nursing Administration Practicum I
2	NUR 672 Nursing Administration Practicum II

9 Business Content

<u>Credits</u>	<u>Course</u>
3	NUR 654 Human Resource Management
3	OLS 590 Organizational Analysis and Action
3	COM 574 Organizational Communication

3 Scholarly Achievement

<u>Credits</u>	<u>Course</u>
3	NUR 682 Nursing Administration: Concept Synthesis and Application (or)
3	NUR 698 Research/M.S. Thesis

Scholarly Achievement. Students enrolled in the nursing administration program may select either NUR 698 thesis or NUR 682 Nursing Administration: Concept Synthesis and Application.

Advisory Committee. Each candidate for a master's degree is assigned an advisory committee consisting of three members. The director of the nursing administration program serves as the major advisor and chair of the advisory committee. Other committee members include a student-designated professor and chair of the Department of Nursing. This committee prepares and approves the plan of study (described below), advises, and assists in thesis development when applicable.

Plan of Study. Students pursuing a master's degree should have a preliminary plan of study on file prior to the initial registration. The plan of study identifies a primary area that lists specific courses and all other requirements of the degree. The formal plan of study should be approved by the advisory committee including the chair of the Department of Nursing, and must be submitted to the Graduate School before the final semester of enrollment.

Transfer Credit. Up to 9 credits earned at other accredited institutions may be applied toward the master's degree. No more than 12 graduate credits earned in a non-degree status will be counted towards the degree.

Grades. A cumulative GPA of 3.0 on a 4.0 scale is required through completion of the program.

Time Limitations. The program of study requires the equivalent of three semesters of full-time study. Special permission is required for part-time students to continue in the program beyond five consecutive years.

Degrees. It is the student's responsibility to apply for the master's degree. Applications must be received by the Department of Nursing by Sept. 1 for May graduation, Jan. 1 for August graduation, and May 1 for December graduation.



Professional Communication

Purdue University Master of Arts (M.A.) and Master of Science (M.S.)

Department of Communication
David E. Switzer, Chair
Jonathan D. Tankel, Director of Graduate Studies
219-481-6825
Neff Hall 230

The master's programs in professional communication serve students seeking career management and staff positions as communication specialists in industrial, service, governmental, and media-related sectors of the economy. The curriculum may also be used as preparation for doctoral programs. Students prepare plans of study in one of two broad areas: communication management or media specialist. The awarding of the M.A. or M.S. depends on the generally humanistic or scientific nature of the student's individualized plan of study.

Students who pursue a program benefit from four distinctive features: (1) the curricular fusion of two respected academic traditions: rhetorical and communication theory; (2) provision for a functionally proportioned study of rhetorical and communication theory and practice; (3) the complementary relation of the required core, which provides a coherent theoretical base, and the selections offered by the applied specialization and cognate options, which facilitate development of a plan of study tailored to personal career goals; and (4) the scheduling of offerings to accommodate part-time students, including employed professionals, and to expedite completion of the program in as little as two academic years.

Degree Requirements. The curriculum consists of 33 credits in approved courses, a synthesis paper, and a written comprehensive examination. Comprehensive examinations will be routine. Under exceptional circumstances, you may be exempted from taking your comprehensive examination by the advising committee. The circumstances will include (1) achieving A's in all graduate courses; (2) having the synthesis paper approved; and (3) one of the following: (a) having a single-authored competitive paper or comparable achievement presented at a scholarly meeting; or (b) having a single-authored competitive paper published in a scholarly journal or comparable achievement.

Credits**12 Communication Theory Core**Credits Course

3	One of the following: COM 582 Descriptive/Experimental Research in Communication COM 584 Historical/Critical Research in Communication
9	Three of the following: COM 512 Theories of Interpersonal Communication COM 518 Theories of Persuasion COM 520 Small Group Communication COM 521 Theories of Rhetoric COM 527 Introduction to Cultural Studies COM 559 Current Trends in Mass Communication Research COM 574 Organizational Communication

9–21 Specialization CoursesCredits Course

9–21	At least three of the following Practice and Criticism Specialization courses: COM 502 Classroom Communication COM 507 Introduction to Semiotics COM 508 Nonverbal Communication in Human Interaction COM 515 Persuasion in Social Movements COM 516 Analysis of Persuasive Messages COM 517 Communication in Politics COM 522 History and Criticism of Public Communication COM 525 Advanced Interviewing COM 531 Special Topics in Mass Communication COM 532 Telecommunication Systems Management COM 534 Comparative Telecommunications Systems COM 537 Educational/Instructional Television COM 557 Legal Dimensions of Communication COM 560 Rhetorical Dimensions of Mass Media COM 563 Public Policy in Telecommunications COM 590 Directed Study of Special Problems
0–12	Cognate Studies: credits selected, with the approval of your advising committee, from upper-division or graduate courses in communication or other disciplines

33 Total

Teaching Assistantships. A limited number of teaching assistantships (with the title graduate aide) is available. The assistantship requires teaching two Fundamentals of Speech Communication courses or other duties as assigned. All recipients must be enrolled in two graduate courses during each of the regular semesters of the academic year. Contact the director of graduate studies in communication for details.

Public Affairs

Indiana University Master of Public Affairs (M.P.A.)

Division of Public and Environmental Affairs
William G. Ludwin, Director and Assistant Dean
Jane A. Grant, Director of Graduate Studies
219-481-6351
<http://www.ipfw.edu/spea>
Neff Hall 260

The School of Public and Environmental Affairs (SPEA) is a multidisciplinary division of Indiana University. Organized as a professional school, SPEA is dedicated to applied, interdisciplinary learning in the study of public affairs, and is committed to teaching, research, and service. The interests of the faculty and professional staff typically fall into one or more of the following areas: policy and administration; finance and economics; urban affairs; environmental science and policy; criminal justice, law and public safety; and health science administration and policy. The school's faculty, staff, and students work individually and jointly to solve problems that require SPEA's unique combination of in-depth knowledge in the natural, behavioral, social, and administrative sciences.

The faculty of SPEA at IPFW come from a variety of backgrounds, including political science, business, economics, health, public policy, and sociology. In addition, SPEA is able to call upon experienced government managers, healthcare administrators, law enforcement officials, practicing attorneys, and judges to teach specialized topics from its curriculum. The organizational design of the school reinforces a wide network of continuing relations with a large number of public agencies at all levels of government.

Admission to the SPEA Graduate Program

Regular admission to the M.P.A. program requires a bachelor's degree from an accredited institution, with an undergraduate GPA of 3.0 or better. Any major is acceptable. Applications to the program must include official transcripts of all college and university work, references from three people familiar with your academic or professional abilities or potential, scores on the Graduate Record Examination general test or the Graduate Management Admission Test, and a nonrefundable university application fee.

Provisional admission may be granted if you are nearing completion of an undergraduate degree or if you fail to meet some criteria for regular admission.

Nondegree admission may be granted to visiting students who wish to take classes for one semester without being formally admitted to the M.P.A. program.

Accelerated Master's Program

Undergraduate SPEA students with a GPA of 3.5 or above may apply for admission to the M.P.A. program as early as their junior year. If admitted, they are eligible to apply to the M.P.A. up to 24 approved graduate credits earned toward the undergraduate degree during their senior year.

Master of Public Affairs

The Master of Public Affairs (M.P.A.) is an interdisciplinary professional program structured around concepts and skills essential to management, policy, and planning activities within governmental, quasi-governmental, and non-profit organizations. The program provides knowledge and experience that can be used by professionals in various roles within a changing public sector.

The course of study requires completion of (1) the core requirement, (2) a concentration requirement, (3) the experiential requirement or Mid-Career Option credit, and (4) sufficient electives to total 48 credit hours.

The curriculum of the core requirements encompasses preparation in a broad range of skills relevant to the operation of public and non-profit agencies. It is based on the academic disciplines, but not limited to any one. It is problem-oriented, bringing the disciplines to bear on critical social, environmental, economic, and administrative issues.

Although the environment of public service is diverse and changing, effectiveness in that environment requires the development of special skills attained through detailed study in a chosen field of concentration. These span the variety of professional specialities found in public service. On the IPFW campus, the Division of Public and Environmental Affairs offers the Master of Public Affairs (M.P.A.) with four areas of concentration: criminal justice, health systems administration, public policy analysis, and public management.

The academic regulations of public and environmental affairs provide liberal opportunities for replacing some course work with credit for prior experience through the Mid-Career Option. Students with no public affairs experience must complete a practicum in public affairs.

Thus, the program provides expertise in the core requirements, a specific concentration area, as well as a general working knowledge of public affairs. The M.P.A. program is fully accredited by the National Association of Schools of Public Affairs (NASPAA).

Credits**21 Core Requirements**

<u>Credits</u>	<u>Course</u>
3	Professional Development Practicums (1 cr. each): SPEA V501 Information Technology SPEA V503 Writing and Presentation SPEA V505 Teamwork and Integrated Policy Project
3	SPEA V502 Public Management in the 21st Century
3	SPEA V506 Statistical Analysis for Effective Decision-Making
3	SPEA V517 Public Management Economics
3	SPEA V540 Law and Public Affairs
3	SPEA V560 Public Financing and Budgeting
3	SPEA V600 Capstone in Public and Environmental Affairs

18 Concentrations***Criminal Justice***

(18 credits)

The criminal justice concentration examines the development and evaluation of policies and programs in the criminal justice field. Students learn both the theoretical and practical aspects of agencies designed to reduce crime in society.

<u>Credits</u>	<u>Course</u>
3	SPEA J501 Evolution of Criminological Thought and Policy
3	SPEA J509 Administrative Ethics in the Public Sector
3	One of the following: SPEA V562 Public Program Evaluation SPEA J502 Research Methods in Criminal Justice and Public Affairs
3	One of the following: SPEA J666 Criminal Justice Policy and Evaluation SPEA J682 Criminal Justice Planning and Management
6	Two courses from one of the following groups (6 credit hours)

Group A:

- SPEA J582 Criminal Justice Systems
- SPEA J587 Criminal Violation: Problems and Prospects
- SPEA J588 Law and Control in Society
- SPEA V550 Topics in Public Affairs (criminal justice topics only)
- SPEA V580 Readings in Public Affairs (criminal justice topics only)
- SPEA V585 Practicum in Public Affairs (criminal justice only)
- SPEA V685 Research Seminar in Public Affairs (criminal justice only)

Group B:

SPEA H507 Management of Individual and Group Behavior
 SPEA V504 Public Organization
 SPEA V512 Public Policy Process
 SPEA V539 Management Science for Public Affairs
 SPEA V547 Negotiation and Dispute Resolution
 SPEA V561 Public Human Resources Management
 SPEA V562 Public Program Evaluation
 SPEA V564 Urban Management
 SPEA V566 Executive Leadership
 SPEA V569 Managing Interpersonal Relations
 SPEA V570 Public Sector Labor Relations

Nonprofit Management:

SPEA V522 Human Resource Management in
 Nonprofit Organizations
 SPEA V525 Management in the Nonprofit Sector
 Other courses approved by faculty advisor

Health Systems Administration

(18 credit hours)

The health systems administration concentration examines policies and programs in the health field. Emphasis is placed on organizational and economic analysis.

CreditsCourse

3	SPEA V543 Health Services Management	
3	SPEA V545 U.S. Healthcare System	
3	SPEA V546 Health Services Utilization	
3	SPEA H517 Managerial Epidemiology	
6	Credit hours from the following:	
	SPEA V631 Health Planning (or)	
	SPEA V550 Topics in Health	
	SPEA V539 Management Science for Public Affairs	(or)
	SPEA V562 Public Program Evaluation	(or)
	SPEA V567 Public Financial Administration	
	SPEA V561 Public Human Resources Management	(or)
	SPEA V570 Public Sector Labor Relations	(or)
	SPEA V504 Public Organization	
	SPEA V580 Readings in Public Affairs	(or)
	SPEA V590 Research in Public Affairs	

Public Management

(18 credit hours)

The public management concentration develops the quantitative and qualitative skills necessary for public and non-profit management. Emphasis is placed on organizational, political, and economic analysis.

<u>Credits</u>	<u>Course</u>
3	SPEA V504 Public Organization
3	One of the following: SPEA V539 Management Science for Public Affairs SPEA V562 Public Program Evaluation SPEA V550 Topics in Public Affairs: GIS Mapping
3	One of the following: SPEA V561 Public Human Resources Management SPEA V570 Public Sector Labor Relations SPEA V569 Managing Interpersonal Relations
3	One of the following: SPEA V512 Public Policy Analysis SPEA V518 Intergovernmental Systems Management
6	Two other SPEA graduate courses, with the approval of the program director.

Public Policy Analysis

(18 credit hours)

The public policy analysis concentration examines the methods and develops the skills involved in analyzing complex public policy issues.

<u>Credits</u>	<u>Course</u>
3	SPEA V507 Data Analysis and Modeling for Public Affairs
6	Two of the following: SPEA V539 Management Science for Public Affairs SPEA V562 Public Program Evaluation SPEA V541 Benefit Cost Analysis of Public and Environmental Policies
3	One of the following: SPEA V512 Public Policy Analysis SPEA V563 The Planning Process SPEA V550 Topics in Public Affairs: GIS Mapping
6	Two other SPEA graduate courses, generally rooted in one or more policy areas, with the approval of the program director

Experiential Component

Each M.P.A. student must obtain relevant professional experience through an approved internship (SPEA V585). This requirement is automatically satisfied if a student is granted credit under the Mid-Career Option.

9 Electives

Courses must be approved SPEA graduate courses. Mid-Career Option credit reduces elective hours by the number of MCO hours awarded.

48 Total

Academic Regulations. The following academic regulations supplement those that apply to all Indiana University students.

Transfer Credit. With the approval of the graduate program director, you may transfer up to 9 graduate credit hours of appropriate course work with grades of B or better earned at other accredited institutions. No more than 12 graduate credits completed as a non-degree student will be counted toward the M.P.A. You must complete a minimum of 24 credit hours of SPEA courses, in addition to Mid-Career Option credits, to earn the M.P.A.

Course Waivers. If your undergraduate course work contained material that the division agrees is equivalent to one or more required courses, you may be permitted to waive these courses and substitute elective courses.

Mid-Career Option. The Mid-Career Option of the Master of Public Affairs program recognizes the professional capabilities of those with experience in the public or private sector. The student's experience does not necessarily have to be with a public agency, as management-level experience in the private sector is generally applicable to the public sector.

Mid-Career Option credit is granted based on experience gained until the end of the semester in which the student completes 24 credit hours. A maximum of 12 credit hours may be granted to students under the Mid-Career Option. The following guidelines are used in determining credit:

1. To receive 3 credit hours, a student must have a minimum of one year's technical administrative or policy work experience with a government or private agency.
2. Six credit hours may be awarded for two to four years of managerial experience in directing programs, preparing budgets, and making decisions on organizational or staff development; or for two to four

years of professional experience in policy analysis, planning, or scientific analysis.

3. Individuals with four or more years of executive assignment may be awarded 9 to 12 credit hours. Applicants must have had responsibility for supervision of high-level staff, budget preparation, and organizational control of public agencies, or executive responsibility for policy analysis or planning, or scientific analysis.

Mid-Career Option Application Process and Policies

1. Students are eligible to apply for Mid-Career Option credit only after they have been regularly admitted to the M.P.A. program.
2. Determination of Mid-Career Option credit is made separately from decisions about transfer of credit.
3. Under no circumstances will the Mid-Career Option credit and transfer credit total more than 21 of the 48 credit hours required for the M.P.A.
4. Students receiving Mid-Career Option credit should plan the rest of their program carefully, in consultation with the graduate advisor.
5. Students may appeal the initial Mid-Career Option credit decision by submitting a written request for reconsideration to the program director.

Internships and Field Experiences. You must complete an approved internship (SPEA V585) or be awarded Mid-Career Option credit to earn the M.P.A. You may take up to 6 credits of internship and field experiences. Normally, no more than 3 credits for SPEA V585 will apply to your concentration requirements. If you are granted more than 6 Mid-Career Option credits, you will not be permitted to enroll for credit in SPEA V585.

Provisional Status. You will be placed on academic probation if your semester or cumulative graduate GPA falls below 3.0 (B). Provisionally admitted students and those on probation must earn a GPA of 3.0 or better for all graduate work completed within the next 12 credit hours or become subject to dismissal. Only courses with grades of C (2.0) or better are counted for degree requirements; however, grades below C are used in computing the cumulative GPA, even if a course is repeated and a higher grade is earned.

Public Management

Indiana University Graduate-Level Certificate in Public Management

Division of Public and Environmental Affairs
William G. Ludwin, Director and Assistant Dean
Jane A. Grant, Director of Graduate Studies
219-481-6351
Neff Hall 260

The Certificate in Public Management program is a 15-credit-hour program of study in public management which is flexible enough to be adapted to the needs of precareer and in-service individuals. Graduate students in other disciplines can use the program to supplement their primary fields with course work in public management. Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, find the certificate program beneficial.

Application and admission. You must have a bachelor's degree from an accredited college or university to apply. You should request an application form from the Division of Public and Environmental Affairs, and submit the application documents, along with official transcripts of your college and university work, to the division director. An application fee of \$30 is required of each student who has not previously attended Indiana University graduate school as a regularly admitted student.

Program Restrictions

1. Students enrolled in a certificate program must complete it within 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
2. Students who have completed more than three SPEA courses are not eligible for admission to the certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for meeting the Certificate in Public Management requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to any SPEA graduate degree program.

- 6. Students enrolled in the certificate program who apply to the M.P.A. program must meet all M.P.A. admission requirements.
- 7. Students planning to request admission to a SPEA graduate degree program after successfully completing a certificate program should follow the regular application procedure outlined for the degree program.

Certificate Requirements

(15 credit hours)

Credits

9 Required Courses

<u>Credits</u>	<u>Course</u>
3	SPEA V502 Public Management
3	SPEA V560 Public Finance and Budgeting
3	SPEA V561 Public Human Resources Management

6 Electives

<u>Credits</u>	<u>Course</u>
6	Two additional SPEA graduate public affairs courses approved by the program director.

Note: Students interested in continuing for the Master of Public Affairs should consider selecting the two elective courses from the M.P.A. core; one of the courses recommended is V506 Statistical Analysis for Effective Decision-Making.



Sociological Practice

Indiana University Master of Arts (M.A.)

Department of Sociology and Anthropology
Peter Iadicola, Chair
Patrick J. Ashton, Graduate Advisor
219-481-6669
Fax: 219-481-6985
Classroom-Medical Building 235

The M.A. in sociological practice at IPFW is designed to prepare you to be a skilled practitioner of sociology. As a discipline, sociology examines the structures and dynamics of human life in groups. The goal of the program is to educate you to apply the sociological perspective to research, analysis, and intervention in the function of social institutions, organizations, and groups.

Successful completion of the M.A. in sociological practice program will enable you to:

Acquire an advanced understanding of sociological practice including history, theory, professionalism, and ethics.

Develop skills in the design, implementation, and analysis of social research and in the interpretation of social science research data for a non-academic audience.

Develop skills to design and implement flexible, creative, research-based interventions to effect change in groups, organizations, and societies.

Admission. To be considered for regular admission, you must have a baccalaureate degree including a major in sociology or a related discipline with a grade-point average of B or better (3.0 on a 4.0 scale), a minimum score of 500 on the GRE math subtest, and a minimum score of 500 on the GRE verbal subtest. Your application for admission must include an essay that will demonstrate that your writing skills and career objectives are in line with the program. An interview is recommended.

If you have not completed an undergraduate degree in sociology, you may be admitted contingently if you have completed the following five core undergraduate sociology courses with a grade of B or better in each course: Introductory Sociology, Sociological Theory, Sociological Methods,

Statistics, Social Stratification, and Social Psychology. If you do not have one or all of these core undergraduate classes, you may be admitted with the contingency that you will need to complete these undergraduate courses before you are allowed to enroll in graduate courses in sociological practice.

Degree Requirements

The M.A. in sociological practice is a 33-credit program composed of the core and applied research and clinical elective components.

The core component (24 credits) is designed to provide you, through a series of foundation seminars, with a general level of graduate training in the intellectual tools of sociology. Included are fundamental elements of social organization and sociological research. Also included in the core is a 6-credit practicum in which you will enroll after completing all course work. You must complete each graduate course with a grade of B or better.

The elective component (9 credits) is designed to give you an ability to develop a curriculum emphasizing the applied research and/or clinical components of sociological practice. After successfully completing the core component (except for the practicum), you will meet with your advisor to design a program selecting electives in applied and clinical sociology or other approved graduate courses. The M.A. in sociological practice program will maintain flexibility to provide you with training appropriate to your particular professional needs.

The practicum (6 credits) is designed to give you hands-on professional practice experience. The practicum is to be divided over a two-semester sequence. During each semester, you are expected to work as a practicing sociologist in a setting outside the university in a public or private organizational setting. You are required to complete 12 to 15 hours per week for each of the two semesters in addition to scheduled periodic class meetings. The practicum will serve as a capstone experience in which you integrate and apply what has been learned in formal course work. It is to be taken after you have completed all formal course work. You are required to write a report on the practicum which incorporates policy recommendations for resolving a problem or improving the functioning of the institution/organization/interactional situation in which you were involved. This report is to be presented formally to the practicum clients as well as to sociology and other interested faculty. The grade for the practicum is based on the evaluations of clients and supervising faculty and on the grade for the written report and its oral presentation.

Academic Regulations. In addition to fulfilling the academic regulations that apply to all Indiana University graduate students, you must earn a grade of B or better in each course applied toward the degree.

Financial Aid. To be considered a full-time student and qualify for financial aid, graduate students must be enrolled for at least 9 credits per semester. Sources of financial aid for graduate students include, but are not limited to Subsidized Federal Stafford Loans, Unsubsidized Federal Stafford Loans, Perkins Loans, and Federal Work-Study. You may qualify for appointment as a teaching or research aide. Such appointments carry a stipend as well as partial remission of fees.



PART 3

Course Descriptions

Part 3 consists of course descriptions in an alphabetical order that parallels the order used in the *Schedule of Classes*. Because of certain groupings of courses by sponsoring departments, you will find some cross-references, such as **Statistics (STAT)**—**See Mathematical Sciences**.

Standard information for each course includes the number, title, and credits (sometimes called credit hours or semester hours). For some courses, you will find information about the hours of laboratory or studio for which the course is scheduled during each week of a regular semester; these weekly hours are expanded during summer sessions. Fees for courses are assessed on the basis of credits and other factors.

V.T. (Variable Title) is shown for courses approved for variable titles. The title used for the course may be changed to specify the topic or other special focus of each offering of the course.

The course numbering system generally suggests levels of difficulty and appropriateness. Undergraduate courses eligible for graduate credit have numbers below 500. Courses at the 500 level in Purdue University departments are open to both advanced undergraduate and graduate students; other courses numbered 500 and above are generally open only to graduate students.

Preparation for courses is indicated as follows:

P: Indicates a prerequisite that must precede your enrollment in the course described. You may find one or more specific course numbers, the number of credits you should already have in a subject, or other conditions.

C: Indicates a corequisite which must be taken no later than the same semester you take the course described.

R: Indicates a recommendation concerning conditions to be met for enrollment in the course.

When no subject code is shown for prerequisites, corequisites, and recommended courses, they are in the same subject area as the course being described. If you lack a prerequisite or corequisite, you may seek the instructor's consent to enroll in the course.

Session indicators (fall, spring, summer) suggest the times at which courses are generally offered. Scheduling patterns may, however, vary.

IPFW reserves the right to add, withdraw, or change courses without notice.

ACS, see Computer Science

Anthropology (ANTH)

**Undergraduate Level,
Eligible for graduate credit**

ANTH A495 Individual Readings in Anthropology, Cr. 1–4. (V.T.)

P: consent of instructor.

ANTH E445 Medical Anthropology, Cr. 3.

An examination of the cross-cultural properties of disease and curing. Focus on investigations into the ideology and meaning of illness, the relationship between patient and healer, and how responsibility for illness is assigned. Medical anthropology is concerned with knowledge about socio-cultural contexts of disease and healing and with how such knowledge might inform the management of our own health problems.

ANTH E455 Anthropology of Religion, Cr. 3.

Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of the anthropology of religion.

ANTH E470 Psychological Anthropology, Cr. 3.

P: E105. The similarity and diversity of human personalities. How culture forms personalities and is formed by them. Focus on individual variation within a cultural framework.

ANTH P361 Prehistory of Eastern North America, Cr. 3.

P: P200 or P360 and consent of instructor. Survey of prehistoric cultural developments in eastern North America from humans' first occupation of this area until European contact, set primarily within the framework of changing ecological adaptations.

ANTH P400 Archaeological Methods and Techniques, Cr. 2–4.

P: consent of instructor. Methods and mechanics of archaeology in field and laboratory. Use of survey instruments, drawing tools, and photographic equipment, treatment of recovered materials leading to printed report.

ANTH P405 Fieldwork in Archaeology, Cr. 1–8.

Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, cataloguing. One credit hour per full week of fieldwork.

Audiology and Speech Sciences (AUS)

**Dual Level,
Undergraduate-Graduate**

AUS 516 Foundations of Assessment in Communication Disorders, Cr. 3.

P: 115, 302, 304, 306, and 309. An introduction to general principles of evaluation and assessment of communication disorders and to specific assessment tests.

AUS 521 Phonetic and Phonological Disorders in Children, Cr. 2.

P: 306 and 309. A detailed study of phonetic and phonological aspects of speech-sound disorders in children. Recent research findings dealing with normal and disordered development are reviewed.

Advanced procedures for diagnosis and intervention are discussed.

AUS 549 Clinical Practice in Speech Language Pathology I, Class 1, Lab. 1–8, Cr. 1–8.

P: 420, 449, or equivalents, with a minimum grade of B in each course and/or consent of advisor. May be repeated for credit. The second in a series of practicum courses designed to provide instruction and practical experience in fundamental diagnostic and therapeutic approaches to speech and language disorders.

AUS 550 Rehabilitative Audiology for Adults, Class 3, Lab. 2, Cr. 4.

P: 460 or consent of instructor. Theoretical and clinical implications associated with the hearing-impaired adult. Discussion centers on hearing handicap, etiological factors associated with audiologic rehabilitation, and effective use of amplification in the rehabilitation process.

AUS 551 Rehabilitative Audiology for Children, Class 3, Lab. 2, Cr. 4.

P: 460 or equivalent or consent of instructor. Study of communication models, communication channels and intervention strategies for hearing-impaired children. Topics include identification of hearing

impairment, impact of hearing impairment on child and family, and intervention principles and procedures. Laboratory exercises allow demonstration and practice with rehabilitative devices and techniques.

AUS 590 Directed Study of Special Problems, Cr. 1–6. (V.T.)

P: consent of instructor. May be repeated for credit.

Biology (BIOL)

Dual Level, Undergraduate-Graduate

The biology core is a prerequisite for BIOL 543, 579, 582, and 585, and includes BIOL 117, 119, 217, 218, 219, and 491.

BIOL 502 Conservation Biology, Cr. 3.

P: 217 and 218. An investigation of the foundations of conservation biology and emergent topics within the field: conservation ethics, the Endangered Species Act, island biogeography, effective population size, minimum viable populations, edge effects, managing for threatened species, and refuge design.

BIOL 505 Biology of Invertebrate Animals, Class 2, Lab. 3, Cr. 3.

P: 109 or 117, and 119. A survey of the invertebrate animals, their morphology, physiology, ecology, and phylogeny.

BIOL 506 Human Molecular Genetics, Cr. 3.

P: 218 and one semester of organic chemistry or biochemistry, or consent of instructor. A molecular characterization of the human genome; the molecular basis of human genetic diseases which are due to biochemical defects and chromosomal abnormalities; molecular approaches in diagnosis of human disorders; mapping of human genes; gene therapy.

BIOL 509 Molecular Biology and Applications, Cr. 3.

P: 218, and CHM 254 or CHM 533, or consent of instructor. Up-to-date recombinant DNA methods will be covered; how molecular biology methods have enhanced our understanding of basic biological functions and structures; the applicability of molecular biology knowledge and techniques.

BIOL 515 Molecular Genetics, Cr. 3.

P: 218, 381, and one semester of organic chemistry. A molecular approach to the problems of structure, duplication, mutation, and phenotypic expression of genetic material.

BIOL 516 Molecular Biology of Cancer, Cr. 3.

P: 218 and 381, or graduate student standing. A detailed course examining the molecular mechanisms controlling the growth of animal cells. Emphasis will be on current experimental approaches to defining the molecular basis of growth regulation in developing systems and the uncontrolled proliferation of cells in metabolic disorders, such as cancer.

BIOL 533 Medical Microbiology, Cr. 3.

P: 438 and 439. Host-parasite relationships. Immunology. Bacteria and viruses associated with infectious diseases.

BIOL 537 Immunobiology, Cr. 3.

P: 438 and 439. Readings and discussion in the structural, cellular, and genetic basis of the immune response.

BIOL 540 Biotechnology, Cr. 3.

P: 217 and 381, or consent of instructor. Examines research, techniques, and applications for several technologies situated at currently recognized biological frontiers, including recombinant DNA technology, hybridoma technology, protein engineering, agricultural research, and microbiological engineering.

BIOL 543 Population Ecology, Class 3, Lab. 2, Cr. 4.

P: 217, 218 and 219. A statistics course is recommended. Interactions that determine the dynamics, abundance, and persistence of natural populations. Topics include competition, predation and disease, metapopulations, computer simulation and data analysis, discussions of classical and current literature. (spring)

BIOL 544 Principles of Virology, Cr. 3.

P: 218. Introduction to the molecular biology of animal, plant, and bacterial viruses. Interaction of viruses and the host cell, viral replication, mechanisms of viral pathogenesis, immunology, chemotherapy, viral genetics, oncology, and vaccines.

BIOL 546 Principles of Virology Laboratory, Lab. 3, Cr. 1.

P or C: 544. Basic experimental techniques applied for selected bacteriophages; cultivation and manipulation of animal viruses, including animal cell cultures, cell fusion, cytopathic effects, kinetics of replication, viral genetics, immunology, interferon, cell transformation, macromolecules, and ultra-structure.

BIOL 556 Physiology I, Cr. 3.

General and comparative physiology. Principles of physiology. Nerve and muscle, temperature regulation, ion and water balance. The critical evaluation of original research papers.

BIOL 558 Laboratory in Physiology, Lab. 6, Cr. 2.

P or C: 556. The laboratory exercises are designed to illustrate fundamental physiological principles and to introduce the student to important physiological techniques.

BIOL 559 Endocrinology, Cr. 3.

P: 455 and CHM 533 or consent of instructor. The study of hormone function. Consideration will be given to the role of hormones in growth, development, metabolism, homeostasis, and reproduction.

BIOL 565 Immunobiology Laboratory, Lab. 3, Cr. 1.

P or C: 537. A survey course in laboratory experiments and demonstrations using classical immunological techniques and modern immunoassays with up-to-date technological equipment. The

laboratory supplements the lecture portion of BIOL 537, but is not required. Typical assays include immuno-double diffusion Ouchterlony methodology, immunofluorescence identification of cell surface antigens, cytokine and mitogen stimulated proliferation of immune cells, ELISA assays, and PAGE with Western blotting.

BIOL 566 Developmental Biology, Cr. 3.

P: 218. Principles of development with emphasis on concepts and experimental evidence for underlying mechanisms, including molecular, cellular, and supracellular approaches.

BIOL 567 Laboratory in Developmental Biology, Lab. 2, Cr. 1.

P or C: 566 or consent of instructor. Descriptive and experimental study of the development of animals. Laboratories do not necessarily follow lecture material.

BIOL 569 Cellular Neurobiology, Cr. 3.

P: 219 and CHM 116. A study of the nerve cells and their interactions. Includes discussions of the cellular basis of the integral function of the nervous system. The main topics are nervous excitation, synaptic transmission, nervous plasticity, development of neuronal interactions, transmitter receptors including opiate receptors, sensory transduction, and the cellular basis of brain function.

BIOL 579 Fate of Chemicals in the Environment, Class 3, Lab. 2, Cr. 4.

P: 217 and a course in organic

chemistry. An investigation of the fate and transport of chemicals in the environment, including air, soil/sediment, and water. Special consideration will be given to the degradation of chemicals by microorganisms and to methods to maximize their activities (bioremediation).

BIOL 580 Evolution, Cr. 3.

P: 217 or equivalent. A study of evolution as a basic concept of the biological sciences; an examination of current methods of experimentation within areas, as well as evidences for the possible mechanisms of evolutionary change.

BIOL 582 Ecotoxicology, Cr. 3.

P: 217, 218, and 219. An investigation into the effects of environmental pollutants on ecosystem structure and function. The fate of pollutants in the environment is considered as it relates to the direct and indirect effects of chemicals on biota. Also considered are regulatory aspects of ecotoxicology. (Spring)

BIOL 584 Molecular Biology and Applications Laboratory, Lab. 3, Cr. 1.

P or C: 509. A lab consisting of mini-projects that emphasize the applications of several molecular biological techniques, such as Southern blotting, DNA-DNA hybridization, purification and cloning of genes into plasmid vectors, genetic engineering and PCR amplification. Applications emphasized include DNA fingerprinting in humans, evolution and systematics by comparing 18S

and 16S rDNA from different species, and genetic engineering of yeast with genes encoding beta carotene.

BIOL 585 Ecology, Class 2, Lab. 3, Cr. 3.

P: Biology core. R: MA 229 and STAT 240. Ecological processes and dynamics of populations, communities, and ecosystems; physical, physiological, behavioral, and population genetic factors regulating population and community structure; case studies; field studies and simulation models of life-history attributes, competition, predation, parasitism, and mutualism.

BIOL 586 Topics in Behavior and Ecology, Cr. 3.

P: An ecology course or consent of instructor. May be repeated for credit with a different topic. In-depth examination of topics in ecology and behavior not treated extensively in other courses (e.g., behavioral ecology of reproduction, foraging ecology and behavior, and the behavioral ecology of defense against predators).

BIOL 592 The Evolution of Behavior, Cr. 3.

P: 580 or equivalent or consent of instructor. An investigation of behaviors as adaptations: specializations of sensory and motor mechanisms involved in behavior; animal communication systems; behavioral ecology; patterns of behavior as solutions to ecological problems such as predator avoidance and resource

exploitation. Emphasis will be on theoretical principles; examples will be broadly comparative.

BIOL 595 Special Assignments, Cr. 1–4. (V.T.)

Independent study or research; supervised laboratory or field research; or presentation of material not available in established courses of the department. The field in which work is offered will be indicated on the student's record. Research projects must be agreed on by the student and a faculty member and approved by the chair. May be repeated for credit.

BIOL 598 Biology of Fish, Class 3, Lab. 3, Cr. 4.

P: 217, 218, and 219.

A comprehensive study of fish biology that covers topics from physiology to ecology to fisheries management. Lectures include discussions of controversial issues and current research from primary literature. Additionally, the class will participate in several field collecting trips, sometimes in association with state fish biologists, and complete an independent student research project. (Fall)

Graduate Level

BIOL 698 Research M.S. Thesis, Cr. 1–18.

Business and Economics (BUFW)

Graduate Level

Note: Courses are listed by subject or sequence category. You must be admitted to the M.B.A. program or secure approval from the department before enrolling in any graduate-level business or economics course.

Economics Education

The following three courses are not applicable to a graduate business degree.

BUFW F561 Topics in Economic Education I, Cr. 1–6.

An overview of the economic concepts included in the *Master Curriculum Guide for Teachers*.

BUFW F562 Topics in Economic Education II, Cr. 1–6.

P: F561. The analysis and development of economics teaching strategies for precollege teachers.

BUFW F563 Topics in Economic Education III, Cr. 1–6.

P: F562. A review and analysis of current economic issues and related concepts for precollege economics curriculum development.

BUFW A512 Financial Accounting Theory and Practice, Cr. 3.

Examines a broad range of accounting topics, including issues related to income measurement and

revenue recognition, accounting for current and non-current assets, liabilities, leases, pensions, income taxes, stockholders' equity, accounting changes, earnings per share, and cash flows.

BUFW A524 Survey of Economics, Cr. 3.

Foundation course for those whose background in economics is inadequate for advanced business courses. The microeconomic component analyzes applications to problems of market behavior, market structure, and welfare. The macroeconomic component analyzes the basic model of income employment determination in relation to microeconomics.

BUFW A533 Accounting Function, Cr. 3.

An overview of the basic concepts and functions of the financial and managerial accounting systems of business enterprises. Provides an understanding of the financial accounting cycle, with particular emphasis on how financial accounting information is used by investors and creditors. Presents basic managerial accounting techniques and indicates how managerial accounting information can be used by managers to improve the efficiency and effectiveness of a business organization.

BUFW D542 Accounting and Control, Cr. 3.

P: BUFW A533, or BUS A201 and BUS A202, or equivalent. Detailed analysis of how accounting information is used by managers of

business enterprises to make tactical and strategic decisions that affect the operations of the firm. Topics include budgets, performance reports, cost allocations, standard costs, and variance analysis for planning and control.

BUFW D550 Accounting and Control for Healthcare, Cr. 3.

Discussion of various healthcare issues in relation to accounting and financial practice. Topics include DRGs, HMOs, health insurance plans, hospital comptrollership, specific costs (e.g., nursing), and ethical tradeoffs. A seminar format will be used.

BUFW D580 Topics in Accounting, Cr. 3.

In-depth study of current and emerging issues.

BUFW D586 Independent Study in Accounting, Cr. 1–6.

For students engaged in special research projects in accounting. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW E540 Microeconomic Analysis and Decision-Making, Cr. 3.

Application of microeconomic theory to managerial decision-making. Topics include pricing decisions, product mix, location decisions, input mix, decisions under uncertainty, and the impact of government policy on business decisions.

BUFW E550 Business Conditions Analysis, Cr. 3.

Theory of income, employment, money, and interest rates. Analysis of the impact of current and alternative fiscal and monetary policies on business. Students will prepare a forecast of macroeconomic conditions for the 12-month period following the end of the semester. Research papers on macroeconomic issues will usually be required.

BUFW E552 Public Policies Toward Business, Cr. 3.

Discussion of the proper role for government in a primarily private enterprise system. Topics include economic analysis of U.S. antitrust laws, public utility regulation, and environmental/consumer protection.

BUFW E580 Topics in Economics, Cr. 3.

In-depth study of current and emerging issues.

BUFW E586 Independent Study in Economics, Cr. 1–6.

For students engaged in special research projects in economics. Arrangements for project supervision must be made prior to registration. Credits determined by the extent of project undertaken.

BUFW F542 Strategic Financial Management, Cr. 3.

P: BUS F301 or equivalent. Study of financial concepts to develop strategies that maximize the value of the firm. Topics include incorporation of financial forecasting, capital budgeting, capital structure analysis,

mergers and acquisition, and financial instruments to develop value-maximizing strategies.

BUFW F575 Topics in Finance, Cr. 3.

In-depth analysis of topics of interest.

BUFW F576 Independent Study in Finance, Cr. 1–6.

For students engaged in special research projects in finance. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW F587 Portfolio Theory, Cr. 3.

Emphasis on portfolio theory and capital market theory. Portfolio theory concerns the construction of the optimal portfolio once individual assets have been analyzed. Capital market theory concerns the valuation of capital assets. Includes study of Beta theory and the efficient market hypothesis. Each theory is applied to financial and tangible investments. Research paper required.

BUFW F589 Topics in Law, Cr. 3.

In-depth analysis of topics of interest.

BUFW F590 Independent Study in Law, Cr. 1–6.

For students engaged in special research projects in law. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW G513 Personnel Management, Cr. 3.

An examination of the organization and administration of the personnel

function. Deals with the relation of the personnel department to operating departments. Appraisal of personnel practices and policies.

BUFW G545 Collective Bargaining, Cr. 3.

Emphasis on the negotiating process, the structure of bargaining, and the issues involved in the bargaining process.

BUFW G581 Topics in Behavioral Studies, Cr. 3.

In-depth study of current and emerging issues.

BUFW G591 Independent Study in Behavioral Studies, Cr. 1–6.

For students engaged in special research projects in behavioral studies. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW H509 Research Methods in Business, Cr. 3.

Research needs and applications in business from the viewpoint of the decision-maker. Emphasis on research design, methods of data collection, sampling, and analysis and interpretation of data.

BUFW H511 Master's Thesis, Cr. 6.

Arranged. In-depth research in any business discipline. Formal defense of thesis proposal and thesis required.

BUFW M540 Quantitative Business Analysis, Cr. 3.

P: MA 229 or equivalent. The design and application of mathematical model-building and operations

research/management science techniques for business decision-making. Topics include linear programming, post-optimality analysis, goal programming, integer programming, special-purpose models and techniques, and Markov analysis. An independent project is required.

BUFW M542 Management of People in Organizations, Cr. 2.

P: BUS Z302 or equivalent. In-depth study of organizational behavior, theory, and development. Topics include motivation, leadership, organizational design, individual and group behavior in a global environment, innovation, power, conflict and stress management, and planned organizational change.

BUFW M553 Topics in Information Systems, Cr. 3.

In-depth study of current and emerging issues.

BUFW M554 DSS/Expert Systems, Cr. 3.

P: BUS K321 and BUFW M540, or equivalents. Investigation of the concepts and development of decision support systems and expert systems for business applications where such information systems can assist managers in objectively generating and assessing decision alternatives.

BUFW M557 Topics in Quantitative Methods, Cr. 3.

In-depth analysis of topics of interest.

BUFW M560 Strategic Marketing Management, Cr. 3.

P: BUS M301 or equivalent. This

course focuses on strategic marketing analysis and planning for domestic and global markets. Using cases, readings, and research projects, students learn to develop marketing strategies that strengthen competitive advantage and improve performance. Topics include marketing tools and decision models, and analysis of customers, competitors, opportunities, and the macroenvironment.

BUFW M565 Topics in Marketing, Cr. 3.

In-depth study of current and emerging issues.

BUFW M566 Independent Study in Marketing, Cr. 1–6.

For students engaged in special research projects in marketing. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW M570 Production and Operations Strategy and Management, Cr. 3.

P: BUS K200, BUS K211, BUS K212, and ECON E270; or equivalents. A study of production and operations strategy and the management of processes and resources related to the creation of goods and services. Strategies, concepts, and techniques for planning, organizing, and controlling production and operations. Decision-making in the operations function. A global perspective of the production function and its relationship to other business functions.

BUFW M575 Topics in Operations Management, Cr. 3.

In-depth study of current and emerging issues.

BUFW M576 Independent Study in Operations Management, Cr. 1–6.

For students engaged in special research projects involving use and/or application of quantitative methods to managerial problems. Arrangements for project supervision must be made prior to registration. Credits are determined by the extent of project undertaken.

BUFW M588 Strategic Management of Global Operations: Integrating International Aspects of Functional Areas of Business, Cr. 3.

P: completion of professional core. Focus on strategic global management encompassing three tracks: how a domestic firm enters a foreign market, how to manage a foreign operation, and how to manage a multinational operation. Emphasis on analysis of different economic, political, and cultural environments, and integration of global dimensions of marketing, accounting, finance, and human resource management. Extensive use of team projects and in-class presentations.

BUFW M590 Business Strategy and Policy: Formulation and Implementation, Cr. 3.

P: completion of strategic management core. A comprehensive, functionally integrated approach to the analysis and understanding of businesses and industries in their competitive environments, with a focus on the development of effective

strategy in the increasingly global market. The course emphasizes the increased probability of sustained success when there is an astute, timely strategic plan formulated for running the organization, and when implementation and execution are considered to put the strategy into action.

BUFW M592 Communication, Team Building, Ethics, and Regulatory Environment, Cr. 3.

An advanced treatment of micro and macro areas of organizational studies, concentrating on increasing organizational effectiveness while behaving in an ethical manner. Emphasis will be on interpersonal relations, communication, and teamwork in our dynamic and increasingly diverse environment. The impact of external regulatory environment is also considered.

CDFS, See Consumer and Family Sciences

Chemistry (CHM)

Dual Level, Undergraduate-Graduate

CHM 502 Modern Chemistry in the High School, Class 2, Lab. 3, Cr. 3.

A critical discussion of the means by which the fundamentals of modern chemistry can best be introduced at the high school level. The laboratory will deal with the manufacture and use of lecture/demonstration equipment; the use of special teaching devices such as computers, films, tapes,

etc.; and the problems involved in organizing and running a high school chemical laboratory.

CHM 525 Intermediate Analytical Chemistry, Cr. 3.

P: introductory analytical chemistry and 384. A critical review of physical and chemical methods of analysis.

CHM 533 Introductory Biochemistry, Cr. 3.

P: 224 and 256 or equivalent. A rigorous one-semester introduction to biochemistry.

CHM 534 Introductory Biochemistry, Cr. 3.

P: 533 or equivalent. Continuation of 533, with emphasis on enzymatic catalysis and metabolic transformations.

CHM 535 Biochemistry Laboratory, Lab. 3, Cr. 1.

Laboratory work to accompany CHM 533.

CHM 542 Inorganic Chemistry, Cr. 3.

P: 342, 384. A survey of the chemistry of main group and transition elements in which descriptive chemistry is wedded to qualitative theories of bonding and structure.

CHM 548 Radiochemistry, Cr. 3.

P: 384 or equivalent. Nuclear properties, structure, and reactions; radioactive decay; interaction of radiation with matter; radioactivity in the environment; nuclear applications in chemistry.

CHM 561 Fundamental Organic Chemistry, Cr. 3.

A general survey of synthetic organic chemistry including some discussion of current organic theory.

CHM 563 Organic Chemistry, Cr. 3.

P: 256 or 262. Ionic and free-radical reactions are discussed critically, with emphasis on the synthetic and mechanistic aspects of the reaction studied.

CHM 577, Physical Chemistry, Cr. 3.

P: 115, 116; MA 261; PHYS 152, 251; or equivalents. A general treatment of physical chemistry with attention to the classical and statistical nature of energy, entropy, and free energy in chemical systems. Heat and work, thermochemistry, chemical equilibrium.

CHM 578 Physical Chemistry, Cr. 3.

P: 115, 116; MA 261; PHYS 152, 251; or equivalents. A continuation of 577 with emphasis on phase equilibria, electrolytic solutions, electrochemical cells, atomic and molecular structure, chemical bonding, spectroscopy, and chemical kinetics.

CHM 599 Special Assignments, Cr. 1–4. (V.T.)

P: consent of instructor. Directed reading or special work not included in other courses. May be repeated for credit.

Graduate Level**CHM 621 Advanced Analytical Chemistry, Cr. 3.**

P: 321 and 424 or equivalent. A

critical survey of recent developments in chemical and instrumental methods of analysis.

CHM 636 Biochemical Mechanisms, Cr. 3.

P: 384 or equivalent and 534. The chemical basis of enzymatic catalysis with particular emphasis on catalytic interactions important in aqueous media.

CHM 641 Advanced Inorganic Chemistry, Cr. 3.

P: 542 or equivalent. Survey of main group and transition metal chemistry. Main group special topics, bonding and structure of boron hydrides. Coordination chemistry, bonding models in coordination compounds. Transition metal organometallic chemistry, ligand types, and reactivity patterns. Survey of inorganic NMR spectroscopy.

CHM 651 Advanced Organic Chemistry, Cr. 3.

P: a year's course in organic chemistry. Modern structural organic chemistry, including introductions to molecular orbital theory and reaction mechanisms.

CHM 671 Advanced Physical Chemistry, Cr. 3.

P: 374 or 578, or equivalent. Selected topics, including atomic and molecular structure and modern theories underlying thermodynamics and chemical kinetics.

CHM 695 Seminar, Cr. 1.

Groups meeting for review and discussion of important current

literature in analytical, biological, inorganic, organic, and physical chemistry.

CMLT, see Comparative Literature

Communication (COM)

Dual Level, Undergraduate-Graduate

COM 502 Classroom Communication, Cr. 3.

P: 212 or a course in methods of teaching. An introduction to fundamental concepts and basic research related to communicative behavior in the classroom. The primary focus is on the study of and application of principles of effective classroom communication through personal inquiry. Among topics discussed are components of classroom communication, systematic observation as a method of studying classroom communication, and applications of systematic observation in a variety of classroom communication settings.

COM 507 Introduction to Semiotics, Cr. 3.

The study of languages, literatures, and other systems of human communication, including a wide range of phenomena which can be brought together by means of a general theory of signs. The course deals with three fundamental areas: 1) verbal communication, 2) nonverbal communication (iconic systems, gestures, body language, etc.), and 3) communication through art forms.

COM 508 Nonverbal Communication in Human Interaction, Cr. 3.

P: consent of instructor. An examination of theoretical writings and critical studies in selected areas of nonverbal communication; e.g., environmental influences, space and territory relationships, physical appearance and dress, physical behavior, and vocal cues. One unit will specifically concern itself with measurement, recording, or transcription methods used in nonverbal study.

COM 512 Theories of Interpersonal Communication, Cr. 3.

P: 212 or consent of instructor. Review of contemporary theories, analysis of concepts, models, and pertinent research across the broad spectrum of interpersonal communication.

COM 515 Persuasion in Social Movements, Cr. 3.

P: 318 or consent of instructor. A study of the concept of persuasion in social movement theory and the role rhetoric has played historically in selected social movements such as suffrage, women's liberation, civil rights, evangelism, and trade unionism.

COM 516 Analysis of Persuasive Messages, Cr. 3.

P: 318 or consent of instructor. An examination of the ideational, structural, linguistic, and philosophical dimensions of persuasive messages. Emphasis on the theoretical and practical components of contemporary persuasion.

COM 517 Communication in Politics, Cr. 3.

P: 318 or consent of instructor.

Development and application of critical standards to the rhetoric employed by candidates for public office; study of the campaign strategies employed by parties and their candidates at various levels of government.

COM 518 Theories of Persuasion, Cr. 3.

P: 318 or consent of instructor.

Review of contemporary theories, including analysis of concepts, models, and pertinent research across the broad spectrum of persuasive communication.

COM 520 Small-Group Communication, Cr. 3.

P: 320 or consent of instructor.

Survey and critical evaluation of theoretical and empirical literature dealing with human communication within small-group settings.

COM 521 Theories of Rhetoric, Cr. 3.

P: 318 or consent of instructor. A comprehensive survey of the principal figures, theories, and movements in rhetoric from the classical era to the present.

COM 522 History and Criticism of Public Communication, Cr. 3.

P: consent of instructor. A survey of speech-making and speech criticism as forces in shaping America from Colonial times to World War II. The course examines great American speakers in shaping history through the use of rhetoric and oratory.

COM 525 Advanced Interviewing, Cr. 3.

P: 325 or equivalent. Application of modern communication theory to interview situations with emphasis on problems involving superior-subordinate relations, information-getting, and interpersonal misunderstanding. Classroom demonstrations based on real-life cases, supplemented by off-campus interviews; practice in briefing techniques.

COM 527 Introduction to Cultural Studies, Cr. 3.

P: 251 or consent of instructor. An examination of selected cultural studies perspectives on mass communication. The course will cover cultural studies philosophies, theories, and/or approaches to the study of cultural artifacts and practices which may include some of the following: postmodernism, deconstruction, feminism, and postcolonialism, privileging context as a means of understanding culture.

COM 531 Special Topics in Mass Communication, Cr. 3.

P: 250 and consent of instructor. Critical analysis and evaluation of current and continuing problems in commercial and public mass communication.

COM 532 Telecommunication Systems Management, Cr. 3.

P: 250 and consent of instructor. Organization and management of commercial and public telecommunication facilities with emphasis on economic factors and on the interrelationships of various departments. Special problems

related to programming, production, sales, public relations, CATV, audience, government regulation, current and future trends.

COM 534 Comparative Telecommunication Systems, Cr. 3.

P: 250 or consent of instructor. Historical, sociological, and political aspects of various systems of telecommunication throughout the world. Examination of American, Canadian, British, French, German, Soviet, and other telecommunication institutions.

COM 537 Educational/Instructional Television, Cr. 3.

P: consent of instructor. Survey of the educational and instructional applications of multimedia technology; analysis of selected problems in the educational uses of multimedia; development, application, and analysis of multimedia projects as related to the learning process.

COM 557 Legal Dimensions of Communication, Cr. 3.

P: 352. Analysis of contemporary issues in communication law. Research into selected problems concerning the law and its impact on face-to-face and mass communication.

COM 559 Current Trends in Mass Communication Research, Cr. 3.

P: 330 or consent of instructor. An examination of current research as it contributes to understanding the process and effects of mass communication. Topics covered include gatekeepers and

information control, audience selection processes and uses, media content and social learning, the effects of adult programming on children, and the effects of the media on the governmental process.

COM 560 Rhetorical Dimensions of Mass Media, Cr. 3.

P: 521 or consent of instructor. A study of the ways in which rhetorical elements and processes are embodied in and modified by the media of mass communication. The rhetorical functions of print and electronic media are examined individually as well as within the context of specific campaigns and movements.

COM 563 Public Policy in Telecommunication, Cr. 3.

P: consent of instructor. An examination of the structure and operation of commercial, public, and international telecommunication. Regulatory agencies, both private and public, will be considered in terms of their effect on programming.

COM 574 Organizational Communication, Cr. 3.

P: 324 or consent of instructor. Survey of the theoretical and empirical literature dealing with human communication behavior as it occurs within the context of complex organizations. Among topics covered are superior-subordinate communication, communication networks, message distortion, feedback processes, internal corporate mass media, managerial-communication climate,

semantic and stylistic dimensions of messages, and communication in decision-making.

COM 582 Descriptive/Experimental Research in Communication, Cr. 3.

P: consent of instructor. Introduction to the fundamental tools of quantitative research in communication, including data analysis, statistical design and methods, basic measurement concepts, and designs for descriptive and experimental research. Individual and/or group research projects are planned, conducted, and reported. May be repeated for credit.

COM 584 Historical/Critical Research in Communication, Cr. 3.

P: consent of instructor. Introduction to modes of qualitative research in communication, including theoretical assumptions, bibliographical methods, varying approaches to historical and critical inquiry, and the standards and techniques of scholarly writing. Emphasis is placed on historical research during fall semesters and on critical research during spring semesters. May be repeated for credit.

COM 590 Directed Study of Special Problems, Cr. 1–3. (V.T.)

P: consent of instructor. May be repeated for credit.

Comparative Literature (CMLT)

Graduate Level

CMLT C541 Modern Drama, Class 3, Cr. 4.

Realism, naturalism, expressionism. Ibsen, Strindberg, Hauptmann, Lorca, Shaw, O'Neill.

CMLT C586 Colloquium in Literature and the Other Arts, Cr. 4.

Problems of methodology based on concrete examples; analysis of important secondary texts.

CMLT C592 Genre Study in Film, Cr. 4.

Topic varies: the evaluation of typical genres; problems of generic description as definition; themes, conventions, and iconography peculiar to given genres, etc. May be repeated.

Computer Science (ACS,CS)

Dual Level, Undergraduate-Graduate

ACS 544 Performance Modeling and Evaluation of Computer Systems, Cr. 3.

P: CS 543. Emphasis is on the development and study of models for client-server systems, communication networks, and protocols. These models include Petri nets, other analytic models, and discrete event simulation modes. Actual systems are modeled and performance predicted.

Students are expected to complete a major project using simulation models and a standard simulation language, network modeling package, or a network protocol design tool.

ACS 560 Software Engineering, Cr. 3.

P: CS 260 or equivalent. A survey of the state-of-the-practice in developing large software systems. Presentation of life cycle models. Techniques for analysis, design, implementation, and testing, with emphasis on reusability and team development. Use of metrics to estimate project cost and personnel requirements and to evaluate life cycle products. CASE tools for supporting life cycle activities. Students are required to participate in a team project to modify a large system and write and present a paper on a selected software engineering topic.

ACS 562 Systems Analysis and Design, Cr. 3.

P: 560. In-depth study of requirements analysis and system design of computer-oriented systems. Emphasis on current techniques for documenting users' requirements, cost-effective systems using a project-based approach. Projects include developing requirements, specifications, and design of a software system. Students must present a semester project.

ACS 564 Human-Computer Interaction, Cr. 3.

P: 562. A survey of human-computer interaction (HCI) concepts, theory,

and practice, including its interdisciplinary nature.

Examination of human needs and capabilities, as well as technological opportunities in the design of interactive systems. Provides an overview and introduction to the field of human-computer interaction and a systematic approach to human-computer design, including tools, techniques, and sources of knowledge. Students are expected to design and evaluate user-interface designs in small projects.

ACS 566 The Strategic Role of Information Systems, Cr. 3.

P: 562. A study of information systems (IS) as part of the corporate strategy. Topics include strategic planning, role of the chief information officer, value of the corporate information system, IS long-range planning, managing MIS development, managing information technologies and resources, and information systems as a corporate, competitive tool. Students complete case studies and an information systems strategic plan for their term project.

ACS 567 Software Project Management, Cr. 3.

P: 562. Consideration of managing the software development process and implementing information technologies. Advanced material in project planning, cost and time estimation, mechanisms for monitoring and controlling projects, quality assurance, change management, and leadership and team building. Other topics include project tracking, managing

multiple projects, data sharing, communicating plans, and transnational considerations in areas such as staffing and vendor support. Students apply project management software to case studies.

ACS 568 Object-Oriented Systems Development, Cr. 3.

P: CS 367 or equivalent. An examination of the concepts of object technology in a language-independent fashion, illustrated with examples from specific programming languages. Teaches strategies and patterns for applying object-oriented methodologies to real-world application. Emphasis is on object-oriented programming and object-oriented design. Students are expected to complete large-scale programming and design projects through team programming.

ACS 574 Advanced Computer Networks, Cr. 3.

P: CS 274. Introduction to communication networks, the Internet, circuit and packet switching, interfaces between computers and network hardware. Network architecture: OSI seven-layer protocols stack, reliable delivery over unreliable channels, transport protocols, datagrams, virtual circuits, Internet working as a fundamental design concept. Network management concepts, client-server principles and paradigms, addressing and address resolution algorithms, and remote procedure calls.

ACS 575 Survey of Database Design, Cr. 3.

P: CS 364. Covers several emerging topics in database modeling, object-oriented databases, distributed databases, client-server databases, knowledge databases, and theory of transactions management. Projects involve Oracle 7, Dev/2000, and Des/2000 (client-server database management systems by Oracle), Vmark Object Studio (an object-oriented database system), and Coral (a deductive database programming language.)

ACS 582 Expert Systems, Cr. 3.

P: CS 572. The design and implementation of expert systems. Knowledge representation, organization, and architecture of knowledge-based systems; reasoning with based programming; knowledge acquisition and knowledge engineering; historical overview and recent applications of expert systems; and languages and tools for building expert systems. Students complete programming assignments with an expert system development tool.

CS 514 Numerical Analysis, Cr. 3.

P: 384 or 414 or equivalent. Iterative methods for solving nonlinear equations; linear difference equations, applications to solution of polynomial equations, differentiation and integration formulas; numerical solution of ordinary differential equations; roundoff error bounds.

CS 520 Computational Methods in Analysis, Cr. 3.

P: MA 351 or 511, and CS 160 or 220 or 230 or equivalent. A treatment of numerical algorithms for solving classical problems in real analysis, with primary emphasis on linear and nonlinear systems of equations and on optimization problems; the writing, testing, and comparison of numerical software for solving such problems; the characteristics of quality software for implementing these algorithms.

CS 543 Introduction to Simulation and Modeling of Computer Systems, Cr. 3.

P: 150 or 160 or 220 or 230, and STAT 511 or equivalent. Simulation: discrete event simulation, process-oriented simulation, generating random numbers, simulation languages, simulation examples of complex systems. Nondeterministic models: random variables, Poisson process, moment generating functions, statistical inference and data analysis. Modeling: elementary queuing models, network of queues, applications to performance evaluation of computer systems.

CS 547 Information Storage and Retrieval and Natural Language Processing, Cr. 3.

P: 350 or 461; R: 370. Complex data structures of fields within records, clustered, multilist, and inverted files; key decoding by tree and randomized techniques; overall techniques of classical document-retrieval systems, e.g., the MEDLARS and NASA systems; overall techniques of automatic

document-retrieval systems, e.g., TIP and SMART, the internal structure of SMART; question-answering systems; natural-language translation.

CS 572 Heuristic Problem-Solving, Cr. 3.

P: 350 or 461 or equivalent programming experiences; R: 501. Design and development of heuristic problem-solving systems. The emphasis is on the development of general data representations, heuristics, and problem-solving strategies that can be applied to wide classes of problems. The task areas explored include game playing, theorem proving, pattern recognition, semantic information processing, cognitive psychology, design synthesis, robotology, and integrated artificial intelligence systems.

CS 580 Algorithm Design, Analysis, and Implementation, Cr. 3.

P: 482 and 484, or 486 and 488. Basic techniques for designing and analyzing algorithms: dynamic programming, divide and conquer, balancing. Upper and lower bounds on time and space costs, worst-case and expected-cost measures. A selection of applications such as disjoint set union/find, graph algorithms, search trees, pattern matching. The polynomial complexity classes P, NP, and co-NP; intractable problems.

CS 590 Topics in Computer Science, Cr. 3.

Selected topics in computer science.

Consumer and Family Sciences (CDFS)

Dual Level, Undergraduate-Graduate

CDFS 547 The Child in the Family, Cr. 3.

P: 15 credits in child development and/or family studies. An examination of the developing child within the context of the family. Special emphasis on the effects of children on the marriage, individual adult, and parent roles. Focus on the effects of specific marriages and family interaction on the developing child.

CDFS 551 Parent Education, Cr. 3.

P: 15 credits in education, psychology, and/or child development. Principles of child study as communicated by films, creative activities, speakers, observation, and discussion in considering children's needs, parent guidance, and teacher attitudes. Designed for students, teachers, and interested parents.

CS, see Computer Science

Education (EDUA, EDUC)

EDUA F500 Topical Exploration in Education, Cr. 1–15 (V.T.)

This course number identifies a one-semester course on a particular topic, established at the request of a faculty member and by the approval of the Academic Affairs Committee. Applies only as elective credit.

EDUA G598 Comprehensive Examination in Counseling, Cr. 0.

The comprehensive examination is a program-wide test of knowledge for eight areas in counseling: human development, social and cultural foundations, the helping relationship, group counseling, research and evaluation, appraisal, career and lifestyle development, and professional orientation.

EDUA G599 Specialization Project in Counseling, Cr. 0

Students confer on an individual basis with counselor education faculty to gain assistance in constructing a paper or project that contributes to knowledge on a specific topic of the student's choice. Completed projects would meet the standards either for publication in professional journals or for presentation at professional conferences.

EDUA M540 Methods of Teaching in the Middle School, Cr. 3.

P: S505 or S530. General methods, including techniques related to individualized and interdisciplinary learning within the middle school.

EDUA M550 Practicum: Junior High/Middle School, Cr. 1–8. (V.T.)

Teaching or experience in an accredited school, normally within Indiana. Credit will be commensurate with time spent in the instructional setting. Grade: S or F.

EDUA T555 Problems in Human Relations and Cultural Awareness, Cr. 3.

Current problems in human relations

and cultural awareness will be examined with emphasis on behaviors and practices that enable teachers and administrators to understand and obtain knowledge about themselves and others. Discriminatory practices involving race, sex, disability, religion, and social class will be studied.

EDUC A500 School Administration, Cr. 3.

Organization and structure of the school system; legal basis of school administration; agencies of administration and control; and standards for administration in the various functional areas.

EDUC A508 School Law and the Teachers, Cr. 3.

Legal problems affecting teachers, including state and federal relations to education, church-state issues, teacher liability, employment, contracts, assignment, dismissal, tenure, retirement, teacher rights and welfare, and pupil control.

EDUC A510 School-Community Relations, Cr. 2–3.

C: A500. For teachers and school administrators. Characteristics of the community-school, including the multicultural quality of the resources, adapting the educational program to community needs; use of community resources in instruction; planning school-community relations.

EDUC A554 Computer Applications for Administrators, Cr. 3.

An overview of computer programs for education. Primary emphasis on administrative applications for pupil, staff, facility, program, and financial accounting.

EDUC A560 Political Perspectives of Education, Cr. 3.

This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal level are explored.

EDUC A590 Independent Study in School Administration, Cr. 1–3.

Individual research or study with a school administration faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, A590 should not be used for the study of material taught in a regularly scheduled course.

EDUC A600 Problems in School Administration, Cr. 3.

P: A500. Designed to identify practical school problems, determine issues, develop skills, and formulate concepts. A workshop in which case-concept method is used in determining behavioral patterns.

EDUC A608 Legal Perspectives on Education, Cr. 3.

P: A500. Overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations,

tort liability, school finance, and desegregation.

EDUC A625 Administration of Elementary Schools, Cr. 3.

P: A500 or permission of instructor. For persons preparing for administrative or supervisory positions. Role of the principal as a professional leader in development and operation of school property.

EDUC A627 Secondary School Administration, Cr. 3.

P: A500. For secondary administrators. Teacher selection and promotion, program-making, load, adjustment, pupil personnel, library, cafeteria, study organization, athletics, reports, and records.

EDUC A630 Economic Dimensions of Education, Cr. 3.

P: A500. Includes current problems in school support, costs of education, sources of school revenue, state and federal support, state and local control in school finance, and legal basis of school finance.

EDUC A638 Public School Personnel Management, Cr. 3.

P: A500. The background, present conditions, and future directions of school personnel management; development and implementation of a school personnel management program; and examination of problems and issues.

EDUC A640 Planning Educational Facilities, Cr. 3.

Study of the basic concepts in planning educational facilities as they relate to educational needs,

educational specifications, forms and shapes, flexibility, learning environment, and renovation and modernization.

EDUC A653 The Organizational Context of Education, Cr. 3.

P: A500. Organizational factors examined in terms of impact on human behavior and student learning. The critical role of administrative policies and practices in shaping the organizational context. Alternative organizational designs and administrative strategies studied in terms of their effectiveness under specified conditions.

EDUC A695 Practicum in School Administration, Cr. 3.

P: master's degree, A630 and A638, consent of instructor. Provides for closely supervised field experience in various areas of school administration.

EDUC A720 Workshop on Selected Problems in School Administration, Cr. 1–6.

Individual and group study. One credit hour is offered for each week of full-time work.

EDUC D512 Seminar in Forms and Forces of Adult Education, Cr. 3.

The history and current status of adult education in the United States; the nature, scope, purpose, and historical development of adult education institutions and program areas.

EDUC E505 Organization and Administration of Early Childhood Programs, Cr. 3.

P: one course in early childhood education or consent of instructor. The study of different organizational plans for early childhood programs from infancy through age 8. Includes discussion of school philosophy, goals, curriculum, housing, staffing, budget, policies for admission, grouping, health, licensing requirements, and school-community relations.

EDUC E513 Workshop in Elementary Social Studies, Cr. 1–6.

Means for improving the teaching of social studies in the elementary school.

EDUC E516 Workshop in Elementary School Science, Cr. 3.

For experienced teachers. Ideas on analysis of problems; curriculum trends and teaching techniques; development of new educational materials; and recent resource materials.

EDUC E524 Workshop in Early Childhood Education, Cr. 1–6.

Individual and group study of problems in nursery-school and kindergarten education. Emphasis on broadening understanding of curriculum problems and their application to teaching in nursery schools and kindergartens.

EDUC E525 Advanced Curriculum Study in Early Childhood Education, Cr. 3.

P: one course in early childhood education. Curriculum planning, guiding, and evaluating learning experiences, and interpreting

values of early childhood education. New approaches to teaching.

EDUC E535 Elementary School Curriculum, Cr. 3.

Social, economic, and educational forces influencing changes in the curriculum of the elementary school; observation and study of the curriculum and methods of evaluating it.

EDUC E536 Supervision of Elementary School Instruction, Cr. 3.

P: A500. Modern concepts of supervision and the evolutionary process through which they have emerged. Supervisory work of the principal, general supervisor, and supervisor of consultant. Study of group processes in a democratic school system.

EDUC E547 Advanced Study in the Teaching of Social Studies in the Elementary Schools, Cr. 3.

For experienced teachers. Goals and functions of social studies, and underlying principles that influence the teaching of social studies; content, resources, and methodology that facilitate the implementation of these.

EDUC E548 Advanced Teaching of Science in the Elementary School, Cr. 3.

Designed for experienced teachers to gain proficiency in the teaching of science in the elementary school. Individualized learning experiences will be provided for persons interested in middle-school teaching.

EDUC E590 Research in Elementary Education, Cr. 1–6. (V.T.)

Individual research in a given subject area.

EDUC E595 Problem Analysis in Elementary Education, Cr. 3. (V.T.)

For experienced elementary teachers. Individual and group study of organizational and teaching problems. Techniques of problem analysis, identification, and use of resources contributing to the alleviation of teaching problems.

EDUC F516 Advanced Study in the Teaching of Secondary School English Language Arts, Cr. 3.

P: completion of an undergraduate methods course and teaching experience, or permission of instructor. Current methods and materials for secondary-school English courses; guiding reading to meet literary, historical, vocational, or scientific interests.

EDUC F549 Advanced Study in the Teaching of Language Arts in the Elementary Schools, Cr. 3.

Helps experienced teachers gain further insight into the development of the English language and how best to teach language arts. Emphasizes basic communication skills and significant trends and materials.

EDUC G502 Professional Orientation and Ethics, Cr. 3.

Studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

EDUC G503 Counseling Theories and Techniques I: Humanistic and Existential, Cr. 3.

P: G502. Restricted to counseling majors. Analysis of major humanistic and existential counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of theories being studied.

EDUC G504 Counseling Theories and Techniques II: Behavior and Family Systems, Cr. 3.

P: G503. Restricted to counseling majors. Analysis of major behavior and family counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice.

EDUC G505 Individual Appraisal: Principles and Procedures, Cr. 3.

P: G504. An analysis of statistical, psychometric, sociometric, and clinical principles crucial to professional interpretation of standardized and informal data regarding individual clients. Current issues/controversies about ethnic, sex, cultural, and individual differences will be examined.

EDUC G524 Practicum in Counseling, Cr. 3.

P: G503, G504, with minimum B in each. Restricted to counseling majors. Closely supervised counseling practice with clients in the department's counseling laboratories or approved field sites in schools or agencies. Intensive supervision.

EDUC G525 Advanced Counseling Practicum, Cr. 3.

P: G524. Restricted to counseling majors. Supervised use of individual, couples, and/or group counseling techniques with emphasis on more complex and difficult client situations. May be repeated for credit with the advice of counselor education program faculty.

EDUC G532 Introduction to Group Counseling, Cr. 3.

P: G503, G504. Restricted to counseling majors. Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC G542 Organization and Development of Counseling Programs, Cr. 3.

P: G524. Environmental and population needs-assessment for program planning. Procedures for counseling-program development and accountability/evaluation. Case studies.

EDUC G550 Internship in Counseling and Guidance, Cr. 3–5.

P: G524, G525, and permission of instructor. Counseling experience in actual school or agency situations. Under direction and supervision of the counselor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

EDUC G552 Career Counseling: Theory and Practice, Cr. 3.

An introduction to career-development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC G562 School Counseling: Intervention, Consultation, and Program Development, Cr. 3.

Foundations and contextual dimensions of school counseling. Program development, implementation, and evaluation. Consultation. Principles, practices and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of counselor and counseling program.

EDUC G563 Foundations of Mental Health Counseling, Cr. 3.

Foundations and contextual dimensions of mental health counseling. Program development, implementation, and evaluation. Principles, practice, and applications of community needs assessment. Ethics. Examination of professional issues. Administration, finance, and management of mental health counseling services.

EDUC G567 Introduction to Marriage and Family Counseling, Cr. 3.

P: G504. Analysis of historical context, theoretical formulations, counseling techniques/strategies, research findings, treatment issues, and ethical/social concerns in marriage and family counseling.

EDUC G570 Human Sexuality, Cr. 3.

P: G502 or permission of instructor. This is an introductory graduate-level course dealing with all areas of human sexuality that a person might encounter in day-to-day living. Topics will include sexual terminology, the human body, expressing one's sexuality,

heterosexuality, homosexuality, pornography, sex education, sex offenses, sexual dysfunction, and sex therapy.

EDUC G575 Multicultural Counseling, Cr. 3.

This course is designed to provide both a cognitive and guided training opportunity. It examines the influence of cultural and ethnic differences of counselor and client in counseling. Attention is given to theory, research, and practice. General cross-cultural dynamics as well as specific target populations are studied.

EDUC G580 Topical Seminar in Counseling and Guidance, Cr. 1–3. (V.T.)

P: G502 or consent of instructor. An intensive study of theory and research of selected topics in counseling.

EDUC G590 Research in Counseling and Guidance, Cr. 1–3. (V.T.)

P: consent of instructor. Individual research.

EDUC G592 Seminar in Drug/Alcohol Abuse Prevention, Cr. 3.

P: G502 or permission of instructor. Introduction to etiology and symptomology of drug/alcohol abuse and methods of prevention or remediation. Includes dynamics of adult children of alcoholics/abusers and families of abusers.

EDUC G596 Counseling Supervision, Cr. 3.

P: G524. Introduction to counseling supervision theory, methods, and techniques. Special attention to

ethical and legal obligations. Closely directed experience in supervising beginning graduate students.

EDUC G647 Advanced Internship in Counseling, Cr. 1–3

P: G524, G532 and one semester of G550. Supervised practice in counseling in various educational or agency settings. This field-based experience is an internship for master's students in counseling. Course partially satisfies new counseling licensure requirements.

EDUC H503 History of Education in Western Civilization, Cr. 3.

Selected developments and problem areas in the history of education in the Western world studied in light of their relation to other social institutions, forces, and basic movements in Western civilization.

EDUC H504 History of American Education, Cr. 3.

A study of education, both informal and institutional, in American history, leading to an understanding of present educational theory and practice. Designed for graduate students who seek to develop an historical perspective of education in America.

EDUC H520 Education and Social Issues, Cr. 3.

Identification and analysis of major problems set for education by the pluralistic culture of American society.

EDUC H522 The Schooling of Women and Girls, Cr 3.

The course will aid students in chronicling gender bias in schools and in providing theoretical, practical, and creative solutions to past and current injustices. The class will also help participants understand historical, sociological, and comparative issues facing the schooling of women and girls. Past solutions, current dialogues, and future possibilities for women and girls will be the central thematic approach in discussing school-related issues. In addition, class members will acquaint themselves with feminist methodological approaches to research.

EDUC H530 Philosophy of Education, Cr. 3.

A study of representative topics in the philosophy of education.

EDUC H538 Critical Thinking and Education, Cr. 3.

Theory of instruction and critical assessment of reflective thinking as in (1) problem-solving and (2) the process of discovery.

EDUC H540 Sociology of Education, Cr. 3.

A study of representative topics in the sociology of education.

EDUC H551 Comparative Education I, Cr. 3.

Introduction to comparative method in the study of educational systems in different societies. Provides students with conceptual and methodological tools from the field of education and related disciplines, such as

sociology, political science, anthropology, and economics, for studying societal school systems in depth and making international and comparisons.

EDUC J511 Methods of Individualizing Instruction, Cr. 3.

Students will critically examine several approaches to individualizing instruction. Emphasis is on developing strategies for determining characteristics of the learner and on creating a variety of classroom strategies designed to individualize learning (K–12).

EDUC J515 Methods of Small Group Instruction, Cr. 3.

Students will examine the purpose and several approaches to using small-group instruction in the classroom. Emphasis is on learning how to improve the quality of interaction and integrate small-group instruction into the basic curriculum.

EDUC J520 Learning Materials Development and Construction, Cr. 1–3.

Diagnosis and definition of learning styles and design of tasks appropriate to the varied styles of learning of children.

EDUC K505 Introduction to Special Education for Graduate Students, Cr. 3.

Basic special-education principles for graduate students with no previous course work in special education. Students cannot receive credit for both EDUC K205 and K505.

EDUC L520 Advanced Study in Foreign Language Teaching, Cr. 3.

P: completion of an undergraduate methods course and teaching experience, or permission of the instructor. Principles, practices, problems, and current research pertaining to the teaching of a particular modern language in the secondary school. Emphasis on teaching the advanced levels. Separate sections as needed for teachers of French, German, Russian, and Spanish.

EDUC L524 Language Education Issues in Bilingual and Multicultural Education, Cr. 3.

A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC L530 Topical Workshop in Language Education, Cr. 1-6.

P: consent of instructor. Individual and group study of special topics in the field of language education. Updating and improving the teaching of English, English as a second or foreign language, foreign languages, and reading.

EDUC L559 Trade Books in the Elementary Classroom, Cr. 3.

Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC M514 Workshop in Social Studies Education, Cr. 1-6.

Special topics in methods and materials for improving the teaching of social studies in middle, junior high, and high school. May be repeated.

EDUC N517 Advanced Study in the Teaching of Secondary School Mathematics, Cr. 3.

P: completion of an undergraduate methods course and teaching experience, or permission of instructor. Methods, materials, literature; laboratory practice with mathematics equipment; evaluation techniques; standards; and determination of content essentials. Developing mathematics programs for specific school situations.

EDUC N523 Workshop in Elementary Modern Mathematics, Cr. 1-6. (V.T.)

Means for improving the teaching of mathematics in the elementary school. One credit is offered for each week of full-time work.

EDUC N543 Advanced Study in the Teaching of Mathematics in the Elementary Schools, Cr. 3.

Designed to help the experienced teacher improve the teaching of mathematics. Opportunities will be provided for individual and group study of content, methodology, and instructional materials for modern mathematics programs.

EDUC P501 Statistical Method Applied to Education, Cr. 3.

Problems in statistical analysis, taken from education and psychology, including computation

and interpretation of averages, variance, coefficients of correlation; introduction to hypothesis testing.

EDUC P503 Introduction to Research, Cr. 3.

Methods and procedures in educational research.

EDUC P507 Testing in the Classroom, Cr. 3.

Application of measurement principles in classroom testing; construction and evaluation of classroom tests; evaluation of student performance; interpretation and use of measurement data; assessment of aptitudes, achievements, and interests via standardized tests; school testing programs.

EDUC P510 Psychology in Teaching, Cr. 3.

Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. This course is intended for those working toward the master's degree who currently are or are planning to be classroom teachers.

EDUC P515 Child Development, Cr. 3.

Major theories and findings concerning human development from birth through the elementary years as they relate to education. Topics include physical development, intelligence, perception, language, socio-emotional development, sex-role development, moral development,

early experience, research methods, and socio-developmental issues relating to education.

EDUC P516 Adolescent Development, Cr. 3.

Characteristics of growth and development in adolescents, including physical, psychological, social, cognitive, and emotional, are studied. Emphasis is given to relevance for the educational practitioner and potential for future research. Contemporary issues such as drug and alcohol abuse, sexuality, vandalism are examined. Minority and handicapped youths' problems are studied.

EDUC P540 Learning and Cognition in Education, Cr. 3.

Survey of theoretical positions in learning and cognition, with emphasis on their relevance for the design of classroom learning situations.

EDUC P555 Emotional Development, Cr. 3.

Current approaches to the study and measurement of emotions as they relate to developmental theory, particularly stage theory. Relationship of affect and cognition. The relevance of the affective domain for teaching, parenting, and counseling/therapy.

EDUC P570 Managing Classroom Behavior, Cr. 3.

An analysis of pupil and teacher behaviors as they relate to discipline. Attention is given to the development of such skills as dealing with pupils' problems and

feelings, behavior modification, reality therapy, assertiveness in establishing and maintaining rules, and group processes. Designed for teachers, administrators, and pupil-personnel workers.

EDUC P575 Developing Human Potential, Cr. 3.

Theory and techniques of humanistic psychology as they relate to the helping professions. A variety of readings and experiences emphasize applications in human-relations skills, self-image, values, and stress management. Course assignments include applications to both personal and professional life.

EDUC R505 Workshop in Instructional Systems Technology, Cr. 1–6. (V.T.)

Topical workshops on selected media/technology. Emphasis on demonstrations and hands-on experience. Content will vary: e.g., multi-image, microcomputers, simulations/games.

EDUC R506 Practicum in Instructional Systems Technology, Cr. 1–6.

The practical development of competencies in such components of instructional technology as administration, evaluation of materials, production, and instructional development. The practicum can be taken for 1–6 credit hours. One credit hour requires about 48 periods of laboratory and individualized work.

EDUC R523 Utilization of Audio-Visual Materials, Cr. 3.

Selection and use of major types of audio-visual materials; use of projection and audio equipment; and preparation and use of bulletin and flannel boards.

EDUC R533 Organization and Curricula Integration of Audio-Visual Media, Cr. 3.

C: R523. Discusses principles and practices in organizing, facilitating, and integrating the use of audio-visual materials in various school curricula and educational programs of youth and adult groups.

EDUC R543 Preparation of Inexpensive Instruction Materials, Class 3, Lab 2, Cr. 3.

Laboratory practice in applying such techniques as lettering, coloring, and mounting to illustrations and other materials in the preparation of pictures, maps, charts, posters, and graphs for projected and nonprojected use.

EDUC R544 Basic Instructional Photography, Cr. 3.

Basic principles, materials, and processes of photography and their application to problems of communication and the development of instructional materials.

EDUC R546 Survey of Instruction System Technology, Cr. 3.

P: a basic course in an area such as psychology or sociology. Reviews motivation, perception, and learning theory in terms of the communication and learning process, and examines the role and

contributions of audio-visual communications and materials in teaching situations.

EDUC R558 Designing Instructional Video, Cr. 3.

P: R543 and R566 or consent of instructor. Design and production of videotaped instruction for education and training. Includes taping of original sequences, assembling, editing, field testing, and revision of resulting programs.

EDUC R566 Instructional Development Basics, Cr. 3.

P: R523 or consent of instructor. Introduction to the development of instructional systems. Topics surveyed include needs assessment, learner analysis, instructional analysis, specification of instructional objectives, selection of instructional strategies and media, and formative evaluation. Each student will develop and pilot-test a prototype instructional product.

EDUC R590 Research in Instructional System Technology, Cr. 1–2. (V.T.)

Individual research.

EDUC S503 Secondary School Curriculum, Cr. 3.

Designed to provide an overview for the teacher of the basic theories underlying the secondary-school curriculum and an examination of the subject areas, problems, trends, challenges for the future, and significant research in the field.

EDUC S505 The Junior High and Middle School, Cr. 3.

Role of the junior high school and

middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration. Not open to students who have taken EDUC S486.

EDUC S518 Advanced Study in the Teaching of Secondary School Science, Cr. 3.

P: completion of an undergraduate methods course and teaching experience, or permission of instructor. Improved techniques, current literature, textbooks, free and low-cost materials, and solutions of specific practical problems confronting science teachers in the classroom and laboratory.

EDUC S519 Advanced Study in the Teaching of Secondary School Social Studies, Cr. 3.

Re-studying the purposes of high school social studies, evaluating recent developments in content and instructional procedures, and developing social-studies programs for specific school situations.

EDUC S530 Junior High and Middle School Curriculum, Cr. 3.

P: S505, junior-high or middle-school teaching experience, or instructor's consent. The educational program especially designed for pre- and early adolescents, with emphasis on analysis, planning, organization, and evaluation of junior-high/ middle-school curriculum and special attention to specific subject areas.

EDUC S590 Research in Secondary Education, Cr. 1–3. (V.T.)

Individual research in a given subject area.

EDUC S655 Supervision of Secondary School Instruction, Cr. 3.

P: A500. The role and function of supervisors; the modern concept of supervision; techniques of supervision; improvement of teaching procedures; and new trends in organization of instruction.

EDUC W551 Education and Psychology of the Gifted and Talented, Cr. 3.

Develops an understanding of the nature and needs of gifted and talented individuals. Emphasizes gifted and talented identification and selection strategies, characteristics, and educational opportunities.

EDUC W553 Methods and Materials for the Gifted and Talented, Cr. 3.

Concentrates on the teaching techniques that benefit the gifted learner. Teacher and learner styles are discussed as well as those skills necessary to deal adequately with these students. The course also examines selection, development, and evaluation of materials for use with the gifted student.

EDUC W554 Creative Problem-Solving and Metacognition, Cr. 3.

Use of a variety of problem-solving processes designed to develop creative thinking and leadership in teachers and their students. Participants learn about their own abilities and the development of student abilities through associated instruction.

EDUC W560 Topical Seminar in Gifted Education, Cr. 3. (V.T.)

P: at least two courses in education for the gifted. Intensive study of selected topics pertaining to gifted and talented education. May be repeated for credit.

EDUC W595 Practicum: Gifted and Talented, Cr. 3–6.

P: at least two courses in education for the gifted. Provides supervised field experience with gifted and talented learners. Participants will plan, direct, and evaluate activities for gifted students.

EDUC X504 Diagnosis of Reading Difficulties in the Classroom, Cr. 3.

P: X516 or X545. Analysis of causes of reading disabilities among students, diagnostic procedures, types of treatment, and case histories.

EDUC X515 Workshop in Elementary Reading, Cr. 1–6.

Means for improving the teaching of reading in the elementary school.

EDUC X516 Advanced Study in the Teaching of Reading in the Junior High and Secondary School, Cr. 3.

For secondary teachers. The developmental reading program in secondary schools; use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for helping reluctant and retarded readers.

EDUC X525 Practicum in Reading, Cr. 1–4.

P: X504, X516 or X545, and consent of instructor. Observation and participation in the reading clinic.

Diagnostic testing, remedial teaching, compiling clinical records, and reporting to parents and schools.

EDUC X530 Topical Workshop in Reading, Cr. 1–6, Lab 0–3. (V.T.)

P: instructor's permission. Individual and group study of special topics in reading. Means for improving the teaching of reading.

EDUC X545 Advanced Study in the Teaching of Reading in the Elementary Schools, Cr. 3.

Review of developmental reading program in the elementary school, use of reading in various curriculum areas, appraisal of reading abilities, and techniques and materials for individualized instruction.

EDUC X590 Research in Reading, Cr. 1–6, Lab 0–3. (V.T.)

Engineering (CE, CHE, EE, ENGR, IE, ME, MSE)

For graduate engineering courses presented by tape delay from West Lafayette and more information about course offerings, contact the department chair at IPFW.

Dual-Level, Undergraduate-Graduate

CE 570 Advanced Structural Mechanics, Cr. 3.

P: CE 270 or 273. Studies of stress and strain, failure theories, and yield criteria; flexure and torsion theories for solid- and thin-walled members; and energy methods.

EE 547 Introduction to Computer Communication Networks, Cr. 3.

P: EE 302 or equivalent. A qualitative and quantitative study of the issues in design, analysis, and operation of computer communication and telecommunication networks as they evolve toward the integrated networks of the future, employing both packet and switching technology. The course covers packet and circuit switching, the OSI standards architecture and protocols, elementary queuing theory for performance evaluation, random access techniques, local area networks, reliability and error recovery, and integrated networks.

EE 565 Computer Architecture, Cr. 3.

E 589 State Estimation and Parameter Identification of Stochastic Systems, Cr. 3.

P: EE 302. Introduction to point estimation, least squares, Bayes risk and maximum likelihood. Optimum mean-square recursive estimation for nondynamic stochastic systems. State estimation for discrete-time and continuous-time dynamic systems. Parameter identification of stochastic systems using maximum likelihood. Stochastic approximation, least squares, and random search algorithms.

EE 595 Selected Topics in Electrical Engineering, Cr. 1–3. (V.T.)

P: consent of instructor. Formal classroom or individualized instruction on topics of current interest.

ME 500 Advanced Thermodynamics, Cr. 3. (Offered in alternate years).

P: 300.

ME 505 Intermediate Heat Transfer, Cr. 3.

P: ME 315. Heat and mass transfer by diffusion in one-dimensional, two-dimensional, transient, periodic, and phase change systems. Convective heat transfer for external and internal flows. Similarity and integral solution methods. Heat, mass, and momentum analogies. Turbulence. Buoyancy driven flows. Convection with phase change. Radiation exchange between surfaces and radiation transfer in absorbing-emitting media. Multimode heat transfer problems.

ME 510 Gas Dynamics, Cr. 3.

P: a first course in fluid mechanics or aerodynamics. Flow of compressible fluids. One-dimensional flows including basic concepts, isentropic flow, normal and oblique shock waves, Rayleigh line, Fanno line, and simple waves. Multidimensional flows including general concepts, small perturbation theory for linearized flows and method of characteristics for nonlinear flows.

ME 563 Mechanical Vibrations, Cr. 3.

P: CE 273 and ME 385 or equivalent. Review of systems with one degree of freedom. LaGrange's equations of motion for multiple degree of freedom systems. Introduction to matrix methods. Transfer functions for harmonic response, impulse response, and step response.

Convolution integrals for response to arbitrary inputs. Principle frequencies and modes.

Applications to critical speeds, measuring instruments, isolation, torsional systems. Introduction to nonlinear problems.

ME 569 Mechanical Behavior of Materials Sem., Cr. 3.

P: MSE 230. A study of load and environmental conditions that influence the behavior of materials in service. Elastic and plastic behavior, fracture, fatigue, low and high temperature behavior. Fracture mechanics. Failure analysis case studies emphasis on design.

ME 575 Design Control Systems, Cr. 3.

Covers the analysis and design of control systems from both a classical and modern viewpoint, with emphasis on design of controllers. Classical control design is reviewed, including root locus and Bode domain design methodologies. The state space representation is introduced, along with notions of stability, controllability, and observability. State feedback controllers for pole placement and state observers are discussed with emphasis on their frequency domain implications.

English (ENG)**Graduate Level****ENG B501 Professional Scholarship in Literature, Cr. 3.**

Materials, tools, and methods of research.

ENG B502 Introduction to Literacy Studies and the Teaching of College English, Cr. 3.

Historical and cognitive effects of writing, reading, and language use, and the implication of these effects for the teaching and study of literature and writing.

ENG B605 Modern Approaches to Literature, Cr. 3.

Survey of contemporary critical approaches, emphasizing methods of literary analysis.

ENG B612 Chaucer, Cr. 3.

Critical analysis of *The Canterbury Tales*, *Triolus and Criseyde*, and selected shorter poems.

ENG B613 Middle English Literature, Cr. 3.

Selected themes and writers in English from 1100 to 1500.

ENG B622 Elizabethan Poetry, Cr. 3.

Spenser and other major Elizabethan poets.

ENG B624 Elizabethan Drama and Its Background, Cr. 3.

English drama, excluding Shakespeare, from the Middle Ages to 1642.

ENG B625 Shakespeare, Cr. 3. (V.T.)

Critical analysis of selected texts.

ENG B627 English Poetry of the Early 17th Century, Cr. 3.

Major poets and their intellectual milieu, 1600 to 1660.

ENG B628 Milton, Cr. 3.

Poetry and prose, with special attention to *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

ENG B635 British Literature, 1660–1790, Cr. 3.

Poetry and nonfictional prose. Emphasis on Dryden, Pope, Swift, and Johnson and his circle.

ENG B639 British Fiction to 1800, Cr. 3.

ENG B642 Romantic Literature, Cr. 3.

Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, and other writers of the British Romantic movement.

ENG B644 Victorian Literature, Cr. 3.

Poetry and non-fictional prose from 1837 to 1900.

ENG B645 British Fiction, 1800–1900, Cr. 3.

ENG B648 20th Century British Poetry, Cr. 3.

ENG B649 20th Century British Fiction, Cr. 3.

ENG B651 American Literature, 1800–1865, Cr. 3.

ENG B652 American Literature, 1865–1914, Cr. 3.

ENG B654 American Literature since 1914, Cr. 3.

ENG B655 American Fiction to 1900, Cr. 3.

ENG B656 20th Century American Fiction, Cr. 3.

American fiction since 1900, including such writers as Dreiser, Lewis, Fitzgerald, Hemingway, and Faulkner.

ENG B657 Recent Writing, Cr. 3. (V.T.)

May be repeated once for credit under a different topic.

ENG B660 Studies in British and American Writers, Cr. 3. (V.T.)

May be repeated once for credit under a different topic.

ENG B666 Survey of Children's Literature, Cr. 3.

Survey of literature for children and adolescents from the Medieval period to the present.

ENG B668 Topics in Children's Literature, Cr. 3. (V.T.)

Study of a period, a genre, or a group of writers. May be repeated once for credit under a different topic.

ENG B673 Studies in Women and Literature, Cr. 3. (V.T.)

Women writers and literary representations of women.

ENG B675 Studies in American Ethnic and Minority Literature and Culture, Cr. 3. (V.T.)

May be repeated once for credit under a different topic.

ENG B680 Special Topics in Literary Study and Theory, Cr. 3. (V.T.)

Readings in sociological, political, psychological, and other approaches to literature. May be repeated once for credit under a different topic.

ENG B688 Irish Literature and Culture, Cr. 3. (V.T.)

Study of one writer, a group of writers, a period, or a genre. May be repeated once for credit under a different topic.

ENG B695 Individual Readings in English, Cr. 1–3. (V.T.)

Independent study.

ENG B699 Master's Thesis, Cr. 3–6. (V.T.)**ENG B712 Chaucer, Cr. 3.**

P: B612, B613, or equivalent.

ENG B725 Shakespeare, Cr. 3.**ENG B731 Milton, Cr. 3.****ENG B733 Restoration and Augustan Literature, Cr. 3. (V.T.)****ENG B739 British Fiction to 1800, Cr. 3. (V.T.)****ENG B741 Romantic Literature, Cr. 3. (V.T.)****ENG B743 Victorian Literature, Cr. 3. (V.T.)****ENG B745, British Fiction, 1800–1900, Cr. 3. (V.T.)****ENG B749 20th Century British Literature, Cr. 3. (V.T.)****ENG B751 Major American Writers, 1700–1855, Cr. 3. (V.T.)****ENG B753 Major American Writers, 1855 to the Present, Cr. 3. (V.T.)**

ENG B780 Special Studies in British and American Literature, Cr. 3. (V.T.)

May be repeated for credit under a different topic.

ENG C501 Teaching of Composition in College, Cr. 1–2.

Practical teaching of composition; current theories and policies.

ENG C505 Teaching Composition: Issues and Approaches, Cr. 2–3.

Fundamental issues in the teaching of writing. Topics include teaching invention and revision, diagnosing errors, teaching style and organization, making assignments, and evaluating student writing.

ENG C507 Writing Center Theory and Praxis, Cr. 3.

Examines techniques for responding to writers in writing centers, including nontraditional populations and writers in various disciplines. Understand and test cognitive, social constructionist, and collaborative theories through consulting in the writing center mentored by experienced writing consultants and the director. Write journals, a case study outline, and a paper linking theory to practice.

ENG C511 Writing Fiction, Cr. 3.

P: permission of instructor.

ENG C513 Writing Poetry, Cr. 3.

P: permission of instructor.

ENG C521 Introduction to Professional Writing, Cr. 3.

Discourse in professional disciplinary contexts (e.g., engineering, sciences, social

sciences, humanities). Emphasis on research tools in professional writing and on methods of contextual, intentional, structural, and stylistic analysis.

ENG C531 Theory and Practice of Exposition, Cr. 3.

Primarily for secondary-school and junior-college teachers of English.

ENG C532 Advanced Argumentative Writing, Cr. 3.

Techniques for analyzing and constructing arguments for different disciplines and professions, especially the use of proofs, evidence, and logic; major issues of argument, such as the ethics of persuading audiences and the uses of style.

ENG C601 History of Rhetoric, Cr. 3.

Development of rhetorical theory from Plato to the present, including the influence of historical rhetoric on present-day composition theory.

ENG C602 Contemporary Theories of Composition, Cr. 3.

Current research in rhetoric and composition. Draws on insights from linguistic theory, cognitive theory, and rhetorical theory to develop greater understanding of the writing process and build pedagogical applications.

ENG C611 Writing Fiction, Cr. 3.

P: C511 or permission of the instructor. May be repeated once for credit.

ENG C613 Writing Poetry, Cr. 3.

P: C513 or permission of the instructor. May be repeated once for credit.

ENG C682 Topics in Rhetoric and Composition, Cr. 3. (V.T.)

May be repeated once for credit under a different topic.

ENG C697 Independent Study in Writing, Cr. 1–3. (V.T.)

P: permission of instructor.

ENG C780 Special Studies in Rhetoric and Composition, Cr. 3. (V.T.)

May be repeated once for credit under a different topic.

ENG D552 Linguistics and the Teacher of English, Cr. 3.

Topics in applied English linguistics, intended for English teachers at all levels.

ENG D600 History of the English Language, Cr. 3.

Survey of the evolution of the English language from its earliest stages to the present, with reference to its external history and to its phonology, morphology, syntax, and vocabulary.

ENG D601 Introduction to Old English, Cr. 3.

Introduction to the phonology, morphology, and syntax of Old English and intensive reading of major prose and verse texts.

ENGR, see Engineering**Film (FILM)****Graduate Level****FILM K502 Genre Study in Film, Class 3, Cr. 3. (V.T.)**

Topic varies: major periods of film history and their relationship to the intellectual and social climate of the time; studies in genres or individual artists; studies of technology and modes of production; close reading of major works of film theory; new developments in theory and criticism.

Folklore (FOLK)**Graduate Level****FOLK F512 Survey of Folklore, Cr. 3.**

Content and scope of folk belief and tradition: various genres (tale, legend, myth, ballad) and approaches to folklore. Folklore of both literate and nonliterate peoples.

FOLK F600 Asian Folklore/Folk Music, Cr. 3. (V.T.)

Folk religion, material culture, social customs, oral literature and folk music of Asian societies. Relationship between political movements and the use of folklore scholarship. Transformations of traditions in modern contexts. May be repeated for credit when topics vary.

FOLK F640 Native American Folklore/Folk Music, Cr. 3.

Comparative examination of various verbal, musical, and dance forms of Native American societies in North and South America. Examination of contributions of folklore and

ethnomusicological scholarship to Native American studies. May be repeated for credit when topics vary.

French (FREN)

Undergraduate Level, Eligible for Graduate Credit

FREN F408 Women in French Literature, Cr. 3.

P: 6 credits of 305, 306, or 307.
Readings of texts by such writers as Marie de France, Margaurite de Navarre, Louise Labe, Christine de Pisan, Madame de Lafayette, Madame de Sevigne, George Sand, Colette, Simone de Beauvoir, Nathalie Sarraute, Marguerite Duras. Analysis of themes, imagery, and language as they relate to the feminine condition. Taught in French.

FREN F410 French Literature of the Middle Ages, Cr. 3.

Introduction to Old French language and major literary works. Readings may be broadly representative of the period or reflect a particular thematic concern.

FREN F413 The French Renaissance, Cr. 3.

P: 6 credits of F305, F306, or F307.
Rabelais, Montaigne, the Pleiade, and others.

FREN F423 Tragedie Classique, Cr. 3.

P: 6 credits of F305, F306, or F307.
Corneille, Racine, and others.

FREN F424 Comedie Classique, Cr. 3.

P: 6 credits of F305, F306, or F307.
Moliere, Marivaux, Beaumarchais, and others.

FREN F425 Prose et Poesie du Dix-Septieme Siecle, Cr. 3.

P: 6 credits of F305, F306, or F307.
Nondramatic prose and poetry of the 17th century.

FREN F435 Enlightenment Narrative, Cr. 3.

Narratives in the form of letters, memoirs, dialogues, and tales. Writers such as Montesquieu, Marivaux, Prevost, Voltaire, Diderot, Rousseau, Laclos. Social, political, and cultural interchange between the writer and his world. From classicism to romanticism. The role of England.

FREN F443 19th Century Novel I, Cr. 3.

P: 6 credits of F305, F306, or F307.
Mme. de Stael, Balzac, Stendhal, and others.

FREN F444 19th Century Novel II, Cr. 3.

P: 6 credits of F305, F306, or F307.
Flaubert, Zola, Maupassant, Sand, and others.

FREN F445 19th Century Drama, Cr. 2-3.

P: 6 credits of F305, F306, or F307.

FREN F446 Poesie du Dix-Neuvieme Siecle, Cr. 3.

P: 6 credits of F305, F306, or F307.
Survey of 19th century poetry from Lamartine to Mallarme. Readings and explications.

FREN F450 Colloquium in French Studies, Cr. 2-3. (V.T.)

P: two of the following: F305, F306, F307; or consent of instructor.
Emphasis on one topic, author, or genre. May be repeated up to a maximum of 9 credits.

FREN F453–F454 Litterature Contemporaine I–II, Cr. 3-3.

P: 6 credits of F305, F306, or F307.
20th century French literature.

FREN F460 French Fiction in Film, Cr. 3

P: F305 or F306. Involves reading works of French fiction and studying them as works of literature, followed by the viewing of a film version of each work and the preparation of a comparative analysis of the two versions.

FREN F463 Civilisation Francaise I, Cr. 3.

P: 6 credits in French at the 300 level or departmental permission. French civilization from medieval period through 17th century. Readings in French.

FREN F464 Civilisation Francaise II, Cr. 3.

P: 6 credits in French at the 300 level or departmental permission. French civilization from 18th century to contemporary period. Readings in French.

FREN F474 Theme et Version, Cr. 2–3.

P: F317–F318. Translation of selected passages, alternating between English and French, to teach students to write with precision and clarity in both languages.

Geography (GEOG)**Undergraduate Level,
Eligible for Graduate Credit****GEOG G315 Environmental Conservation, Cr. 3.**

P: two college-level science courses

including GEOG G107 or GEOL G100 or G103 or written consent of instructor. Conservation of natural resources, including soil, water, wildlife, and forests as interrelated components of the environment, emphasizing an ecological approach. Current problems relating to environmental quality. This course satisfies conservation requirement for teachers.

Geology (GEOL)**Undergraduate Level, Eligible
for Graduate Credit****GEOL G406 Introduction to Geochemistry, Cr. 3.**

P: G222, CHM 116, or consent of instructor. Applications of solution chemistry, phase diagrams, trace elements, radioactive isotopes, and stable isotopes to the study of the earth. The chemical evolution of earth and the origin of important igneous rocks, chemical sediments, and ore deposits.

GEOL G413 Introduction to Geophysics, Cr. 3.

P: G213 or G323, PHYS 221; C: MA 163, or written consent of instructor; physics or mathematics majors admitted with G100 or G103, or written consent of the instructor and PHYS 221 or equivalent. Study of the shape, gravity, and magnetic field of the earth; seismology; and internal structure of the earth.

GEOL G415 Geomorphology, Class 2–3, Lab. 0–2, Cr. 3.

P: G222 or consent of instructor. Geomorphic processes, evolution, and classification of landforms.

Laboratory: interpretation of topographic and geologic maps and aerial photographs. Field trips.

GEOL G420 Regional Geology Field Trip, Cr. 1–2. (V.T.)

C: G100 and written consent of instructor. Field investigation of selected regions of North America for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphological, or other geological relationships. Six to fifteen days in the field. May be repeated. (spring)

GEOL G423 Methods in Applied Geophysics, Class 1–3, Lab 0–6, Cr. 3–4.

P: G323, PHYS 221 or equivalent, and MA 227, or written consent of instructor; physics, mathematics, and engineering/technology majors admitted with G100 or G103 or written consent of instructor and PHYS 221 or equivalent. Fundamentals and application of geophysics to geologic problems; emphasis on geophysical exploration. Occasional laboratory demonstrations or problems and field work.

GEOL G451 Principles of Hydrogeology, Cr. 3.

P: G334 or consent of instructor. Water resources: occurrence, regulation, and management of water; hydrologic cycle, water movement, well hydraulics; water quality and pollution; surface and subsurface investigations; basin-wide development of water resources; legal aspects; relationship of hydrogeology to engineering geology.

German (GER)

Undergraduate Level, Eligible for Graduate Credit

GER G404 Deutsche Literatur seit der Romantik, Cr. 3.

P: 6 credits of G305, G306, or G307. Historical survey of major literary developments from young Germany to recent writing in German-speaking Europe.

GER G411 Advanced German: Grammar, Cr. 3.

P: 6 credits of 300-level work in German or departmental permission. Survey and practice of complex grammatical structures; systematic expansion of vocabulary. Discussion and writing based on current materials, such as newspapers, films, and radio programs. Eligible for graduate credit, but not toward M.A.

GER G412 Advanced German: Composition, Cr. 3.

P: 6 credits of 300-level work in German or departmental permission. Systematic development of writing and speaking skills, proceeding from exercises to specific forms such as Brief, Aufsatz, Referat, Vortrag. Focus on usage and style. Conducted in German. Eligible for graduate credit, but not toward M.A.

GER G448 The Sounds of Modern German, Cr. 3.

P: 6 credits of 300-level work in German or departmental permission. Phonetics of modern German, including practice in

transcription, contrastive analysis of English and German, and attention to students' pronunciation. Brief historical sketch of principal phonological developments.

GER G451 Introduction to the Structure of Modern German, Cr. 3.

P: 6 credits of 300-level work in German or departmental permission. Morphology (including principles of word-formation) and syntax of modern German, with a practical introduction to the methods of grammatical analysis. Brief sketch of the evolution of standard language.

GER G575 Historical Study of German Literature III, Cr. 3. (V.T.)

Historical treatment of a literary topic involving substantial developments between 1800 and 1900. Topics range from individual genres, types, or movements, to themes or ideas; to sociopolitical contexts of literature or its relationships to other art forms. May be repeated once for credit with different topic.

GER G577 Historical Study of German Literature IV, Cr. 3. (V.T.)

Historical treatment of a literary topic involving substantial developments within the time period from 1900 to the present. Topics range from individual genres, types, or movements; to themes or ideas; to sociopolitical contexts of literature or its relationships to other art forms. May be repeated once for credit with different topic.

Health, Physical Education, and Recreation (HPER)

Graduate Level

HPER H518 Alcohol and Drug Education, Cr. 1–3.

Alcohol and drug abuse in American society are probed in a comprehensive yet practical manner. Physiological, psychological, sociological, theological, and legal dimensions of the issue are explored through lectures, group discussions, guest speakers, and audiovisual presentations. Principles of teaching and counseling in drug education programs are discussed.

HPER H519 Problems and Issues in Health, Cr. 3.

Health aspects and health-education implications of current problems and issues, including smoking, alcohol and drugs, venereal disease, and other critical health problems. Lectures by leading authorities in cooperation with state, voluntary, and official health agencies.

HPER H528 Issues in Substance Abuse, Cr. 3.

Various drugs including alcohol, sedative-hypnotics, narcotic analgesics, cocaine, xanthines, cannabis, hallucinogens, over-the-counter, prescription, and other substances causing health problems in our culture are identified and discussed. Emphasis is placed upon history, symptoms of use and abuse, and the role of the health educator in prevention and referral.

HPER H617 Seminar in Health Education (Alcoholism, Alcohol Education, and Drug Misuse), Cr. 3. (V.T.)

Workshop planned especially for teachers, social workers, and clergy; program includes lectures and discussion of physiology of alcohol; sociological, medical, and psychiatric aspects; theological and legal problems; drug use and misuse; educational principles related to teaching and counseling in these problem areas.

HPER P535 Physical Education in the Elementary School, Cr. 3.

Games, rhythms, self-testing activities appropriate to physiological, psychological, and emotional development. Organization of the program, scheduling of classes, allocation of facilities and equipment. For specialists in physical education, classroom teachers, elementary-school administrators.

HPER P544 Administration of Physical Education, Cr. 3.

Principles, problems, procedures for administering a city physical-education program from viewpoint of city director or school administrator.

HPER P545 The Physical Education Curriculum, Cr. 3.

Principles, problems, procedures in development of physical-education curriculum; developing a course of study in physical education for a chosen situation.

HPER P647 Seminar in Physical Education, Cr. arr. 1–3.

Problems in physical education.

HPER S559 Administration and Supervision of Safety Education, Cr. 3.

Basic principles of safety education with emphasis on administrative and supervisory practices. Organization of specific accident-prevention and injury-control methods applicable to elementary- and secondary-school pupils. Human factors analyzed in accident causation related to the school and community, including hazard-control technology in school management.

HPER S655 Problems in Driver Education and Highway Safety, Cr. 3.

Administrative problems in high school driver-education and highway-safety program; advanced driving skills, road testing, traffic surveys; evaluation of research studies, need for additional research, review of adult driver-education needs.

History (HIST)

Undergraduate Level, Eligible for Graduate Credit

HIST A301–A302 Colonial and Revolutionary America I–II, Cr. 3-3. (V.T.)

I. Settlement and political, social, economic, and religious development of Britain's North American colonies to 1763. II. Causes and nature of the American Revolution; Confederation period and adoption of the U.S. Constitution. 1763–1788.

HIST A303–A304 The United States from 1789 to 1865 I–II, Cr. 3-3. (V.T.)

I. 1789–1840: Growth of national

political institutions from Washington to Jackson; international conflicts, War of 1812, territorial expansion; political, economic, intellectual, social foundations of age of common man; antebellum reform. II. 1840–1865: Slavery, antislavery movement, Mexican War, sectional crises of 1850s, Civil War.

HIST A313 Origins of Modern America, Cr. 3. (V.T.)

Reconstruction, industrialism, immigration, urbanism, culture, foreign policy, progressivism, World War I.

HIST A314 Recent U.S. History I, 1917–1945, Cr. 3. (V.T.)

The 1920s, the Depression, New Deal, with interpretive readings in politics, diplomacy, economics, society, thought and literature of the period, World War II.

HIST A315 Recent U.S. History II, 1945–Present, Cr. 3. (V.T.)

World War II, Cold War, problems of contemporary America; economic, social, political, and diplomatic.

HIST B351 Barbarian Europe 200–1000, Cr. 3.

Evolution of European civilization from the fall of Rome, development of Christianity and the Germanic invasions; through Charlemagne's Empire and the subsequent development of feudalism, manorialism, papacy.

HIST B352 The Age of Chivalry, 1000–1500, Cr. 3.

Expansion of European culture and institutions: chivalry, Crusades, rise of towns, universities, Gothic architecture, law, revival of central

government. Changes in late medieval Europe: famine, plague, Hundred Years' War, peasant revolt, crime, Inquisition, and heresy.

HIST B355 Europe: Louis XIV to French Revolution, Cr. 3.

Absolutism to enlightened despotism; the European state and its authority in fiscal, judicial, and military affairs; sources, content, diffusion of the Enlightenment; agriculture, commerce, and industry in preindustrial economies; Old Regime France.

HIST B361 Europe in the 20th Century, Cr. 3. (V.T.)

Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to World War II.

HIST B378 History of Germany II, Cr. 3. (V.T.)

Impact of French Revolution and Treaty of Vienna (1815); struggle between reaction and liberalism; unification; industrialization; imperialism; international friction; internal political conflicts; World War I; Weimar Republic; Hitler regime; problems since 1945.

HIST C388 Roman History, Cr. 3.

Development of the history of the Roman people from legendary origins through the regal period, the Republic, the Early Empire, and the Late Empire, closing with the reign of Justinian (A.D. 527–565).

HIST C393 Ottoman History, Cr. 3.

Political, social, and economic developments in the Ottoman Empire from rise of its power in Anatolia (1299) to the end of the

classical period (1826). Evolution of Ottoman institutions and relations with major European powers.

HIST D410 Russian Revolutions and the Soviet Regime, Cr. 3.

Russia on the eve of World War I; impact of World War I on Russian society; the revolutions of 1917; civil war and Allied intervention in Russia; New Economic Policy and Five-Year Plans; the Stalin and Post-Stalinist eras.

HIST F341 Latin America: Conquest and Empire, Cr. 3.

Geographical, Indian, Spanish, Portuguese, and African backgrounds; discovery and conquest; settlement and expansion; political, economic, social, cultural, and religious institutions; trans-European struggle for hemispheric dominance; wars of independence. 1492–1825.

HIST F342 Latin America: Evolution and Revolution, Cr. 3.

Hispanic America since independence, with emphasis on common problems of nation-building in multi-racial former colonial societies; latifundia; dependency relationships; impact of industrialization; the conservative and revolutionary responses; 1810–present.

HIST F432 20th Century Latin American Revolutions, Cr. 3.

Revolutions, revolutionary movements, rapid social change, and modernization from Battle through Menem. Particular attention to the Mexican, Cuban, Bolivian, Guatemalan, Costa Rican and

Nicaraguan revolutions, to the Peron, Vargas, and Velasco Alvarado administrations and Cold War confrontations.

HIST T425 Topics in History, Cr. 1–3. (V.T.)

Intensive study and analysis of selected historical issues and problems of limited scope from the perspective of arts and humanities. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated for credit.

HPER, see Health, Physical Education, and Recreation

Journalism (JOUR)

Undergraduate Level, Eligible for Graduate Credit

JOUR J413 Magazine Article Writing, Cr. 3.

P: J200. In-depth explanation of the non-fiction magazine article field. Examination of trends and problems in non-fiction writing for both general and specialized magazines. Criticism of student articles written for publication. Seminar sessions with editors and freelance writers. Transfer students must complete this course at IUPUI or Bloomington.

JOUR J425 Supervision of School Publications, Cr. 3.

P: 12 credit hours of journalism courses. Lectures and discussion on designing, producing, and financing school newspapers, magazines, and yearbooks. Management of school news bureau.

Liberal Studies (LBST)

Graduate Level

LBST D500 Graduate Project, Cr. 3–6. (V.T.)

Independent project to be undertaken in consultation with graduate advisor. This project requires students to demonstrate mastery of some specific topic or medium of expression.

LBST D501 Humanities Seminar, Cr. 3. (V.T.)

An interdisciplinary graduate seminar in the humanities.

LBST D502 Social Science Seminar, Cr. 3. (V.T.)

An interdisciplinary graduate seminar in the social sciences.

LBST D503 Science Seminar, Cr. 3. (V.T.)

An interdisciplinary graduate seminar in the sciences.

LBST D700 Topics in Liberal Studies, Cr. 3. (V.T.)

P: completion of two 500-level LBST seminars or permission of program director. Intensive study of a major issue in the humanities, social sciences, or sciences.

Interdisciplinary approach, seminar format. Individual project required. Specific topic announced in *Schedule of Classes*. May be repeated with different topic for a maximum of 9 credits.

Library and Information Science (SLIS)

Graduate Level

SLIS L520 Bibliographic Access and Control, Cr. 3.

P or C: L401. Historical development and principles essential to the understanding of the conceptual foundations of providing bibliographic access and control of materials and information. Discussion and examples in the application of AACR2r will be presented to illustrate and reflect current practice. Emphasis is on monographic publications.

SLIS L526 Library Automation, Cr. 3.

P or C: L401. Principles for the design, selection, implementation, and management of automated systems of all types in libraries, including systems for technical services processing, reference and user services, and management. Focus is on present and future applications of technology in libraries, their technical features, and their implications for library services and management. When possible, some practical experience with a particular application will be provided.

SLIS L527 Management of Libraries and Information Centers, Cr. 3.

Management and administration of all types of libraries. Covers basics of organizational structure, planning, budget management, human resources issues and skills, and an understanding of the

manager in the context of the organization.

SLIS L528 Collection Development and Management, Cr. 3.

Theoretical and pragmatic aspects of the selection, evaluation, and management of collection in all types of libraries. Acquisitions, publishers, and publishing; policy making; and intellectual freedom and censorship are also covered.

SLIS L553 The School Library Media Specialist, Cr. 3.

P or C: L524 and L533 or consent of instructor. Establishes the professional teaching and administrative role of the certified school library media specialist in K–12 settings. Situations are examined that pertain specifically to policy development, budgeting, collection development, instructional design, support staff training, facility design, district supervision, and information networking within the modern school corporation. Students make site visits to leading school information centers, conferences, and media fairs.

Linguistics (LING)

Undergraduate Level, Eligible for Graduate Credit

LING L430 Language Change and Variation, Cr. 3.

R: L103 or L303. Basic principles of diachronic linguistics. The comparative method. Phonological and morphological development. Growth of lexicon.

Graduate Level

LING L534 Linguistic Resources and the Teaching of English as a Second Language (TESOL), Cr. 3.

Review of current resources in linguistic theory and psycholinguistics as they apply to aspects of teaching English as a second language. To be taken concurrently or in sequence with L535 TESOL Practicum.

LING L535 TESOL Practicum, Cr. 3.

C or P: L534. Under supervision, students teach English as a second language to adult learners. The course also provides experience in testing, placement, and materials preparation. Classroom lectures focus on issues related to the art and profession of language teaching.

LING L541 Introductory Phonetics, Class 3, Lab. 1, Cr. 4.

Survey of speech sound types in languages of the world with practice in discrimination, transcription, and production. Introduction to acoustic phonetics, physiology of speech production, and speech perception; with concurrent laboratory section.

LING L543 Syntactic Analysis, Cr. 3.

An examination of the methods and argumentation used in syntactic analysis conducted within the framework of generative grammar. Emphasis on constructing and evaluating grammatical analyses and promoting critical understanding of the generative framework.

LING L575 Introduction to Linguistic Theory, Cr. 3.

LING L619 Language and Society, Cr. 3. Relationship between geographical and historical factors and dialectal differentiation and spread of linguistic features. Evaluation of linguistic atlases; practical training in collection of dialect data.

LING L690 Advanced Readings in Linguistics, Cr. 1–4. (V.T.)

P: consent of instructor.

Mathematics (MA, STAT)

Note: Prerequisites in mathematics and statistics are intended as a guide and may be satisfied through completion of equivalent or more-advanced courses. Consent of the course instructor can substitute for completion of specified prerequisites, and students are invited to discuss their eligibility for enrollment with their advisors or the instructor of the course.

Dual Level, Undergraduate-Graduate**MA 510 Vector Calculus, Cr. 3.**

P: 261 (or 263). Calculus of functions of several variables and of vector fields in orthogonal coordinate systems; optimization problems; the implicit function theorem; Green's, Stokes', and the Divergence theorems; applications to engineering and the physical sciences.

MA 511 Linear Algebra with Applications, Cr. 3.

P: 262. Real and complex vector spaces; linear transformations; Gram-Schmidt process and projections; least squares; QR and LU factorization; diagonalization, real and complex spectral theorem; Schur triangular form; Jordan canonical form; quadratic forms.

MA 521 Introduction to Optimization Problems, Cr. 3.

P: 510, and 351 or 511. Necessary and sufficient conditions for local extrema in programming problems and in the calculus of variations. Control problems, statement of maximum principles, and applications. Discrete control problems.

MA 523 Introduction to Partial Differential Equations, Cr. 3.

P: 363, and 351 or 510. First-order quasi-linear equations and their application to physical and social sciences; the Cauchy-Kovalevsky theorem; characteristics, classification, and canonical form of linear equations: equations of mathematical physics; study of the Laplace, wave, and heat equations; methods of solution.

MA 525 Introduction to Complex Analysis, Cr. 3.

P: 263 or 441 or 510. Complex numbers and complex-valued functions of one variable; differentiation and contour integration; Cauchy's theorem; Taylor and Laurent series; residues; conformal mapping; applications.

MA 540 Analysis I, Cr. 3.

P: 441. Metric spaces, compactness and connectedness, sequences and series, continuity and uniform continuity, differentiability, Taylor's Theorem, Riemann-Stieltjes integrals.

MA 541 Analysis II, Cr. 3.

P: 540. Sequences and series of functions, uniform convergence, equicontinuous families, the Stone-Weierstrass Theorem, Fourier series, introduction to Lebesgue measure and integration.

MA 553 Introduction to Abstract Algebra, Cr. 3.

P: 453. Group theory: Sylow theorems, Jordan-Holder theorem, solvable groups. Ring theory: unique factorization in polynomial rings and principal ideal domains. Field theory: straightedge and compass constructions, roots of unity, finite fields, Galois theory, and solubility of equations by radicals.

MA 554 Linear Algebra, Cr. 3.

P: 453. Review of basics: vector spaces, dimension, linear maps, matrices determinants, linear equations. Bilinear forms; inner product spaces; spectral theory; eigenvalues. Modules over a principal ideal domain; finitely generated abelian groups; Jordan and rational canonical forms for a linear transformation.

MA 556 Introduction to the Theory of Numbers, Cr. 3.

P: 263 (or 261). Divisibility, congruences, quadratic residues, Diophantine equations, the sequence of primes.

MA 560 Fundamental Concepts of Geometry, Cr. 3.

P: 305. Foundations of Euclidean geometry, including a critique of Euclid's *Elements* and a detailed study of an axiom system such as that of Hilbert. Independence of the parallel axiom and introduction to non-Euclidean geometry.

MA 571 Elementary Topology, Cr. 3.

P: 441. Fundamentals of point-set topology with a brief introduction to the fundamental group and related topics; topological and metric spaces; compactness and connectedness; separation properties; local compactness; introduction to function spaces; basic notions involving deformations of continuous paths.

MA 575 Linear Graph Theory, Cr. 3.

P: 305 (or 351) or equivalent. Introduction to graph theory with applications.

MA 581 Introduction to Logic for Teachers, Cr. 3.

P: 351 or consent of instructor. Sentential and general theory of inference and nature of proof, elementary axiom systems.

MA 598 Topics in Mathematics, Cr. 1–5. (V.T.)

Directed study and reports for students who wish to undertake individual reading and study of approved topics.

Statistics (STAT)

Dual Level, Undergraduate-Graduate

STAT 511 Statistical Methods, Cr. 3.

P: Two semesters of calculus with a grade of C or higher. Descriptive statistics; elementary probability; sampling distributions; inference, testing hypotheses, and estimation; normal, binomial, Poisson, hypergeometric distributions; one-way analysis of variance; contingency tables; regression.

STAT 512 Applied Regression Analysis, Cr. 3.

P: 511 or 517 or 528 with a grade of C or higher. Inference in simple and multiple linear regression, residual analysis, transformations, polynomial regression, model building with real data, nonlinear regression. One-way and two-way analysis of variance, multiple comparisons, fixed and random factors, analysis of covariance. Use of existing statistical computer programs.

STAT 514 Design of Experiments, Cr. 3.

P: 512 with a grade of C or higher. Fundamentals, completely randomized design; randomized complete blocks; latin square; multi-classification; factorial; nested factorial; incomplete block and fractional replications for 2^n , 3^n , $2^m \times 3^n$; confounding; lattice designs; general mixed factorials; split plot; analysis of variance in regression models; optimum design. Use of existing statistical programs.

STAT 516 Basic Probability and Applications, Cr. 3.

C: MA 261 or MA 263 with a grade of C or higher. A first course in probability intended to serve as a background for statistics and other applications. Sample spaces and axioms of probability, discrete and continuous random variables, conditional probability and Bayes' theorem, joint and conditional probability distributions, expectations, moments and moment generating functions, law of large numbers and central limit theorem. (The probability material in Course 1 of the Society of Actuaries and the Casualty Actuarial Society is covered by this course.)

STAT 517 Statistical Inference, Cr. 3.

P: 516 with a grade of C or higher. A basic course in statistical theory covering standard statistical methods and their application. Estimation including unbiased, maximum likelihood and moment estimation; testing hypotheses for standard distributions and contingency tables; confidence intervals and regions; introduction to nonparametric tests and linear regression.

STAT 519 Introduction to Probability, Cr. 3.

P: MA 510 with a grade of C or higher or C: MA 441. Algebra of sets, sample spaces, combinatorial problems, independence, random variables, distribution functions, moment-generating functions, special continuous and discrete distributions, distribution of a function of a random variable, limit theorems.

STAT 528 Introduction to Mathematical Statistics, Cr. 3.

P: 519 with a grade of C or higher. Distribution of mean and variance in normal samples, sampling distributions derived from the normal distribution, Chi square, t and F. Distribution of statistics based on ordered samples. Asymptotic sampling distributions. Introduction to multivariate normal distribution and linear models. Sufficient statistics, maximum likelihood, least squares, linear estimation, other methods of point estimation, and discussion of their properties. Cramer-Rao inequality and Rao-Blackwell theorem. Tests of statistical hypotheses, simple and composite hypotheses, likelihood ratio tests, power of tests.

Music (MUS)

Graduate Level

MUS E517 Projects and Problems in Music Education, Cr. 1–3.

Investigation of a problem or project chosen by the student with solution related to practical use in a teaching situation. One or more group projects.

MUS E518 Foundations of Music Education, Cr. 3.

Interdisciplinary approach to music education, including aspects of philosophy, psychology, aesthetics, and sociology.

MUS E519 Psychology of Music, Cr. 3.

Functions of the musical mind; factors in the development of musical skills and maturity.

MUS E524 Experimental Teaching in Elementary School Music, Cr. 3.

For graduate students in music education who have teaching experience. Comprehensive study of the elementary music program, including new techniques, materials, and literature.

MUS E525 Supervision of Music in the Public Schools, Cr. 1–3.

Functions and techniques of music supervision; problems of music consultants; in-service training for classroom teachers; administration of school music programs.

MUS E526 Exploratory Approaches to Music in Junior and Senior High, Cr. 1–3.

Contemporary philosophy, theory, and practice for use in classes in general music, music appreciation, music history, allied arts, and theory. Techniques for working with the adolescent problems of interest, changing voice, and capability.

MUS E533 Research in Music Education, Cr. 1–6.

Techniques and procedures of research in music education, including problem definition, research design, sampling procedure, and treatment of data. Research report required.

MUS E534 Practicum in Music Education, Cr. 1–3.

Practical or creative project, or investigation of problems and issues in music education.

MUS E536 Special Workshop in Music Education, Cr. 1–3.

To be arranged with instructor.

MUS E545 Guided Professional Experiences, Cr. 1–3.

P: consent of instructor. Further development of professional skills in teaching, supervision, and administration by means of laboratory techniques and use of facilities and resources. Evidence required of competency to carry on independent work.

MUS E574 Orff Program Development I, Cr. 3.

Methods and materials, movement, singing and playing skills; curriculum development I, primary.

MUS E575 Orff Program Development II, Cr. 3.

Methods and materials, movement, singing and playing skills; curriculum development. II, intermediate.

MUS E594 Vocal Pedagogy, Cr. 3.

For teachers of voice, supervisors of school music, choir and choral directors, and voice students of more-than-average talent and achievement. Processes in voice production: respiration, phonation, articulation, resonance. Psychological, physiological, and acoustical problems. Voice classification, quality, diction registration, breath support, breath control.

MUS E595 Seminar in Vocal Pedagogy, Cr. 3.

Practice in analyzing vocal problems of a selected group of

students. Assignment of students to each member of the class for supervised teaching.

MUS G561 Masters Choral Conducting I, Cr. 3.

P: G371. Study of the art and techniques of choral conducting as related to a study of the score. Major choral works from the choral and choral/orchestral literature are conducted.

MUS G562 Masters Choral Conducting II, Cr. 3.

P: G371. Study of the art and techniques of choral conducting as related to a study of the score. Major choral works from the choral and choral/orchestral literature are conducted.

MUS G571–G572 Advanced Instrumental Conducting I–II, Cr. 3-3.

Baton technique and critical examination of scores; rehearsal and interpretive problems.

MUS M500 Special Seminar in Music History, Cr. 3. (V.T.)

A study of performance practices—the styles of solo and ensemble performance of instrumental and vocal music: medium, dynamics, tempo, phrasing, ornamentation, improvisation, temperament.

MUS M520 Music for the Theatre, Cr. 3.

An appreciation of opera, operettas, and musicals is achieved through listening assignments, videotapes, films, and attendance at live performances.

MUS M524 Oratorio Literature, Cr. 3.
Oratorio and cantata literature from the 17th century to the present.

MUS M527 Symphonic Literature, Cr. 3.
Orchestral music of the 18th and 19th centuries.

MUS M530 Contemporary Music, Cr. 3.
Trends in European and American music from about 1910 to the present, with emphasis on music since 1920.

MUS M531–M532 Song Literature I–II, Cr. 3-3.
P: M431–M432 or equivalent; diction and elementary grammar in French or German; vocal training equal to that of B.Mus.Ed. senior. Application of techniques of song study, interpretation, and program-building to song literature of Germany, France, Italy, England, America, and other areas.

MUS M540 Graduate Music Appreciation, Cr. 3.
How to listen to music. The art of music and its materials, concentrating on music written after 1750.

MUS M541–M542, Music History Review for Graduate Students I–II, Cr. 3-3.
Designed to satisfy deficiencies indicated by the graduate entrance examination in music history and literature. I. Before 1750. II. Since 1750.

MUS M544 Piano Literature from 1830 to the Present, Cr. 3.
Historical, stylistic, formal, and aesthetic features.

MUS M556 Research in the History and Literature of Music, Cr. 3.
P: consent of instructor. For graduate or advanced student in music literature or musicology desiring to do research in non-course areas of music literature.

MUS R571–R572 Opera Workshop, Cr. 3-3.

MUS T511–T512 Theory Review for Graduate Students I–II, Cr. 2-2.
Designed to satisfy deficiencies indicated by graduate theory entrance examination. Courses may be taken concurrently or separately. I. Aural training. II. Part-writing, analysis, form, harmonization. If both courses are required, T512 should be taken first.

Nursing (NUR)

Graduate Level

Note: You must be admitted to the nursing program or secure approval from the department before enrolling in any graduate-level nursing course.

NUR 521 Theoretical Constructs in Nursing, Cr. 3.
Theoretical constructs in nursing, and related theories from behavioral and natural sciences, are examined in relation to theory development and historical perspectives, nursing research, and theory-based practice. Ethical and legal perspectives are explored along with the impact of resources and resource use on healthcare delivery. The process of

developing and analyzing theory and constructs is emphasized.

NUR 523 Nursing Research, Cr. 3.

Design and methods for clinical research in nursing and related health disciplines are emphasized. Analysis of the research process, application of research in clinical practice and evaluation of outcomes are stressed. Students will be prepared to contribute to the scientific base of nursing practice by developing research projects and/or by evaluating and applying research findings in advanced clinical practice.

NUR 525 Informatics in Nursing, Cr. 3.

Integrates nursing science with computer technology and information science to identify, gather, process, and manage information. Understanding information-handling tools and activities that enhance the efficacy of nursing endeavors is emphasized.

NUR 599 Special Topics, Cr. 1–6.

P: Graduate standing or consent of instructor. Special topics in nursing are critically examined. Hours, credit, and subject matter are determined by the staff.

NUR 610 Seminar on Healthcare Issues, Cr. 3.

Analysis of current issues in healthcare with a focus on current and projected changes in the healthcare system. Provides an opportunity for informed dialogue with leaders and peers on topics related to healthcare.

NUR 650 Nursing Administration Theory I, Cr. 3.

Examination of the foundation constructs of healthcare administration. Focuses on attaining a thorough understanding and ability to operationalize underpinning concepts, such as General Systems Theory, philosophy and mission, problem solving, workforce controls and leadership. Critical thinking theory and skills are initiated in this course.

NUR 651 Nursing Administration Theory II, Cr. 3.

P: 650. Examination of the management aspect of nursing care delivery, marketing, and consumer behavior. Focuses on critical thinking theory, program research and development, team-based healthcare, healthcare marketing, and organizational research.

NUR 652 Nursing Administration Theory III, Cr. 3.

P: 650; 651. Examination of the administrative theory and process in relation to the professional role of the nurse leader. Focuses on developing critical thinking in others, aspects of today's professional leader, work redesign/re-engineering, advanced practice role and standards, and presenting a professional seminar.

NUR 653 Nursing Administration—Financial Management, Cr. 3.

P: Admission to the M.S. program or consent of instructor. This course examines the financial management responsibilities of the nurse administrator. Course content focuses on understanding and operationalizing

the processes associated with cost accounting, cost volume, profit analysis, healthcare budgets, and financial informatics.

NUR 654 Human Resource Management, Cr. 3.

P: Admission to the M.S. program or consent of instructor. This course examines the concepts associated with managing the human resource segment of the organization. Course content focuses on understanding and using the concepts associated with employee values and behavior and appropriate behavior of the manager for the overall health and growth of the organization and its component parts.

NUR 665 Managed Care, Cr. 3.

P: Admission to the M.S. program or consent of instructor. This course examines the managed care aspect of delivering healthcare. Course content focuses on understanding and evaluating (1) the component parts of the managed care system, (2) the financial goals, (3) the legal and ethical aspects, and (4) strategies for achieving quality care.

NUR 671 Administrative Practicum I, Cr. 2.

C: or P: 652. This course provides the graduate student with the opportunity to operationalize the concepts learned in the Master of Science in nursing program. Through mutual agreement, the student and advisor choose an area of concentration and clinical practice site appropriate for meeting course and student goals. The student has a master's prepared preceptor at the practicum site.

NUR 672 Administrative Practicum II, Cr. 2.

C: or P: 671. This course is a continuation of NUR 671 which provides the graduate student with the opportunity to operationalize the concepts learned in the Master of Science in nursing program. Through mutual agreement, the student and advisor choose an area of concentration and clinical practice site appropriate for meeting both course and student goals. The student has a master's prepared preceptor at the practicum site. This practicum may be a continuation of NUR 671 with the same preceptor in the same site, or it may be a new area of concentration that meets the same practicum criteria as NUR 671.

NUR 682 Nursing Administration: Concept Synthesis and Application Independent Study 3, Cr. 3.

P: all required courses in the graduate program curriculum. Any one of NUR 653, 665, 672, or COM 574 may be taken as a corequisite. This course is taken in the student's last semester. A capstone course is designed for the synthesis, assessment, and application of nursing administration theoretical concepts. Case method is extensively utilized, and the student writes and presents an oral defense of a position paper. The course content focuses on such concepts as application of research methodology to problem solving, decision-making models, critical thinking, interpretation of arguments, casual relationships, analysis of inductive reasoning, and assessing the logic of inferred conclusions. Students will

demonstrate mastery of the concepts through case analysis and case discussion.

NUR 698 Research/M.S. Thesis, Cr. 3.

Organizational Leadership and Supervision (OLS)

Dual Level, Undergraduate-Graduate

OLS 567 Supervised Field Practice in Industrial Training, Cr. 3.

P: graduate-student status.

Supervised field practice in training activities in business, government, and industrial organizations which maintain training programs staffed by qualified training personnel.

OLS 574 Managerial Training and Development, Cr. 3.

P: graduate-student status and OLS 486 or permission of instructor.

Review of current managerial training and development theories and practices; discussion of fundamental social, economic, and political changes affecting business and the work of managing; implications of these changes for individual manager development and continued growth.

OLS 576 Advanced Topics in Human Resource Management, Cr. 3.

P: graduate-student status, and OLS 376 or permission of instructor.

Current topics and issues in the legal, behavioral, and technical environment of human-resources

management. Topics may include employment practices, labor-management relations, wage and salary administration, treatment of employees on the job, or productivity-improvement programs. Employs seminar format with emphasis on applications research.

OLS 577 Organization and Administration of Training and Development, Cr. 3.

P: graduate-student status and OLS 475 or permission of instructor.

The function and administration of training and development in the world of work.

OLS 590 Individual Research Problems in Supervision and Personnel, Cr. 1–6 (V.T.)

P: graduate-student status.

Repeatable up to 9 credits.

Opportunity to study specific problems in the field of supervision and personnel under the guidance of a qualified faculty member within the department. Does not include thesis work.

OLS 590Z Advanced Conference Leadership, Cr. 3.

P: OLS 474 and graduate-student status. This course includes videotaping of all projects.

Presentations in an auditorium setting; tele-teaching, and video-conferencing. Students will use support equipment for conference tasks to prepare them for all types of work settings.

Philosophy (PHIL)

Dual Level, Undergraduate-Graduate

PHIL 507 Recent American Philosophy, Cr. 3.

P: 110; R: 301 or 303, or equivalent. A detailed examination of the central doctrines of one or more of six American philosophers: Peirce, James, Royce, Santayana, Dewey, and Whitehead.

PHIL 510 Phenomenology, Cr. 3.

P: 110. May be repeated for credit. A detailed, critical examination of some major issue(s) in phenomenology. Attention will be given to either the historical development or the contemporary relevance of phenomenological philosophy. Readings will be drawn from the works of Husserl, Heidegger, Merleau-Ponty, and others.

PHIL 525 Studies in Metaphysics, Cr. 3.

P: 301 or 303. May be repeated for credit with consent of instructor. An intensive and critical review of one or more of the basic problems of ontology and cosmology, such as substance, existence, causality, change, time, space, teleology, freedom, and universals. Variable content.

PHIL 576 Philosophy and Literary Theory, Cr. 3.

P: 6 credits in philosophy or consent of instructor. Explores the interchanges between philosophy and literary theory that animate such areas as hermeneutics, phenomenology, existentialism,

Marxism, feminism, African-American studies, postmodern theory, and cultural studies.

PHIL 580 Pro-Seminar in Philosophy, Cr. 3. (V.T.)

P: 6 credits of philosophy. May be repeated for credit. Designed primarily for majors in philosophy. Other students may be admitted to the course with the special consent of the instructor. Topic to be selected by the department.

PHIL 590 Directed Readings in Philosophy, Cr. 1-3. (V.T.)

P: 6 credits of philosophy, plus basic work in area to be investigated. May be repeated for credit. A reading course directed by the instructor in whose particular field of specialization the content of the reading falls. Approval of each reading project must be secured from the department.

Physics (PHYS)

Dual Level, Undergraduate-Graduate

PHYS 515 Thermal and Statistical Physics, Cr. 3.

P: 310, 330, and a course in differential equations or advanced calculus. Equilibrium states, the concept of heat, and the laws of thermodynamics; the existence and properties of the entropy; different thermodynamic potentials and their uses; phase diagrams; introduction to statistical mechanics and its relation to thermodynamics; treatment of ideal gases.

PHYS 520 Mathematical Physics, Cr. 3.

P: 310, 322, 330 or consent of instructor. Portions of selected areas of mathematics that are of particular importance in physics are covered. These are drawn from vector and tensor operators, infinite series, analytic functions, and the calculus of residues, partial differential equations, and the special functions of mathematical physics.

PHYS 522 Coherent Optics and Quantum Electronics, Cr. 3.

P: 322, 330, and 550. Recent experimental and theoretical developments in optics emphasizing concepts of coherence, Fourier optics, and the quantum theory of radiation. Applications to lasers and masers, nonlinear optics, holography, and quantum electronics.

PHYS 524 Physical Optics and Experimental Spectroscopy, Cr. 4.

P: 322 or equivalent. Theory and applications of spectroscopic instruments, including Fourier spectrometer, scanning and photographic interferometer, grating and prism spectrometers and spectrographs. Emphasis is on the analysis of the instruments and their fundamental and practical limitations. Theory and structure of spectra and their regularities, and the Zeeman effect.

PHYS 536 Electronic Techniques for Research, Cr. 4.

P: 251 or equivalent. A summary of principles of modern electronics currently used in research. The emphasis is on broad coverage of

the field rather than an in-depth study of selected topics or applications.

PHYS 545 Solid State Physics, Cr. 3.

P: 550 or equivalent. Crystal structure; lattice vibrations and electronic band structure of crystals; electrical, optical, and thermal properties of solids; transport and other nonequilibrium phenomena in uniform and nonuniform materials.

PHYS 550 Introduction to Quantum Mechanics, Cr. 3.

P: 342 and at least one other junior-level course in mathematics and physics or equivalent. Brief historical survey of the development of quantum mechanics; waves in classical physics; wavepackets; uncertainty principle; wave functions; operators; expectation values of dynamical observable; Schrodinger equation; application of Schrodinger equation to one-dimensional problems; the hydrogen atom; electron spin; periodic table; and selected topics in perturbation theory, scattering theory, and compounding of angular moments.

PHYS 570 Selected Topics in Physics, Cr. 3. (V.T.)

Specialized topics in physics selected from time to time.

PHYS 590 Reading and Research, Cr. 1–3. (V.T.)

Political Science (POLS)

Undergraduate Level, Eligible for Graduate Credit

POLS Y339 Middle Eastern Politics, Cr. 3.

Political culture and change in selected Middle Eastern and North African countries. Topics include political elites, traditional cultures, modern political ideology, institutions of political control, conflict management, and social reform policies.

POLS Y367 International Law, Cr. 3.

P: Y109 or consent of instructor. Sources and consequences of international law; relationship to international organizations and world order; issues of national sovereignty, human rights, conflict resolution, international property rights, world trade, environmental change, and other topics.

POLS Y368 Russian and Soviet Foreign Policy, Cr. 3.

Behavior of Russia and USSR in world affairs from October Revolution to present. Emphasis on impact of domestic politics, economic performance, and changing international environment.

POLS Y371 Workshop in International Topics, Cr. 3. (V.T.)

Includes such topics as development of the international system, politics of food and populations, law of the sea, human

rights, trade, U.S. foreign policy, United Nations issues, etc. May be repeated once for credit with permission of department advisor.

POLS Y381–Y382 History of Political Theory I–II, Cr. 3-3.

An exposition and critical analysis of the major political philosophers and philosophical schools. I. From Plato to Machiavelli. II. From Machiavelli to present.

POLS Y392 Problems of Contemporary Political Philosophy, Cr. 3. (V.T.)

P: Y105 or consent of instructor. An extensive study of one or more great philosophical thinkers, movements, or problems. Subject will vary with instructor and year. Current information may be obtained from the political science department. May be repeated once, with the permission of the department advisor.

Psychology (PSY)

Dual Level, Undergraduate- Graduate

PSY 523 Introduction to Theories of Psychotherapy, Cr. 3.

R: introductory course in theory of personality (e.g., PSY 420). A survey of the major approaches to psychotherapy, including their theory of illness and cure. Three traditions are represented: psychoanalytical (e.g., Freud, Adler, Jung), behavioral (e.g., Miller and Dollard, Wolpe, Stampf), and cognitive-phenomenological (e.g., Rogers, Kelly, Binswanger).

PSY 526 Psycholinguistics, Cr. 3.

P: consent of instructor. An introduction to the descriptive devices, central issues, and varying methodologies of psycholinguistics.

PSY 532 Psychological Disorders of Childhood, Cr. 3.

P: 6 credits in psychology. A review of the nature, causes, and consequences of deviations from normal childhood development. Emphasis is placed on the two most common types of psychological problems in childhood: mental retardation and behavior disorders.

PSY 540 History of Psychology, Cr. 3.

P: 12 credits in psychology, including PSY 420. A review of the philosophical, theoretical, and methodological issues that entered into the development of modern psychology. Emphasis is placed on historical themes that continue to be active in the science and profession of psychology.

PSY 550 Introduction to Clinical Psychology, Cr. 3.

P: 12 credits in psychology. The case-study method, including a discussion of the importance of historical information, the contribution of clinical tests to diagnosis, and a general survey of prevention and treatment techniques.

PSY 590 Individual Research Problems, Cr. 1–3. (V.T.)

P: 12 credits in psychology and consent of instructor. Opportunity for students to study particular

problems in any field of psychology or initiate themselves into research techniques under the guidance of a member of the staff.

PSY 592 Advanced Special Topics, Cr. 1–3.

P: Junior standing and 12 credits in psychology. Various topics that may change from semester to semester are presented by psychology faculty. May be repeated for credit.

Public and Environmental Affairs (SPEA)

Graduate Level**SPEA H501 U.S. Healthcare: Systems, Policies, and Ethical Challenges, Cr. 3.**

Study of health, illness, and disease trajectories, and the systemic components that mold the healthcare system. Ideological paradigms predicting use and health behaviors are addressed as are guidelines or ethical decision-making/problem analysis. Formulation and implementation of organizational and governmental policies and their associate theoretical assumptions are addressed.

SPEA H503 Principles of Health Systems, Management, and Policy Development, Cr. 3.

Explores management roles in public, nonprofit, and for-profit health system environments. Application of management theories, concepts, and principles; development of ethical professional values; and

understanding managerial roles in organizational and public policy development emphasized.

Managerial process, resource dependence, population ecology, contingency theory, corporate culture, ethics, and quality management processes examined.

SPEA H514 Health Economics, Cr. 3.

P: 3 credits of undergraduate economics or permission of instructor. Examines the principles and applications of economic analysis in the health field and the economist's approach to healthcare issues. Provides insights offered by economic analysis of specific health issues and problems.

SPEA H517 Managerial Epidemiology, Cr. 3.

Examines general epidemiologic methods such as population descriptive techniques, use of health indicators and secondary data sources. Includes design, administration, and analysis of observational and experimental studies. Emphasis will be on the use of epidemiologic techniques to assess community health, determine community risk factors, and evaluate community-based programs.

SPEA J501 Evolution of Criminological Thought and Policy, Cr. 3.

This course provides an intensive introduction to the theoretical literature on crime and delinquency. Its purpose is to develop students' ability to critically evaluate and compare theories of crime as they apply to public policy and the criminal justice system.

SPEA J502 Research Methods in Criminal Justice and Public Affairs, Cr. 3.

This course examines research techniques necessary for systematic analysis of the criminal justice system, offenders' behavior, crime trends, and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies. Criminological research will be critically examined.

SPEA J582 Criminal Justice Systems, Cr. 3.

Detailed examination of operations of police, courts, and correctional agencies. Study of management problems in system response to criminal activity. Development of understanding of interrelationships among system components. Examination of major policy issues in criminal justice, with emphasis on decision-making techniques.

SPEA J587 Criminal Violation: Problems and Characteristics, Cr. 3.

Commonalities in criminal behavior. The criminal act: circumstances leading to commission, subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of processes of crime control.

SPEA J588 Law and Control in Society, Cr. 3.

The role of law versus other forms of social control. How social changes and social institutions shape the law. Social factors influencing the administration of law.

SPEA J666 Criminal Justice Policy and Evaluation, Cr. 3.

An empirical assessment of the foundations of contemporary and historical attempts to control or prevent crime. Major policies, programs, and strategies are reviewed and critically analyzed. Specific topics and policies will vary in this capstone seminar.

SPEA J682 Criminal Justice Planning and Management, Cr. 3. (V.T.)

Issues in criminal justice planning and management, in policing, courts, and corrections are addressed. The problems faced by administrators in the implementation and development of public policies are considered.

SPEA V500 Quantitative Tools for Public Affairs, Cr. 1–3.

A modular presentation of mathematical and statistical concepts designed to prepare students for V506. Representative module topics include basic algebraic concepts, basic statistical concepts, probability, computer use, and matrix algebra.

SPEA V501 Professional Development Practicum—Information Technology, Cr. 1.

Provides an introduction to information technology and computing software skills in a problem-solving context.

SPEA V502 Public Management, Cr. 1–3. (V.T.)

Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision-making, performance evaluation, and the management of

human resources are considered. Cases are drawn from a variety of public services at federal, state, and local levels of government.

SPEA V503 Professional Development Practicum—Writing and Presentation, Cr. 1.

Students use practical methods to develop professional-level writing and oral communication skills to engender an appreciation for the value of effective communication skills, learn to analyze a case study effectively, write policy memos, executive summaries, news releases, professional letters; critique presentations of outside professionals; assess personal and peer presentations.

SPEA V504 Public Organization, Cr. 1–3. (V.T.)

This course focuses on the behavior and theory of public organizations in four areas: (1) individuals and groups in public organizations, (2) the design of public organizations, (3) organization environment relations, and (4) interorganizational relations.

SPEA V505 Professional Development Practicum—Teamwork and Integrated Policy, Cr. 1–3.

Students integrate courses and knowledge through team-based case analyses of complex policy problems. Teamwork is practiced using structured team-building exercises and discussions.

SPEA V506 Statistical Analysis for Effective Decision-Making, Cr. 3.

Noncalculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis; analysis of variance,

regression, and other statistical techniques. Computer processing of data emphasized.

SPEA V507 Data Analysis and Modeling for Public Affairs, Cr. 3.

P: V506 or equivalent. Focus on analytical models and their use in solving problems and making decisions in the public sector. Discussion of standard approaches to modeling and estimation of parameters.

SPEA V508 Topics in Quantitative Analysis, Cr. 1–3. (V.T.)

P: consent of instructor. Study and application of selected quantitative methods of analysis. Additional topics that are not included in V506 or V507 may be presented, or more advanced examination of topics that are introduced in V506 or V507 may be presented.

SPEA V509. Administrative Ethics in the Public Sector, Cr. 3.

Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, or codes of ethics to illustrate these and other such issues affecting the workplace. Case studies and media material will be used to illustrate these and other issues.

SPEA V512 Public Policy Process, Cr. 3. (V.T.)

An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

SPEA V517 Public Management Economics, Cr. 3.

This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public-sector management decisions and policy analysis. The course uses case studies with the goal of giving students opportunities to recognize the economic dimensions inherent in public policy problems and to develop an analytical problem-solving orientation.

SPEA V518 Inter-Governmental Systems Management, Cr. 1–3. (V.T.)

Discussion of theories and approaches to systems management, including responsibilities and tasks of public systems. Examination of intergovernmental relationships and intralocal governmental relationships, treatment of organizational and systems design as well as planning, decision-making, and control of public systems. Discussion of applications to services such as environment, health, and human services.

SPEA V520 Environmental Policy Analysis, Cr. 3.

The interrelationships among social, technical, and natural systems. Theories of growth. Causes and implications of environmental problems. Alternative policies and mechanisms for environmental control, and bases for choice.

SPEA V529 Seminar in Career and Professional Development, Cr. 1.

Introduction to career development in public and environmental affairs.

Orientation to career-development approaches and resources.
 Discussion and practice of professional skills and techniques.
 Orientation to career-development opportunities. Pass/Not-Pass grading.

SPEA V539 Management Science for Public Affairs, Cr. 3.

P: V506. Focus on management science methods applied to public policy analysis. Includes treatment of decision theory, constrained optimization and probability simulation.

SPEA V540 Law and Public Affairs, Cr. 1–3. (V.T.)

Explanation of law in society and its influence on public-sector operations. Examination of some of the central substantive areas of the study of the law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, citizen rights, among others.

SPEA V541 Benefit-Cost Analysis of Public and Environmental Policies, Cr. 3.

P: V517 or consent of instructor. A course applying benefit-cost analysis to public and environmental policies. The first part of the course develops the foundation of benefit-cost analysis. The second part consists of case studies applying benefit-cost analysis to actual policy decisions.

SPEA V542 Government Financial Accounting and Reporting, Cr. 3.

P or C: V560. An introduction to the fundamentals of accounting in

business, not-for-profit, and public sectors. Intended only for students without previous accounting courses. Primary emphasis is on municipal entity fund accounting, including the development and use of financial statements.

SPEA V543 Health Services Management, Cr. 3.

The course integrates theory and application with respect to management of health-service organizations. Emphasis on the role of managers and management within formal health-service organizations. Current management and organization theories are applied to an understanding of healthcare delivery systems.

SPEA V545 The U.S. Healthcare System, Cr. 3.

An analysis of delivery of healthcare in the United States from 1900 to the present. Major system components are defined and studied with emphasis on current healthcare policy. Topics include the organization of healthcare delivery on federal, state, and local levels, in both public and private sectors.

SPEA V546 Health Services Utilization, Cr. 3.

An examination of problems of access to healthcare and the use of health services. The social, political, and individual factors associated with use are studied along with social change and control strategies. Special emphasis is given to power and the definition of power in the system.

SPEA V550 Topics in Public Affairs, Cr. 1–3. (V.T.)

Selected research and discussion topics organized on a semester-by-semester basis, usually with significant student input in the course design.

SPEA V554 Human Services Administration, Cr. 3.

Focus is on policy, management, and organization relating to a variety of human-service systems. Special attention is given to the management of social programs in the environmental system.

SPEA V556 Topics in Human Services Administration, Cr. 3.

Readings and research on selected topics in management of human services. Topics selected for study will vary.

SPEA V560 Public Finance and Budgeting, Cr. 1–3. (V.T.)

The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

SPEA V561 Public Human Resources Management, Cr. 1–3. (V.T.)

Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

SPEA V562 Public Program Evaluation, Cr. 1–3. (V.T.)

Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program process. In addition, techniques of effective evaluation and report presentation are discussed.

SPEA V563 The Planning Process, Cr. 1–3. (V.T.)

Seminar designed to familiarize student with planning ramifications of policy issues faced by governments. The focal topics selected for study will vary. Emphasis placed on identification and analysis of substantive issues, methods employed for resolution, and application of planning techniques for achieving goals.

SPEA V564 Urban Management, Cr. 3.

This course deals with the management of public policy in American urban government, with special attention to the relationship of structure, process, and policy. Readings and case studies will focus on urban management problems relating to leadership, planning, and operations.

SPEA V566 Executive Leadership, Cr. 3.

The course offers an in-depth examination of factors that contribute to successful executive leadership practice in a wide variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

SPEA V567 Public Financial Administration, Cr. 3.

P: V560. Problems of financial management in governmental units; alternative revenue sources, financial planning and control; cash debt management; survey of modern expenditure management, control, and planning.

SPEA V568 Management of Urban Government Services, Cr. 1–3. (V.T.)

The course deals with selected topics in urban services. The course may focus on a specific urban service or provide an overview of several urban services.

SPEA V569 Managing Interpersonal Relations, Cr. 3.

P: V502, V504. This course will teach students the theory and application of individual and group human behavior. Key interpersonal skills will be modeled expertly on videotape. Students will be expected to practice these key skills and receive feedback on their performance.

SPEA V570 Public Sector Labor Relations, Cr. 1–3. (V.T.)

An introductory overview of labor-relations concepts within the framework of the public sector. The development, practice, and extent of the collective bargaining process, as well as the administration of the labor agreement will be examined for state agencies, local municipalities, and school districts.

SPEA V580 Readings in Public Affairs, Cr. 1–3.

P: written permission of the instructor. Readings on selected topics in public affairs.

SPEA V585 Practicum in Public Affairs, Cr. 1–6.

Students hold work assignments with public agencies. Pass/Not-Pass grading.

SPEA V586 Public Safety in the United States, Cr. 3.

Overview of criminal justice and public safety. Definitions of public safety and identification of major components. Functional description of major public-safety agencies. Discussion of basic issues in public safety. Management in public-safety system.

SPEA V590 Research in Public Affairs, Cr. 1–3.

P: written permission of the instructor. Readings on selected topics in public affairs.

SPEA V594 Principles of Urban and Regional Science, Cr. 3.

Discussion of the basic processes of change and development in regional systems, with emphasis on metropolitan regions. Includes economic, demographic, and environmental aspects of their interaction.

SPEA V595 Managerial Decision-Making, Cr. 1–3. (V.T.)

Applications of decision-making tools to substantive public management problems. A variety of managerial cases and issues are selected for intensive discussion and analysis.

SPEA V600 Capstone in Public and Environmental Affairs, Cr. 3.

Interdisciplinary course designed to give students exposure to the

realities of the policy process through detailed analyses of case studies and projects. Course integrates science, technology, policy, and management. Topic may change from semester to semester.

SPEA V609 Seminar in Revenue Theory and Administration, Cr. 3.

P: V560. This seminar examines the basic objectives and the political and economic aspects of tax administration. In the course of an examination of the interrelationships of tax policy, tax laws, and tax administration, the course reviews the major economic issues raised by types of taxes and user charges. The seminar also examines the fundamentals of tax legislation. Major emphasis is on state and local administration, although some federal problems will be covered.

SPEA V610 Seminar in Government Budget and Program Analysis, Cr. 3.

P: V560 or consent of instructor. Advanced study of management aspects of budgetary process. Special cases are analyzed and budget problem-solving exercises are used.

SPEA V622 Seminar in Urban Economic Development, Cr. 3.

P: V517 or consent of instructor. Reading, discussion, and research into the problems of urban economic development in the United States. A case-study approach is used to investigate job creation, financing packages, financial incentives, development corporations, and other factors that have led to successful economic development plan projects.

SPEA V631 Health Planning, Cr. 3.

A workshop in analysis and use of health data in a planning center. Course deals with the planning process and methods, with an emphasis on systems theory. Class project or plan is developed and presented in a simulated public-hearing format.

SPEA V639 Managing Government Operations, Cr. 3.

P: V502, V539. This is an introductory survey of operations management. Emphasis is placed on the analysis, design, and management of operations systems using models from operations management. Readings, lectures, and structured exercises are used to present the models and demonstrate their application.

SPEA V650 Topics in Public Personnel Management, Cr. 1–3. (V.T.)

P: V561. Readings and research on selected topics in the public-personnel field. Topics may include such subjects as affirmative action, occupational health and safety, manpower forecasting and planning, and approaches to position classification.

SPEA V663 Policy Analysis, Cr. 3.

An introduction to the field of policy analysis. Includes discussion of different models, approaches, conceptual foundations of the field, and basic issues surrounding application. Students without appropriate previous course work are expected to do extra reading under the guidance of their instructor or to audit existing master courses.

SPEA V665 Seminar in Policy and Administration, Cr. 3. (V.T.)

Politics of program development and management. Translation of plans into viable, administrable programs. Marshaling support, political processes, strategies, constraints, trade-offs, etc.

SPEA V667 Seminar in Public Capital and Debt Theory, Cr. 3.

P: V517, V560. This seminar examines the options open to governments, especially state and local, and why they resort to debt finance. The issues raised by the alternatives are examined in detail. Among the topics are public-authority debt, revenue bonds, methods of placement, lease-purchase finance, and maturity choice. In addition, management of idle cash balances will be considered.

SPEA V670 Topics in Public-Sector Labor Relations, Cr. 1–3. (V.T.)

P: V570 or permission of instructor. Selected research and discussion topics in public-sector labor relations, arranged on a semester-by-semester basis. Possible topics are collective bargaining in the public sector and dispute settlement in public-sector labor relations.

Sociology (SOC)**Graduate Level****SOC P510 Seminar on Organizations and the Individual, Cr. 3.**

Focuses on the interplay between social structural factors and individual actions. Examines basic principles of social organizations as

well as variations in types of organizational arrangements. Explores impact of organizational structures on individual behavior and attributes, and the implications of various behavioral strategies adopted by individuals functioning within organizations.

SOC P514 Health and Healthcare Issues, Cr. 3.

P: graduate standing. An investigation of health and the healthcare system in the U.S. with focus on issues, problems, and alternatives for policy reform.

SOC P517 Social Stratification and Social Practice, Cr. 3.

This course examines social stratification as both an area of scientific inquiry and sociological practice. Course content covers the historical and cross-cultural variations in social stratification, systems of inequality, and the social policies associated with addressing inequality.

SOC P540 Principles of Sociological Theory and Practice, Cr. 3.

P: undergraduate course in social theory. This course will introduce graduate students to the theoretically informed practice of sociology. Students will develop the ability to use social theory in the analysis of society and social life.

SOC P550 Statistical Techniques for Sociological Practice I, Cr. 3.

P: one basic undergraduate statistics course. Course focuses on how to use statistical analysis to answer

common questions in the practice of sociology, as well as on what statistical techniques are useful to answer sociological practice questions, how to apply them and interpret their results. Specific methods to be covered include documentary, ethnographic, survey, experimental design, secondary data analysis, social indicators, focused literature reviews, and library research techniques.

SOC P560 Topics in Sociological Practice, Cr. 3. (V.T.)

This is a graduate seminar in selected topic areas in sociology, exploring the nature of sociological practice within each area (e.g., policy issues and/or intervention strategies as applied to health).

SOC P562 Topics in Policy Analysis, Cr. 3. (V.T.)

P: graduate standing. Graduate seminar in selected topic areas in sociology, focusing on the analysis of social policy with each area.

SOC P570 Applied Research Methods, Cr. 3.

P: undergraduate course in sociological research methods. Course covers the methodological tools and practical knowledge needed to conduct applied social research. Students will be exposed to a variety of methods and will learn how to choose the most appropriate method for specific research problems and settings, and understand advantages and disadvantages for each.

SOC P571 Clinical Methods in Sociological Practice, Cr. 3.

This course introduces the student to the range of methods and practices used in the field of clinical sociology, which focuses on the non-research roles of sociologists. Methods included in this course can be employed in work settings as consultants or staff.

SOC P650 Statistical Techniques for Sociological Practice II, Cr. 3.

P: graduate standing and P550 or equivalent. Designed to be a continuation of the study of statistics as they are used by practitioners of social science. Explores intricacies of statistical procedures most likely to be needed by practitioners including factor analysis and index construction, measures of association, and simple and multiple regression.

SOC P670 Advanced Applied Research Methods, Cr. 3.

P: graduate standing and P570. Designed to provide greater depth of knowledge for topics discussed in P570 such as focus groups, case studies, survey research, needs assessment, and outcome evaluations.

SOC P695 Independent Research in Sociological Practice, Cr. 1–3. (V.T.)

P: permission of instructor and completion of P540, P550, and P570. Provides the student an opportunity to engage in independent research under the guidance of a faculty member. The student works with a faculty member in developing and carrying out a research plan.

Course requirements are negotiated between the student and the supervising faculty member.

SOC P696 Independent Clinical Analysis Intervention, Cr. 1–3. (V.T.)

P: graduate standing. Provides the opportunity to do independent work in the area of clinical sociology on a selected problem/issue under the direction of a faculty advisor.

SOC P698 Practicum in Sociological Practice, Cr. 3.

P: permission of the program director. Capstone class for the master's degree in sociological practice. Guides the student through the process of working with client organizations or agencies as a practicing sociologist. The course is a one-year internship as a practicing sociologist; students register for two consecutive semesters.

SOC S516 Seminar in Sociology of Family, Cr. 3.

Review of the field with research emphasis; critical evaluation of current thought and policy; projects.

SOC S517 Social Stratification-Advanced Study, Cr. 3.

Nature of social stratification; comparison of caste, estate-class, and open-class systems; theories of stratification; characteristics of local and national stratification systems; comparative analysis of stratification systems in various parts of the world; social circulation; changes in stratification structure.

SOC S518 Seminar in Sociology of Religion, Cr. 3.

Review of the field, drawing chiefly on sociological sources but giving consideration to anthropological, psychological, and historical materials. Stress on origins, religious movements, and interrelationships between collective religious behavior and social organization.

SOC S521 Seminar in Deviant Behavior, Cr. 3–9.

Readings and research on selected topics in deviance.

SOC S528, Research in Criminology, Cr. 3–6.

Each student selects a problem in regard to delinquency or crime on which he/she works for one or two semesters; class discussions on theories of criminal behavior.

SOC S540 Sociological Theory, Cr. 3.

A rigorous examination of a representative set of theoretical products which will lead to an understanding of the basic structure and meaning of each and the creation of theory.

SOC S560 Topics in Sociology, Cr. 3. (V.T.)

Selected topics in social organization and social psychology, including, but not limited to, the sociologies of work, sex roles, education, mental illness, science, sociolinguistics, socialization, deviance, sexual patterns and variations, and small-group processes.

SOC S570 Sociology of Education, Cr. 3.

Analysis of the primary and secondary schools as social organizations. Includes interrelations among community power structure, social stratification, and the school; the roles of superintendent, principal, and teacher in community and school; the classroom as a social system; student culture; and teaching as a profession.

SOC S574 Medical Sociology, Cr. 3.

The social organization of medical care. Considers patterns of morbidity and mortality, social epidemiology of disease, social effects of disease, cost and use of medical services, modes of medical practice, hospital organization, and programs for medical care.

SOC S575 Social Gerontology, Cr. 3.

An examination of the basic points of view and review of the accumulated body of knowledge specific to gerontology. Consideration of problems of population change, housing, social adjustment, retirement, mobility, family living arrangements and finances of older persons in the United States. Comparison with other countries.

Spanish (SPAN)**Undergraduate Level, Eligible for Graduate Credit****SPAN S325 Spanish for Teachers, Cr. 3–4.**

P: S204 or equivalent. Intended for Spanish majors, minors, and

students pursuing a master's. Focuses on major problem areas of teaching Spanish. Includes review, exercises, and work in pronunciation, accompanied by intensive individual practice.

SPAN S407 Survey of Spanish Literature I, Cr. 3.

P: S301–S302. A historical survey which covers major authors, genres, periods, and movements from the Spanish Middle Ages through the baroque period of the 17th century. Readings include prose works, poetry, and drama.

SPAN S408 Survey of Spanish Literature II, Cr. 3.

P: S301–S302. A historical survey of Spanish literature which covers the main current of Spain's literary history in the 18th, 19th, and 20th centuries. Readings in prose, poetry, and drama by Larra, Perez Galdos, Unamuno, Garcia Lorca, and other representative writers.

SPAN S411 Spanish Culture and Civilization, Cr. 3.

P: S301–S302 or departmental permission. A course to integrate historical, social, political, and cultural information about Spain. Readings and discussions in Spanish.

SPAN S412 Latin-American Culture and Civilization, Cr. 3.

P: S301–S302 or departmental permission. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN S418 Hispanic Drama, Cr. 3.

P: S301–S302 or departmental permission. Forms, traditions, themes, and periods of Hispanic drama from the Renaissance to the present. Topic may vary. May be repeated with different topic.

SPAN S420 Modern Spanish—American Prose Fiction, Cr. 3.

P: S301–S302 or departmental permission. Spanish-American prose fiction from late 19th century Modernism to the present.

SPAN S425 Spanish Phonetics, Cr. 3.

P: LING L103 or other course work in linguistics and SPAN S301–S302 or instructor permission. Introduction to basic linguistics and phonology. Intensive patterned pronunciation drills and exercises in sound discrimination and transcription based on articulatory description of standard Spanish of Spain and Latin America. Attendance in audio laboratory required.

SPAN S426 Introduction to Spanish Linguistics, Cr. 3.

P: LING L103 or other course work in linguistics and S301–S302 or instructor permission. General aspects of Spanish linguistics: traditional, descriptive, historical, and dialectal.

SPAN S428 Applied Spanish Linguistics, Cr. 3.

P: LING L103 or other course work in linguistics and S301–S302 or instructor permission. Analysis of linguistics and cultural elements of Spanish phonology, morphology, syntax, and semantics as they bear on teaching.

SPAN S450 Don Quixote, Cr. 3.

P: S301–S302 or departmental permission. Detailed analysis of Cervantes' novel. Life and times of the author. Importance of the work to the development of the novel as an art form.

SPAN S470 Women and Hispanic Literature, Cr. 3–5.

P: S301–S302 or permission of instructor. Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.

SPAN S471–S472 Spanish-American Literature I–II, Cr. 3-3.

P: S301–S302 or departmental permission. Introduction to Spanish-American literature from the colonial period to the present.

SPAN S474 Hispanic Literature and Society, Cr. 3. (V.T.)

P: S301–S302 or departmental permission. Writers and their works within the social, political, economic, and cultural context. Specific topic to be announced in the *Schedule of Classes*.

SPAN S478 Modern Spanish Novel, Cr. 3.

P: S301–S302 or departmental permission. The Spanish novel from the beginning of Realism around 1850 through post–Civil War novels of the 20th century. Topic may vary. May be repeated with different topic.

SPAN S479 Mexican Literature, Cr. 3.

P: S301–S302 or departmental permission. Mexican literature from Independence to present.

SPAN S480 Argentine Literature, Cr. 3.

P: S301–S302 or departmental permission. Argentine literature from Independence to present.

SPAN S495 Hispanic Colloquium, Cr. 1–3. (V.T.)

P: S301–S302 and consent of department chair. Topic and credit may vary. May be repeated with different topic.

SPEA, see Public and Environmental Affairs**Statistics (STAT), see Mathematical Sciences****Theatre (THTR)****Dual Level, Undergraduate-Graduate****THTR 504 Summer Repertory Theatre, Lab. 1–9, Cr. 1–3.**

P: consent of instructor. Participation in the cast, crew, or management of Department of Theatre summer theatre projects. May be repeated for credit.

THTR 531 Acting Styles, Class 2, Lab. 2, Cr. 3.

P: 330 or consent of instructor. Continued study of character analysis, role development, and dialogue reading. Practice of period acting styles in scenes selected from the dramatic literature of the classical Greek and subsequent eras.

THTR 534 Children's Creative Dramatics, Class 2, Lab. 2, Cr. 3.

Principles of creativity as used in improvisation and dramatization.

Methods of relating these to children's experiences and children's literature. Direct application of the learning through supervised activity with elementary or junior high students.

THTR 540 Advanced Directing, Class 2, Lab. 2, Cr. 3.

P: 440. Application of principles of directing to the various types of drama; laboratory practice in directing plays for experimental production.

THTR 560 Advanced Scenic Design, Class 1, Lab. 4, Cr. 3.

P: 360 or consent of instructor. Advanced study of the principles of design and their application to specific staging problems.

THTR 561 Advanced Costume Design, Class 2, Lab. 3, Cr. 3.

P: 361 or consent of instructor. Advanced study of the principles of costume design and their application to specific problems.

THTR 562 Advanced Light Design, Class 3, Lab. 1 (with two hours experiential), Cr. 3.

P: 362 or consent of instructor. Advanced study of the principles of light design and their application to specific lighting problems.

THTR 566 Theatre Management, Cr. 3.

P: consent of instructor. Principles and methods of theatre management in educational, community, and professional theatres. Emphasis on administration, business procedures, publicity, promotion, program planning, box-office

technique, house management, and the manager's contribution to the theatre operation.

THTR 570 Dramatic Structure: Theory, Cr. 3.

P: senior or graduate standing or consent of instructor. A comprehensive investigation of dramatic theory starting with "What is a play?" and ending with current theories on the contemporary theatre. Four research papers are required on a wide variety of subjects depending on student's area of interest.

THTR 576 Playwriting, Cr. 3.

P: 284. Principles of dramatic construction and practice in the writing of one-act and three-act plays. Experimental production or laboratory testing of the written product when possible. May be repeated for credit.

THTR 583 American Theatre History and Drama, Cr. 3.

The study of U.S. theatre and drama from their beginnings to the present.

THTR 590 Directed Study of Special Theatre Problems, Cr. 1–3. (V.T.)

P: consent of instructor. An individualized and intensive study of any aspect of theatre required by the student's plan of study. May be repeated for credit.

Visual Arts (VART)

Undergraduate Level, Eligible for Graduate Credit

VART H401 Art Theory IV, Class 3–4, Cr. 3–4.

Art theory of the 19th and 20th centuries.

VART H411 19th Century Art I, Class 3–4, Cr. 3–4.

1780–1850. Major artistic movements in Western Europe and the United States during the first half of the 19th century.

VART H412 19th Century Art II, Class 3–4, Cr. 3–4.

Major artistic movements in Western Europe and the United States during the second half of the 19th century.

VART H413 20th Century Art: 1900–1924, Class 3–4, Cr. 3–4.

European artists and movements of the first part of the 20th century: Symbolism, Fauvism, Expressionism, Cubism, etc. for painting, and Art Nouveau, de Stijl, Bauhaus, Sullivan, and early Wright for architecture.

VART H414 20th Century Art: 1925–Present, Class 3–4, Cr. 3–4.

Painting, sculpture, and architecture from 1925 to the present. Emphasis on American developments, including historical background from Armory Show to migration of Surrealism, Abstract Expressionism, Op, Pop, Minimal, and Kinetic art. A worldview of architecture will cover such topics

as International Style and New Brutalism.

VART H415 Art of Pre-Columbian America, Class 3–4, Cr. 3–4.

A survey of the arts of pre-Hispanic America with emphasis on the arts of ancient Mesoamerica.

VART H495 Readings and Research in Art History, Cr. 1–4. (V.T.)

P: consent of instructor. May be repeated for a total of 12 credits at the graduate level.

VART P421–P422 Advanced Drawing III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P322. Continuation of P322. May be repeated for up to 18 credits. (P421 fall; P422 spring)

VART P425–P426 Advanced Painting III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P326. Continuation of P326. May be repeated for up to 18 credits. (P425 fall, summer; P426 spring, summer)

VART P431–P432 Advanced Sculpture III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P332 and senior standing. Continuation of P332 with advanced problems determined in relation to the major objectives and interests of the student. May be repeated for up to 18 credits. (P431 fall; P432 spring)

VART P433–P434 Advanced Metalsmithing III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P333, P334. Advanced problems in metalsmithing determined by the skills, interests, and major objectives

of the student. May be repeated for up to 18 credits. (P433 fall; P434 spring)

VART P435–P436 Advanced Ceramics III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P335, P336. Advanced problems in ceramics determined by the skills, interests, and major objectives of the student. May be repeated for up to 18 credits. (P435 fall; P436 spring)

VART P441–P442 Advanced Printmaking III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P342 and senior standing. Continuation of P342. Advanced problems in printmaking determined in relation to the major objectives and interests of the student. May be repeated for up to 18 credits. (P441 fall; P442 spring)

VART P443–P444 Advanced Photography III–IV, Class 3 per course; Studio 3 per course; Cr. 3 per course.

P: P344. Individual problems in photography. May be repeated for up to 18 credits. (P443 fall; P444 spring)

VART P453 Graphic Design III, Class 3, Studio 3, Cr. 3.

P: P254. An advanced course dealing with a singular multifaceted design campaign. This senior project will involve all phases of a promotional campaign from logotype development to final packaging. Emphasizing portfolio preparation. The faculty advises the student in the development of an artist's statement and the design campaign for the senior review, culminating in the B.F.A. thesis exhibit. (fall)

VART P454 Graphic Design IV, Class 3, Studio 3, Cr. 3.

P: P453. Continuation of P453, including the senior review and further development of the senior project, culminating in the B.F.A. thesis exhibit. (spring)

VART P473 Computer Art and Design III, Class 3, Studio 3, Cr. 3.

P: P374. Continuation of P374. Focus is on advanced problems in computer graphics. May be repeated up to 18 credits.

VART P476 Three Dimensional Computer Modeling, Class 3, Studio 3, Cr. 3.

P: Senior standing. Final concentration in major reinforcing senior status and to support senior project.

VART P478 Computer Animation, Class 3, Studio 3, Cr. 3.

P: Senior standing. Final concentration in major reinforcing senior status and to support senior project.

VART P490 Topics in Studio Fine Arts, Class 3, Studio 3, Cr. 3.

In-depth projects and studies into special directions of studio art closely related to existing areas of concentration. May be repeated.

VART P495 Independent Study in Fine Arts, Class 3, Studio 3, Cr. 3.

Senior standing and permission of chair. This course provides the opportunity for a student to pursue studio interests (such as mixed media) not served in other course offerings. Projects may vary. May be repeated. (fall, spring)

Women's Studies

Graduate Level

WOST W601 Survey of Contemporary Research in Women's Studies: The Social and Behavioral Sciences, Cr. 3.

P: graduate classification. The course surveys contemporary social/behavioral science research in women's studies.

WOST W602 Survey of Contemporary Research in Women's Studies: The Humanities, Cr. 3.

P: graduate classification. The course surveys contemporary humanities research in women's studies.

WOST W695 Graduate Readings and Research in Women's Studies, Cr. 1–6. (V.T.)

P: graduate classification. Intensive study of selected topics. May be repeated with different topic for maximum of 6 credits.

WOST W701 Graduate Topics in Women's Studies Cr. 3–4. (V.T.)

P: W601 or W602 or instructor's permission. Intensive study of a major topic or topics in contemporary feminist studies. Seminar format. May be repeated once with a different topic.

PART 4

Regulations and Policies for Graduate Students

Changes in the following policies and regulations go into effect periodically and are published in the *Schedule of Classes* and the bulletins of the graduate schools. The bulletins of the Indiana University and Purdue University graduate schools also contain more detailed explanations of some policies and regulations.

Specific graduate programs may impose additional regulations or exceptions. These appear within the program descriptions in Part 2.

1. Affirmative Action, Nondiscrimination, and Nonharassment
2. Admission
3. Advisory Committee
4. Transfer and "Excess" Undergraduate Credit
5. English Language Proficiency
6. Credit by Examination
7. Registration, Course Assignment, Enrollment Limits
8. Grades
9. Grade-Point Average
10. Academic Standing
11. Grade Appeals
12. Encumbrances
13. Resident Study Requirement
14. Academic Honesty
15. Thesis and Non-Thesis Options
16. Time Limits
17. Degrees
18. Parking and Traffic Regulations
19. Residency Classification
20. Senior Citizen Fee Remission
21. Smoking
22. Drug and Alcohol Abuse Prevention
23. Student Identification (Social Security) Number
24. Transcripts
25. Release of Student Information
26. IPFW Code of Student Rights, Responsibilities, and Conduct
27. Ethical Guidelines for Student Computer Users at IPFW

1. Affirmative Action, Nondiscrimination, and Nonharassment

IPFW is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

IPFW views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their personal abilities, qualifications, and other relevant characteristics.

IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran. The university will conduct its programs, services, and activities consistent with applicable federal, state, and local laws, regulations, and orders and in conformance with the procedures and limitations as set forth in Purdue University's "Executive Memorandum No. D-1," which provides specific contractual rights and remedies. Additionally, the university promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and Vietnam-era veterans through its affirmative action program.

If you have a question or complaint, or want advice, you may talk with the affirmative action officer or an official designee (Kettler 110N, 481-6106) or the director of Services for Students with Disabilities (Walb 113, 481-6657).

2. Admission

General requirements for admission to IPFW graduate programs are established by the Indiana University and Purdue University trustees and appear in Part 1.

Additional program-specific admission requirements may be imposed by the master's degree program into which you are seeking admission. Any such requirements become effective when published in the *Bulletin* (see Part 2) or its supplements. Applicants should be aware that certain criminal convictions may result in ineligibility for admission to certain programs of study.

3. Advisory Committee

Each candidate for a Purdue University master's degree is assigned an advisory committee consisting of three members. The chair of your committee is your major professor and is chosen by mutual consent among you, the professor you designate, and the chair of the department offering the program. Your major professor is your principal advisor in designing and conducting your research. Following selection of your major professor, you and that individual define the related areas from which you will select one additional professor to serve on your advisory committee; other members of the department may also be added. Appointment of your advisory committee is subject to approval by the chair of the department offering the program and the dean of the Graduate School, who may appoint additional members.

This committee will help you prepare your plan of study (described below), furnish academic advising throughout your graduate studies, and where applicable, advise you on the research and writing of your thesis.

Plan of Study. Students pursuing a Purdue master's degree should have a preliminary plan of study on file prior to their first registration. Your plan of study identifies a primary area and related area(s) chosen on the basis of your interests and needs, and lists specific courses and all other requirements of the degree you are seeking. The formal plan of study should be approved by your advisory committee and the chair of the department offering the program, and must be submitted to the Graduate School before your final semester of enrollment.

4. Transfer Credits and “Excess” Undergraduate Credits

As determined by the division/department that offers your degree, credits you earned for graduate study at other universities may be applied to a master's degree at IPFW. Only credits associated with graduate courses in which you earned grades of B or better are eligible for consideration. Additional conditions and limitations may be imposed by the IPFW academic unit that offers the degree you seek (see Part 2).

Separate rules regarding the applicability of “excess” undergraduate credits apply to candidates for IU and Purdue degrees.

Indiana University. With the approval of your division/department, you may apply to an Indiana University master's degree excess undergraduate credits you earned at Indiana University during your final undergraduate semester if (1) these credits were not applied to your undergraduate degree, (2) your total course load for that semester did not exceed that ordinarily taken by a full-time graduate student, and (3) the courses were approved for graduate credit.

Purdue University. Under conditions established by, and with the approval of, your department, you may apply to a Purdue master's degree up to 12 undergraduate credits you earned at Purdue University or another accredited college or university while you held senior class standing if (1) these credits were not applied to your undergraduate degree, (2) the credits were earned in designated graduate courses, and (3) you earned a grade of B or better in the courses.

5. English Language Proficiency

Preliminary evidence of your ability in the English language is required as part of your admission application (see Part 1).

The following additional English proficiency requirements apply to candidates for Purdue University master's degrees and most Indiana University master's degrees:

If your native language is not English, you must demonstrate as early as possible in your studies that you are proficient in written English by satisfying one of the following options:

1. Earn a score of 550 (213 computer-based) on the Test of English as a Foreign Language (TOEFL).
2. Earn a score of 600 or better on the verbal aptitude section of the Graduate Record Examination (GRE).
3. Enroll and earn a satisfactory grade in ENG W130 Principles of Composition (ESL) at IPFW.
4. Earn a score of at least 80 on the Michigan Test of English Language Proficiency and meet other requirements specified by your academic department.

All students should consult with their academic department to find out exactly how to establish proficiency in written English.

If your native language is English, you must demonstrate acceptable proficiency in written English before you file a plan of study. You may satisfy the proficiency requirement by meeting one of the following options:

1. Demonstrate that you earned no grade below B in graded undergraduate composition courses completed prior to graduate admission. Grades of "Pass" or "Satisfactory" are not counted.
2. Earn a score of 600 or better on the verbal aptitude section of the Graduate Record Examination (GRE) or 36 or better on the verbal portion of the Graduate Management Admissions Test (GMAT).
3. Demonstrate that you were exempted from undergraduate composition because you earned both a rank in the top 10 percent of your high school graduating class and an SAT verbal score of 650 or better.

6. Credit by Examination

Under special circumstances, you may be permitted to establish credit in a specific graduate course by satisfactorily completing a comprehensive examination authorized by the division/department through which the course is offered.

7. Registration, Course Assignment, and Enrollment Limits

Registration. Your initial registration for each term must occur according to the timetables for registration established for each semester/session and published in IPFW's *Schedule of Classes*. In most cases, you will register for classes at your school/division or department office, the registrar's office, or via the OASIS Web registration system.

Schedule Revisions and Late Registration. After your initial registration, you may revise your schedule in accordance with the policies listed below. In all cases, you must submit the completed schedule revision (drop/add) form with appropriate signatures to your division/department or the registrar's office. *All schedules and deadlines are prorated for courses not meeting for an entire fall or spring semester or summer session.* An academic advisor's approval may be required to process a course addition or withdrawal at the registrar's office.

Addition of a Course. You may add a course after your initial registration by submitting a completed schedule revision (drop/add) form with appropriate signatures to your division/department, the registrar's office, or via the OASIS Web registration system.

Weeks

Through Week 1
of classes

Restrictions

School/division policies determine whether an academic advisor's approval is required.

Weeks 2–4

Approval of the instructor is required. School/division policies determine whether an academic advisor's approval is required.

Weeks 5–9

Approval of the instructor and your dean/division director is required. School policies determine whether an academic advisor's approval is required. Approval will normally be given only when extenuating circumstances are involved.

Weeks 10–16

Courses cannot normally be added during this time.

Withdrawal from a Course. Subject to the time limits below, and in the absence of any allegation that you are guilty of academic dishonesty in the course, you may officially withdraw from a course by presenting a schedule-revision (drop/add) form to your department.

Weeks

Through Week 4
of classes

Restrictions

School/division policies determine whether an academic advisor's approval is required; the course is not recorded on your record.

Weeks 5–9

School/division policies determine whether an academic advisor's approval is required; a grade of W is recorded on your record.

Weeks 10–16

Courses cannot normally be dropped during this period. You may withdraw from a course and receive a grade of W only if you are authorized to do so by an academic advisor and your dean/division director after they have consulted with the instructor. Such drops will not be approved if sought because of your poor performance in the course.

After the end of Week 16, a course may be dropped only by following the change of grade procedure.

Pass/Not-Pass Option. Separate rules apply to candidates for IU and Purdue degrees.

Indiana University.

If your GPA is 3.0 or better and you have completed graduate course work sufficient for a master's degree, your advisor may authorize your exercise of this option in courses outside your major and minor areas. Such courses may not be used to fulfill departmental language or research-skills requirements.

Purdue University.

You may not take courses under a pass/not-pass option.

Enrollment Limits. Separate enrollment limits apply to candidates for IU and Purdue degrees.

Indiana University. Unless you have special permission from your advisor, you may take no more than 16 credits in a semester, nor more than 16 in any year's summer sessions.

Purdue University. You may not take more than 18 credits in a semester.

8. Grades

Basis of Grades. Your instructor is responsible for explaining to you, preferably in writing at the beginning of an academic session, the course requirements and grading system to be used. You will be assigned a grade in each course at the close of the session.

You are responsible for the completion of all required work in each course by the time of the last scheduled class meeting or other deadline set by the instructor, unless you have officially withdrawn from the class, or unless you and the instructor have agreed that a grade of Incomplete (I) is warranted.

Semester Grades. The following grades may be assigned:

- A—Highest passing grade
- B—Above-average passing grade
- C—Average passing grade
- D—Lowest passing grade
- F—Failure, or unauthorised discontinuance of class attendance; no credit
- I—Incomplete; a temporary record of passing work which (1) was interrupted by circumstances beyond your control or (2) represents satisfactory work-in-progress in an independent-study or self-paced course
- IF—Unremoved Incomplete, Failing. Recorded for failure to achieve a permanent grade by the deadline stated in these regulations. Indiana University students who receive this grade will have a grade of F recorded on official transcripts.
- NC—Completion of the course as an auditor; carries no credit
- NP—Not passing grade when enrolled under the P/NP enrollment option. Purdue University students who receive this grade will have a grade of N recorded on official transcripts.
- P—Passing grade; under the P/NP option, equivalent to a grade of A, B, or C
- S—Satisfactory, credit; awarded upon satisfactory performance in a course offered only on an S/F basis, or on a departmental/divisional examination, or another award of special credit, or completion of a zero-credit course. Purdue University students who receive this grade will have a grade of P recorded on official transcripts whenever the course involves one or more credits.
- W—Withdrew; a record of the fact that you officially withdrew from (dropped) a course or were administratively withdrawn from a course for nonpayment of fees after the end of the fourth week

Incomplete. A grade of I may be granted to students (1) who are unable to complete specific course requirements for clearly unavoidable, non-academic reasons (such as extended illness or relocation) and (2) whose work has been of passing quality up to that time. A grade of I will not be

considered as an alternative to an anticipated low grade in a course. Certain IPFW schools/divisions or departments impose additional limitations on the use of I grades.

An instructor who reports a grade of I must provide the registrar's office with a form specifying (1) the reason for the incomplete, (2) the requirements for completing the course, (3) the grade earned for the course to date, and (4) the specific time limit, not to exceed one calendar year, allowed for completing the course.

An instructor must change the incomplete to a regular letter grade if requirements for the completion of the course are not met within the time specified. Given extenuating circumstances, the initial time limit may be extended for a period not to exceed one additional calendar year if approved by the instructor and the instructor's dean/division director, and if the registrar's office is notified before the expiration of the original time limit.

The registrar's office changes the I to a grade of IF unless you graduate or remove the incomplete within the time allowed. If you are enrolled at IPFW as an Indiana University student and receive an IF grade, a grade of F is recorded on your official transcript. If you re-enroll in the same course while the I is still on your record, and the course is not repeatable for credit, the original grade of I remains on your official transcript.

Final Grade Report. Your complete record for the session and your cumulative GPA are reported to you, your major department, and your school/division.

Changes of Grade. An instructor who discovers within 30 days of the grade-processing deadline that a grade reported for you was in error, must promptly submit to the registrar a statement, countersigned by the instructor's department chair/division director, of the circumstances of the error and of the change to be incorporated in future GPA's. Correction of errors after this time requires the additional approval of the instructor's dean/director.

The registrar will inform you, the department chair/division director, and the dean of the change of grade.

9. Grade-Point Averages

A grade-point average (GPA) is a weighted average of all credits for which a GPA-related grade (A, B, C, D, F, IF) has been assigned. The three GPA's used at IPFW are defined and computed (and rounded to two decimal places) as follows:

Semester GPA is computed using only those credits for which you are assigned a GPA-related grade for a specified grading period.

$$\text{Semester GPA} = \frac{4\text{NA} + 3\text{NB} + 2\text{NC} + \text{ND}}{\text{Total Credits}}$$

All credits for which a grade of A, B, C, D, F, or IF was assigned for a *specified grading period*

Cumulative GPA is computed using all credits for which you are assigned a GPA-related grade with the exception of credits earned in those courses that have been repeated and are not repeatable for credit.

All credits earned at IPFW or at another campus of IU or Purdue for which a grade of A, B, C, D, F, or IF was assigned are applicable.

$$\text{Cumulative GPA} = \frac{4\text{NA} + 3\text{NB} + 2\text{NC} + \text{ND}}{\text{Total Credits}}$$

All applicable credits for which a grade of A, B, C, D, F, or IF was assigned

Graduation GPA is computed using credits for which you are assigned a GPA-related grade in only those courses that fulfill a graduation requirement with the exception of credits earned in those courses that have been repeated and are not repeatable for credit, or that are excluded through credit transfer or academic renewal. If you are pursuing more than one degree program, your graduation GPA will be determined by the academic unit through which you register.

All applicable credits earned at IPFW or at another campus of IU or Purdue for which a grade of A, B, C, D, F, or IF was assigned are included if they were received for courses that fulfill a graduation requirement.

$$\text{Graduation GPA} = \frac{4\text{NA} + 3\text{NB} + 2\text{NC} + \text{ND}}{\text{Total Credits}}$$

All applicable credits for which a grade of A, B, C, D, F, or IF was assigned for only those courses which fulfill a graduation requirement

* Where NA represents the number of credits assigned to the grade of A, NB the number assigned to the grade of B, etc.

Note: Prior to June 1993, Purdue University transcripts and related Purdue University records were computed on a six-point scale (6.00 = A) rather than the four-point scale (4.00 = A) used by IU and IPFW. Since June 1993, all IU, Purdue, and IPFW GPA's are computed using the same four-point scale (4.00 = A).

10. Academic Standing

Only grades of A, B, or C are acceptable in fulfilling requirements. All grades, however, are used in the calculation of your GPA, and students are expected to maintain a graduation index representing a B average or better. Some programs impose more stringent grade and GPA requirements.

Indiana University. You are placed on probation and are so notified by the registrar whenever your cumulative GPA is less than 3.0. Unless you bring your GPA up to 3.0 during your next semester of enrollment, you will not ordinarily be allowed to continue as an IU master's degree candidate.

Purdue University. You are considered to be underperforming whenever your cumulative GPA is less than 3.0, and indices below this level are marked "low" on the grade reports. Should you fail to perform on a level satisfactory to your advisory committee or your department, you may be asked to discontinue study in a Purdue graduate program.

11. Grade Appeals

You can use the appeal process described here if you have evidence or believe that evidence exists to show that a course grade or similar evaluation was assigned as a result of prejudice, caprice, or other improper condition such as mechanical error. In appealing, you must support in writing the allegation that an improper decision was made, and you must specify the remedy you seek. You should seek the assistance of the dean of students or the vice chancellor for student affairs in pursuing the appeal.

During an appeal, the burden of proof is on you. If, however, you have been accused of academic dishonesty, the instructor must support the allegation.

Appeal Deadlines. You must begin the appeal no later than the fourth week of the fall or spring semester immediately following the session in which the decision was made. You must begin each later step within three calendar weeks of the completion of the prior step.

Steps in the Process of an Academic Appeal

Step 1. Course instructor: Make an appointment with the instructor to discuss the matter. If the instructor is unavailable, the head of the division/department in charge of the course will either authorize an extension of time or allow you to proceed to Step 2.

Step 2. Division/department: If you are not satisfied at Step 1, make an appointment with the head of the division/department offering the course. That individual will tell you what committee will receive your appeal. Each division/department has a committee of three or more faculty members who hear academic appeals. Descriptions of the procedures used by

each committee are available from the vice chancellor for student affairs and the vice chancellor for academic affairs.

Step 3. Academic Appeals Subcommittee: If the appeal has not been resolved at Step 2, make an appointment with the vice chancellor for academic affairs, who will tell you how to submit the case to the Academic Appeals Subcommittee. This subcommittee's seven faculty members are elected by the IPFW faculty; faculty members from your instructor's division/department will be excluded.

Before hearing the details of the case, the subcommittee will decide whether to consider the appeal, and will let you and the instructor know of this decision. The bases for a decision to consider an appeal may include (but are not limited to) a finding that improper procedures have been followed by university employees at earlier steps of the appeal, that new information is present, or that the instructor has declined to accept an earlier appeal committee's recommendation.

If the case is heard, every member of the subcommittee will vote on whether the appeal is valid and, if so, on what remedy should be provided. The subcommittee will report its findings and actions to you, to the unit from which the appeal came, to the instructor, the chair of your department, the dean/director of your school/division, and the dean of students. If a majority of the subcommittee favors changing your grade, the chair will report this finding to the registrar. The decision of the subcommittee is binding on all parties and may not be appealed. Grades may be changed only by a university authority upon the decision of the Academic Appeals Subcommittee, or by the instructor any time prior to the decision of the Academic Appeals Subcommittee.

12. Encumbrances

If you are in arrears to IPFW, you are not eligible to receive transcripts or diplomas. The clearance of all financial obligations by the Friday before Commencement will be essential for graduation. If you clear the obligation later, the diploma will be released.

13. Resident Study Requirement

Separate rules apply to candidates for IU and Purdue degrees.

Indiana University. With exception for allowable transfer credits, all candidates for IU master's degrees at IPFW must complete at least 30 credits of graduate work while enrolled at IPFW or another IU campus.

Purdue University. All candidates for Purdue University master's degrees at IPFW must complete at least one-half of the total credits used to satisfy degree requirements while enrolled at IPFW.

14. Academic Honesty

You are expected to adhere to the highest ethical standards in all course work and research. If you violate that code of conduct, you are subject to disciplinary action, including expulsion and rescision of a degree already granted. See IPFW Code of Student Rights, Responsibilities, and Conduct later in this section.

15. Thesis and Non-Thesis Options

If you are enrolled in a program that requires a thesis, your advisor will provide information about research, formatting, and related requirements. Typically, the master's thesis is equivalent to no less than 3 nor more than 9 hours of graduate credit. After the research has been completed and the thesis written, your examining committee comprised of no fewer than three faculty members will be appointed. The committee will conduct a final examination in which you will be asked to defend your thesis and otherwise demonstrate to the committee that you have attained all the capabilities for which the master's degree is awarded. Additional information may be found in the Indiana University or Purdue University Graduate School bulletin and from your division/department.

IPFW policy stipulates that the results obtained and the thesis prepared for an advanced degree are the property of Purdue University. The rights owned by the university include all economic and property rights, as well as the right to patent inventions and to copyright materials. Net proceeds normally will be shared with the inventor. Patents, inventions, and copyrights are supervised by Purdue Research Foundation's Division of Research and Scholarly Activities in accordance with "Executive Memorandum No. B-10," statement of University Policy, Principles and Administrative Procedures Relating to the Ownership of Patents, Copyrights, and Other Rights in Inventions and in Written and Recorded Materials. This policy includes procedures for you to gain ownership of patents and copyrights.

If you are enrolled in a program that does not require a thesis, and depending on the academic regulations of the academic unit that offers the degree you seek, an examination committee comprised of no fewer than three faculty members may be appointed to participate in certifying that you have fulfilled the requirements for a master's degree. The committee's participation may take any of several forms, such as administration of a final comprehensive examination; evaluation of a creative, exploratory, or experimental project; or review of your academic record.

16. Time Limits

Candidates for Indiana University master's degrees must complete all requirements within five consecutive years. You may normally count toward a master's degree only those courses (including transfer courses) and other requirements fulfilled within five years prior to the awarding of the degree. At the recommendation of your department and approval of the Graduate School, this requirement may be waived if it is clearly demonstrated that the knowledge contained in courses taken earlier is current.

17. Degrees

Application and Registration for Degree. Separate policies apply to candidates for IU and Purdue degrees.

Indiana University. Your application for a degree must be filed with your division/department at least 60 days before degree conferral, and all degree requirements (including thesis submission, where applicable) must be fulfilled at least 30 days prior to degree conferral. You must also be registered for courses or "for degree only" during the session in which you expect to receive the degree.

Purdue University. You must be registered in courses or "for degree only" during the session in which you expect to receive the degree. If you are completing a thesis-option master's program, you must be registered for at least 3 credits of research unless you have been specifically permitted by your department to register "for degree only."

Study Toward the Ph.D. Qualified students in Indiana University or Purdue University master's degree programs may be authorized by their respective university to pursue initial work toward a Ph.D. degree at IPFW in areas where programs equivalent to those at Bloomington or West Lafayette can be arranged.

18. Parking and Traffic Regulations

Parking. You are charged a parking fee based on the number of credits you take. This entitles you to park in "B" spaces in lots or garages. Parking permits for students with disabilities are available from Police and Safety (PP105), and must be validated by a physician or Services for Students with Disabilities (Walb 113, 481-6657).

Traffic Regulations. The operation of motor vehicles on the IPFW campus is governed by applicable state, local, and campus regulations. University police officers are empowered to enforce these statutes. Additional information is published in the *Student Handbook and Planner*, with complete information about IPFW parking and traffic regulations appearing in the "Vehicle Regulations and Emergency Information" brochure, which is available from University Police and Safety and other campus locations.

19. Residency Classification

When you are admitted to IPFW, you are classified by the admissions office either as a resident or a nonresident student for fee assessment purposes. This classification is determined by rules established for all IPFW students by the trustees of Purdue University. If you are classified as a nonresident student, you must pay nonresident fees as shown in the schedule of fees.

Among other criteria, resident student status for fee purposes requires all who enter or re-enter Indiana to be domiciled in the state for 12 consecutive months before the first day of classes of the semester or summer session for which reclassification may be sought. If you think that you are classified incorrectly, you may apply for resident student status. Applications and copies of the complete set of rules are available in the registrar's office (Kettler 107). You will be required to furnish clear and convincing evidence to support your claim.

20. Senior Citizen Fee Remission

A waiver equal to one-half the resident credit-hour fees (to a maximum of 9 credits per semester) is available to residents of Indiana who are (a) age 60 or older, (b) retired and not full-time employees, and (c) high school graduates or GED recipients. **This program is available only during the week prior to the start of classes and also during late registration.**

Additional information and applications are available at the financial aid office (Kettler 103, 481-6820 or 800-324-IPFW).

21. Smoking

Campus policy prohibits indoor smoking in all buildings. You are asked not only to follow posted regulations on smoking, but also to encourage others to do so.

22. Drug and Alcohol Abuse Prevention

Guidelines for the prevention of alcohol and substance abuse are included in the *Student Handbook and Planner*. Copies of the handbook are available at various campus locations.

23. Student Identification (Social Security) Number (SIDN)

If you voluntarily supply IPFW with your Social Security number, it will become your Student Identification Number (SIDN). Otherwise, a special student identification number will be assigned for record-keeping purposes. In accordance with the *Federal Education Rights and Privacy Act of 1974 and Indiana Public Law 22 (1977)*, you are advised that disclosure of your Social Security number is voluntary. However, you are required to provide your Social

Security number to the financial aid office if you are applying for financial aid. Except for the latter, you have the right to refuse disclosure and the right to request removal of this number from IPFW records without penalty.

Your Student Identification Number (SIDN) will be used to identify records such as your permanent transcript, registration and grade reports, certification requests, and applications for financial aid. It will also be used to identify eligibility, certify school attendance, and report student status. Your Student Identification Number (SIDN) is not disclosed to individuals or agencies outside IPFW except in accordance with the university policy on release of student information. (See Part 4, Academic Regulations).

24. Transcripts

If your record is not encumbered for any reasons described herein, you will (upon application to the registrar and payment of any prescribed fee) be entitled to receive an official transcript of your complete record, including any major(s) and minor(s).

Note: The registrar's office is the ONLY university office authorized to issue official transcripts. All requests for these documents must be directed to that office.

25. Release of Student Information

The IPFW policy governing access to student records, which complies with the *Family Educational Rights and Privacy Act of 1974*, is described below:

Definitions

A record includes any data or information about you and related individuals, regardless of the media used to create or maintain the record.

Educational records include records maintained by the institution, but exclude records maintained by individuals and available only to those individuals or designated substitutes (that is, "personal files"). Your education records are located and maintained by administrators in one or more of the following offices: Admissions; Alumni Relations; Athletics, Recreation, and Intramural Sports; Bursar; Academic Counseling and Career Services; Continuing Education; Financial Aid; Honors Program; Police and Safety; Registrar; Student Affairs; Transitional Studies; and academic units.

Note: The registrar's office is the ONLY university office authorized to issue official transcripts and certify students' enrollment status. All requests for such documentation must be directed to that office.

Directory information consists of your name, address, telephone number, e-mail address, class standing, school or division, major field of study, dates of attendance, current enrollment status, degrees and awards, recognized student activities, sports, and information related to participation on athletic teams. You may choose to restrict your address and/or telephone number from the directory information by completing a form in the registrar's office. Restriction of address at IPFW will restrict all information at other locations of Indiana University and Purdue University. Records of arrests and/or convictions are public record and thus not subject to university policy.

Release in Emergencies

The confidentiality of all records may be broken in an emergency if deemed necessary by the severity of the emergency, the usefulness of the records, and the extent to which time is critical.

Release to You

Your records are available to you with the following exceptions: confidential letters of recommendation submitted prior to 1975; records of your parents' financial status; records related to your student employment, which are subject to other laws and are administered by the human resources office; medical and psychological records, which will be released only to a healthcare professional designated by you; and (if you signed a voluntary waiver of access) letters of recommendation related to admissions, candidacy for awards, and candidacy for employment—these records may be used only for the purpose originally intended.

You may see any of your available records within 30 days after submitting a written request, either in person or by mail, and you may copy any of these records, subject only to payment of any applicable copying charges. You will receive an interpretation of the record upon request, at or after the time that access is granted.

If you object to any part of your record and the responsible office will not revise the record as requested, you may request a formal hearing concerning the objection. Policies and procedures governing the hearing process will be specified by the vice chancellor for academic affairs.

Release to IPFW Faculty and Staff

Your records are available to members of the faculty and staff who have a legitimate need for them, as determined by the administrator of the office responsible for maintenance of the record.

Release to Others

Except as specified below, your records will be released only upon completion of a consent form or letter you have signed. Any such release

will include a notice that further release by the recipient is prohibited by law, and a record of the release will be maintained.

Records about you will be released to your parents without your consent if you are a dependent as defined by the Internal Revenue Service; to federal officers as prescribed by law; as required by state law; to agencies or individuals conducting educational research, provided that the administrator of the records is satisfied concerning the legitimacy of the research effort and the confidentiality to be maintained by the researcher; to agencies responsible for accreditation of the institution or its programs; in response to a lawful subpoena, after making reasonable attempts to provide prior notification and opportunity for objection by you; and to institutional security officers when necessary for a criminal investigation.

Retention of Records

IPFW reserves the right to maintain only those records it considers useful and to set retention schedules for various categories of those records. However, the administrator responsible for each category of records will ensure that a record being challenged is not destroyed prior to resolution of the dispute.

IPFW Code of Student Rights, Responsibilities, and Conduct

Part I: Student Rights and Responsibilities

Preamble

IPFW regulations governing the actions of students are intended to enhance the values that must be maintained in the pursuit of IPFW's mission and goals. These values include freedom of inquiry, intellectual honesty, freedom for the open expression of ideas and opinions within limits that protect the rights of others, and respect for the views and the dignity of other persons.

In exercising their rights, students must bear responsibility to act in accordance with local, state, and national laws and IPFW rules. No right should be construed as enabling students to infringe on the individual rights of another member of the academic community.

A. Individual Rights and Responsibilities as Citizens

1. Students retain all of their citizenship rights when enrolled at IPFW.
2. Students who violate civil law may incur penalties prescribed by civil authorities. Only where IPFW's interests as an academic community are distinct from those of the general community should the special authority of IPFW be asserted.

3. Nondiscrimination—IPFW is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the university seeks to develop and nurture diversity. The university believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchanges of ideas, and enriches campus life.

IPFW views, evaluates, and treats all persons in any university-related activity or circumstance in which they may be involved solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or status as a disabled or Vietnam-era veteran. The university will conduct its programs, services, and activities consistent with applicable federal, state and, local laws, regulations, and orders and in conformance with the procedures and limitations as set forth in Purdue University's "Executive Memorandum No. D-1," which provides specific contractual rights and remedies. Additionally, the university promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities, and Vietnam-era veterans through its affirmative action program.

4. Antiharassment—It is the policy of IPFW to maintain the campus as a place of work and study for faculty, staff, and students free from all forms of harassment. In providing an educational and work climate that is positive and harassment-free, faculty, staff, and students should be aware that harassment in the workplace or the educational environment is unacceptable conduct and will not be tolerated. [See Antiharassment Policy.] This policy addresses harassment in all forms, covering those with legally protected status for reasons of race, gender, religion, color, age, national origin or ancestry, or disability, as well as those who are harassed for other reasons such as sexual orientation.

B. Individual Rights and Responsibilities as Students

1. Degree-seeking students have the responsibility for selecting a major field of study, for choosing an appropriate degree program within the discipline, for planning their class schedules, and for meeting the requirements for degrees. IPFW will provide advisors to assist students in academic planning, but students are responsible for being knowledgeable about all academic requirements that must be met before a degree is granted.
2. Students have the right to receive accurately and plainly stated information which enables them to understand clearly:
 - a. the general qualifications for establishing and maintaining acceptable academic standing within a particular major and at all other levels within IPFW,
 - b. the graduation requirements for specific curricula and majors, and
 - c. the course objectives, requirements, and grading policies set by individual instructors for their courses.
3. In the classroom, students have the freedom to raise relevant issues pertaining to classroom discussion, to offer reasonable doubts about data presented, and to express alternative opinions to those being discussed. However, in exercising this freedom, students shall not interfere with the academic process of the class.
4. Students' course grades shall be based upon academic performance, and not upon opinions or conduct in matters unrelated to academic standards. Students have the right to discuss and review their academic performance with their instructors. Students who feel that any course grade has been based upon criteria other than academic performance have the right to appeal through the IPFW grade appeals system. [See IPFW Academic Regulations—Grade Appeals.]
5. Students have the right to obtain a clear statement of basic rights, obligations, and responsibilities concerning both academic and personal conduct.
6. Students have the right to participate in the formulation of IPFW policies that directly affect them. In exercising this right, students have the right of access to appropriate information, to express their views, and to have their views considered.
7. Students have the privacy rights specified in the IPFW policy on the release of student information. [See IPFW Academic Regulations—Release of Student Information.]

C. Rights and Responsibilities as Participants in Student Groups, Student Organizations, and Campus Activities

1. Students have the right to form, join, and participate in groups or organizations that promote the common interests of students, including, but not limited to, groups or organizations that are organized for academic, professional, religious, social, economic, political, recreational, or cultural purposes.

2. Any group of students may petition to become a recognized IPFW student organization in accordance with the established guidelines. Any appeal of a campus decision to discontinue or refuse recognition of a student group shall be made through the Campus Appeals Board.
3. Any student group recognized as an IPFW student organization shall be entitled to the use of available campus facilities in conformity with regulations. [See IPFW Regulations Governing the Use and Assignments of University Facilities at the Fort Wayne Campus.] Recognition shall not imply IPFW endorsement of group goals and activities.
4. Any recognized IPFW student organization or any group of students able to secure sponsorship by a recognized student organization and to demonstrate financial responsibility has the right to present speakers of its choice to address members of the IPFW community using appropriate campus facilities. These assemblies shall be subject to regulations necessary to prevent space and time conflicts and to protect the operations of the campus and the safety of persons or property.
5. Freedom of assembly shall be guaranteed to all members of the IPFW community. Such assemblies shall be consistent with IPFW regulations regarding the time, place, and manner of such assemblies.
6. A student, student group, or student organization has the right to distribute written material on campus without prior approval providing such distribution is consistent with appropriate regulations concerning the time, place, and manner of distribution and does not interfere with IPFW activities.
7. Students who publish student publications under IPFW auspices have the right to be free of unlawful censorship. At the same time, students who publish such publications must observe the recognized canons of responsible journalism such as the Sigma Delta Chi Code of Ethics and avoid libel, obscenity, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. Editors and managers of *The Communicator* may not be arbitrarily suspended or removed from their positions because of student, faculty, administrative, or public disapproval of their editorial policies or publications. Student editors and managers may be suspended or removed from their positions only for proper cause and by appropriate proceedings conducted by the Board of Directors. All student publications shall explicitly state on the editorial page that the opinions expressed are not necessarily those of IPFW or of the student body.

D. Summary of Rights and Responsibilities

1. This statement of Student Rights and Responsibilities is a reaffirmation by the entire IPFW community that the constitutional guarantees and the basic principles of fair treatment and respect for the integrity, judgment, and contribution of the individual student, coinciding with each student's freedom to learn set forth in the foregoing articles, are

essential to the proper operation of an institution of higher learning. Accordingly, in the interpretation and enforcement of the policies, rules, and regulations of IPFW, these student rights shall be preserved and given effect, but they shall not be construed or applied so as to limit the rights guaranteed students under the Constitution of the United States or the Constitution of the State of Indiana.

Whenever a student or a group of students claims/claim that these rights have been violated and that the student or group of students has/have been or will be adversely affected thereby, and such complaint is not resolved informally by the interested parties, it may be presented to an appropriate body of the campus appeals system. Through this system, an appropriate individual, board, or committee shall have the power and duty to hear the interested parties and to make findings on complaints within its jurisdiction. In case of grade appeals, the individuals and committees designated in the IPFW grade appeals system shall have final authority. In all other cases, the Campus Appeals Board shall submit recommendations to the chief administrative officer of IPFW after such claims related to alleged misconduct for which disciplinary proceedings have been instituted have been presented to said board and findings determined in an appropriate hearing. If necessary, the chief administrative officer of IPFW may present such recommendations to the university president and Board of Trustees for its consideration.

2. The enumeration of these rights and responsibilities shall not be construed to deny or disparage others retained by the student. Nothing contained in this bill shall be construed as any denial or limitation upon the legal authority or responsibility of the Board of Trustees to establish policies and to make rules and regulations governing the operation of IPFW.

E. Amendment of Rights and Responsibilities

Proposed amendments of these rights and responsibilities may be initiated by the Indiana-Purdue Student Government Association (IPSGA), Fort Wayne Senate, administrative officials, or the Board of Trustees and shall be submitted to the IPSGA, Fort Wayne Senate, and Community Advisory Council for consideration and recommendation before adoption by the Board of Trustees. In the event the Board of Trustees adopts an amendment not approved by the IPSGA and Fort Wayne Senate, either the IPSGA or Fort Wayne Senate may withdraw its endorsement of the rights and responsibilities in whole or in part.

F. Definitions

1. An IPFW activity is any teaching, research, service, administrative, or other function, proceeding, ceremony, program, or activity conducted

by or under the authority of IPFW, or with which IPFW has any official connection, whether taking place on or off campus. Included within this definition without limitation are IPFW Cooperative Education programs, internships, practicums, field experiences, and athletic or other intercollegiate activities.

2. IPFW property means property owned, controlled, used, or occupied by IPFW.

Part II: Student Conduct Subject to Disciplinary Action

Preamble

Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference.

IPFW may discipline a student for academic or personal misconduct for the following actions:

A. Academic Misconduct

1. Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all form of work submitted for credit or hours.
2. Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another in committing dishonest acts.
4. Plagiarism—the adoption or reproduction of ideas or statements of another person as one’s own without acknowledgment.

B. Personal Misconduct. IPFW may discipline a student for the following acts of personal misconduct that occur on campus property or in connection with an IPFW activity:

1. Dishonest conduct, including but not limited to false accusation of misconduct; forgery, alteration, or misuse of any IPFW document, record or identification; and giving to an IPFW official information known to be false.
2. Release of access codes for IPFW computer systems to unauthorized persons; use of an access code for a purpose other than that stated on the request for service.
3. Lewd or indecent conduct, or obscene conduct, or obscene expression as defined by law.

4. Disorderly or disruptive conduct which interferes with teaching, research, administration, or other IPFW or IPFW-authorized activity.
5. Failure to comply with the directions of authorized IPFW officials in the performance of their duties, including failure to identify oneself when requested to do so, and violation of the terms of a disciplinary action.
6. Unauthorized entry, use, or occupancy of campus facilities; refusal to vacate a campus facility when directed to do so by an authorized official of IPFW.
7. Unauthorized taking or possession of IPFW property or services; unauthorized taking or possession of the property or services of others.
8. Intentional action or reckless disregard that results in damage to or destruction of IPFW property or of property belonging to others.
9. Possession of firearms or other weapons; possession or display of any firearm except as authorized by the IPFW police; and intentional possession of a dangerous article or substance as a potential weapon, or of any article or explosive calculated to injure or discomfort any person. Public law enforcement officials who are required by their departments to carry their firearms at all times must register with the IPFW police.
10. Acting with violence; aiding, encouraging, or participating in a riot.
11. Harassment, as defined by the IPFW Antiharassment Policy.
12. Hazing, defined as any conduct which subjects another person, whether physically, mentally, emotionally, or psychologically, to anything that may endanger, abuse, degrade, or intimidate the person as a condition of association with a group or organization, regardless of the person's consent or lack of consent.
13. Physical abuse of any person or conduct that threatens or endangers the health or safety of another person.
14. Verbal behavior that involves an expressed or implied threat to interfere unlawfully with an individual's personal safety, or personally abusive language ("fighting words") inherently likely to provoke a violent reaction in a face-to-face situation.
15. Possession, consumption, distribution, or sale of alcoholic beverages as defined by state law, on campus except as expressly permitted by the Internal Operating Procedures for the Possession, Consumption, Distribution, and Sale of Alcoholic Beverages on the Fort Wayne campus.
16. Use, possession, manufacture, processing, distribution, or sale of any drug or controlled substance except as expressly permitted by law. The term "controlled substance" is defined in Indiana, and includes, but is not limited to, substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, and hallucinogens.
17. Violations of other published IPFW regulations, policies, or rules.
18. Violation of any IPFW rule governing student organizations, or the use of IPFW property (including the time, place, and manner of meetings or demonstrations on IPFW property), or of any other IPFW rule that is reasonably related to the orderly operation of IPFW.

19. Obstruction or disruption of any IPFW activity or inciting, aiding, or encouraging other persons to engage in such conduct. Obstruction or disruption means any unlawful or objectionable acts or conduct (1) that seriously threaten the ability of IPFW to maintain its facilities available for performance of its educational activities, or (2) that are in violation of the reasonable rules and standards of IPFW designed to protect the academic community from unlawful conduct, or (3) that present a serious threat to person or property of the academic community.

Such phrase shall include, without limitation of the foregoing general definition, the unlawful use of force or violence on or within any buildings or grounds owned, used, occupied, or controlled by IPFW; using or occupying any such buildings or grounds in violation of lawful rules or regulations of IPFW, or for the purpose or with the effect of denying or interfering with the lawful use thereof by others; and injuring or harming any person or damaging or destroying the property of IPFW or the property of others, within such buildings and grounds.

C. Other Student Conduct Issues

1. Demonstrations. Any individual or group activity or conduct apparently intended to call attention to the participants' point of view on some issues, is not of itself misconduct. Demonstrations that do not involve conduct beyond the scope of constitutionally-protected rights of free speech and assembly are, of course, permissible. However, conduct that is otherwise improper cannot be justified merely because it occurs in the context of a demonstration. Demonstrations that involve violations of any subsection of Part II, A or B, will not be permitted. A student will be charged with misconduct for any individual misconduct committed by the student in the course of a demonstration.
2. Misconduct Subject to Other Penalties. As provided in Chapter 273 of the *1969 Acts of the Indiana General Assembly*, misconduct that constitutes a violation of these rules and regulations may be punished after determination of guilt by the procedures herein provided without regard to whether such misconduct also constitutes an offense under the criminal laws of any state or of the United States or whether such conduct might result in civil liability of the violator to other persons.
3. Personal Conduct Not on IPFW Property. IPFW may discipline a student for acts of personal misconduct that are not committed on campus property or in connection with an IPFW activity if the acts distinctly and adversely affect the security of the campus community or the integrity of the educational process.

Status During Disciplinary Proceedings. Except where summary action is taken as provided in Part III-C, the status of a student charged with misconduct shall not be affected pending the final disposition of charges. The effective date of any disciplinary penalty shall be a date established by

the final adjudicating body (dean of students or the Campus Appeals Board). In case of suspension or expulsion, the student shall not be withdrawn any earlier than the date the notice of charges originated or later than the effective date established by the final adjudicating body.

Part III: Student Disciplinary Procedures and Campus Appeals Board

Preamble

IPFW procedures for imposing academic and disciplinary sanctions are designed to provide students with the guarantees of due process and procedural fairness. Except as provided in Part IV, the procedures hereby established shall be followed in all cases in which IPFW institutes disciplinary proceedings against students for violations of rules of student conduct set forth in Part II.

A. Disciplinary Procedures for Academic Misconduct

1. When a student commits an act of academic misconduct that is not related to a course in which the student is enrolled, the dean of students has the authority to initiate academic misconduct proceedings against the student after consulting with the dean or director of the school or division in which the student is enrolled. The proceedings are governed by the same procedures that apply to acts of personal misconduct (Part III-B-1).
2. When a student in a course commits an act of academic misconduct related to that particular course, the instructor who is teaching the course has the authority to initiate academic misconduct proceedings against the student in accordance with the established procedures (Part III-A-2a).
 - a. An instructor who has information that a student enrolled in a course being conducted by the instructor has committed an act of academic misconduct related to that course is required to hold an informal conference with the student concerning the matter within 10 class days of discovering the alleged misconduct. The faculty member must advise the student of the alleged act of misconduct and the information upon which the allegation is based.
 - b. If the instructor concludes that the student did commit the act of misconduct as alleged, the instructor is authorized to impose an appropriate academic sanction related to the particular course involved. An appropriate academic sanction for such misconduct may include, but is not limited to, any of the following:
 - (1) The student may be given a lower grade than the student would otherwise have received or a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.

- (2) The student may be required to repeat the assignment, complete some additional assignment, or resubmit any assignment, course work, examination, or paper involved in the act of misconduct.
- (3) The student may be given a lower grade than the student would otherwise have received or a failing grade for the course.
- c. After imposing an academic sanction, the instructor is required to report the matter and action taken within 10 class days in writing to the student, the chair of the student's department, the dean or director of the student's school or division, and the dean of students.
- d. If the student's course grade is affected by the sanction, the student has the right to appeal the academic sanction imposed by an instructor through the IPFW grade appeals system. [See IPFW Academic Regulations—Grade Appeals.]
- e. A student may not be placed on disciplinary probation or suspended or expelled from IPFW or a school or division within IPFW because of an act of academic misconduct unless the dean of students concludes that such a sanction is justified by the nature of the act or because the student has committed previous acts of misconduct.
- f. If the dean of students concludes that additional disciplinary action is warranted, the proceedings will be governed by the same procedures that apply to acts of personal misconduct (Part III-B-1).

B. Disciplinary Procedures for Personal Misconduct. Any member of the IPFW community may initiate a complaint with the dean of students. Disciplinary proceedings are those proceedings initiated by the issuance of a notice of charges and are governed by the following procedures. Disciplinary proceedings for an act of personal misconduct that is committed simultaneously with an act of academic misconduct are also governed by the following procedures unless the dean of students and the faculty member involved agree otherwise.

1. Notice of Charges

- a. A disciplinary proceeding is initiated by the dean of students by sending a notice to the student who is the subject of the complaint. If disciplinary proceedings are initiated against a student under the age of 18, the dean is required to make reasonable efforts to assure that the parent(s) or, when appropriate, the legal guardian of the student is notified concerning the proceedings and the nature of the complaint.
- b. The notice shall be sent by certified mail to the student's address as it appears in the official records of IPFW or shall be delivered personally to the student. The notice shall quote the rule claimed to have been violated and shall fairly inform the student of the reported circumstances of the alleged misconduct. The notice shall require the student to appear in the office of the dean of students at a time and on a date specified (which ordinarily will not be earlier than three class days after the mailing of the notice) to discuss the

alleged violations. A copy of these regulations shall accompany each notice of charges.

- c. The notice shall inform the student of the following:
- (1) The offense the student is alleged to have committed by citing the relevant section of these regulations;
 - (2) The date, time, and place of the alleged offense, and other relevant circumstances;
 - (3) The date, time, and place of the informal hearing to discuss the alleged violation;
 - (4) That the student may have an advisor or other counsel present during the hearing; that an advisor or counsel is limited to the role of advising the student; and that an advisor or counsel may not participate in presenting the case, questioning the witnesses, or making statements during the hearing;
 - (5) That the student need not answer questions and that a choice to remain silent will not be taken as an admission of guilt, nor shall it be detrimental to the student's position;
 - (6) That, if the student fails to appear for the hearing, the dean of students may:
 - (a) reschedule the conference;
 - (b) dismiss the charges; or
 - (c) if the dean of students reasonably believes the failure to appear to be inexcusable, impose any of the prescribed disciplinary penalties.

2. Informal Hearing

- a. When the student appears as required, the dean of students shall inform the student as fully as possible of the facts concerning the alleged misconduct and of the procedures which follow. The student may, but need not, make responses and explanations.
- b. If, after discussion and such further investigation as may be necessary, the dean of students determines that the violation alleged is not supported by the evidence, the dean of students shall dismiss the accusation and notify the student.
- c. If, after discussion, or if the student fails to appear, and if the dean of students believes that the violation occurred as alleged, the dean of students shall so notify the student and shall propose a disciplinary sanction by means of a written notice. The student, by such notice, shall be offered the choice of either consenting to the determination and proposed penalty or of requesting a hearing before the Campus Appeals Board. Should a student desire a hearing before the Campus Appeals Board, the request shall be made in writing and delivered to the office of the dean of students no later than seven class days after the mailing of the notice.
- d. If no written choice is received by the dean of students within the time specified, no further hearing shall be held, the disciplinary

sanction proposed by the dean of students shall be imposed, and the action shall be considered final.

- e. Both the student and the student's accuser shall be informed of the outcome of any hearing brought alleging a sexual assault.
3. Disciplinary Sanctions. The dean of students is authorized to impose any one or a combination of the following sanctions for acts of personal misconduct:
 - a. Reprimand and Warning. A student may be given a reprimand accompanied by a written warning that the student may receive additional sanctions if the student engages in the same misconduct again or commits any other violation of this Code.
 - b. Disciplinary Probation. A student may be placed on disciplinary probation for a specified period under conditions specified in writing by the dean of students, with a warning that any violation of the conditions or any further acts of misconduct may result in additional disciplinary sanctions, including suspension or expulsion from IPFW. As a condition of probation, the student may be required to participate in a specific program, such as an alcohol-education program, or to provide a specific service, such as the repair or restoration of any property damaged or taken by the student.
 - c. Restitution. A student may be required to pay the cost for the replacement or repair of any property damaged by the student. If the student fails to pay the cost or make the repairs, the student may be subjected to additional sanctions, including suspension or expulsion.
 - d. Participation in a Specific Program. A student may be required to participate in a specific program, such as an alcohol-education program. If the student fails to participate in the program as directed, the student may be subjected to additional sanctions, including suspension or expulsion.
 - e. Provision of a Specific Service. A student may be required to provide a specific service, such as the repair or restoration of any property damaged or taken by the student. If the student fails to provide the service as directed, the student may be subjected to additional sanctions, including suspension or expulsion.
 - f. Suspension. A student may be suspended from classes and future enrollment and excluded from participation in all aspects of campus life for a specified period of time.
 - g. Expulsion. A student may be dismissed from IPFW. The student may after two years petition for readmission to IPFW.
4. Campus Appeals Board
 - a. Composition. The Campus Appeals Board shall consist of nine members selected in the following manner: Four students appointed by the president of Indiana-Purdue Student Government Association subject to confirmation by the Student Senate; three faculty members elected by the Fort Wayne Senate; and two administrative

staff members appointed by the chief administrative officer, one of whom shall be designated as chair of the Campus Appeals Board. An equal number of alternates from each constituent group shall be appointed at the same time and in the same manner as the regular members. From such panels of members and alternates, the chair shall designate a hearing panel consisting of a minimum of five members including at least two students.

- b. **Terms of Office.** The term of office for student members and their alternates shall be one year, and for faculty and administrative members it shall be two years, except that members shall continue to have jurisdiction of any case under consideration at the expiration of their term. The terms of office for all members shall begin at the start of the fall semester. No member shall serve more than two consecutive terms. If any appointing authority fails to make the initial appointments to the Campus Appeals Board within the time specified, or to fill any vacancy on the panel of alternates within five days after being notified to do so by the chief administrative officer, or if at any time the Campus Appeals Board cannot function because of the refusal of any member or members to serve, the chief administrative officer may make appointments, fill vacancies, or take such other action as deemed necessary to constitute a Campus Appeals Board.
- c. **Other Officers and Jurisdiction.** The Campus Appeals Board shall elect a vice chairperson and secretary. It shall adopt guidelines governing its procedures consistent with these regulations. It shall have only the jurisdiction herein granted.
- d. **Appeals from the Dean's Office.** If a student requests a hearing before the Campus Appeals Board, the dean of students shall contact the chair of the board who will make the arrangements for the hearing. Notice from the chair shall be sent by certified mail to the student's address as it then appears in the official records of IPFW or shall be delivered personally to the student. The notice shall inform the student of the following:
 - (1) The offense alleged to have been committed, by citing the relevant section of these regulations;
 - (2) The date, time, and place of the alleged offense, and other relevant circumstances, including a summary of the evidence upon which the charges are based, and the names of those who may be presented as witnesses and/or whose statements may be offered as evidence at the hearing;
 - (3) The date, time, and place of the hearing, which shall not be earlier than 10 class days after the date of the notice;
 - (4) That the student must prepare a list of the persons that the student may present as witnesses and/or whose statements may be offered as evidence at the hearing and submit the list to the

- chair by no later than five class days before the hearing, excluding Saturdays, Sundays, and holidays;
- (5) That the student is required to be present at the hearing and is entitled to present witnesses and to cross-examine witnesses who appear unless the Campus Appeals Board decides to proceed in the absence of the student because of extraordinary circumstances such as a student's refusal or inability to attend;
 - (6) That the student is entitled to be represented at the hearing by counsel or an advisor of his or her choice at his or her own expense, but that the student is still required to be present even if represented by counsel or an advisor; and that an advisor or counsel may not participate in presenting the case, questioning witnesses, or making statements during the hearings;
 - (7) That IPFW may be represented by legal counsel if it so elects, whose sole function shall be to advise the Campus Appeals Board; and that counsel may not participate in presenting the case, questioning witnesses, making statements during the hearing, or be involved in the determination of the guilt or innocence of the student;
 - (8) That the student need not answer questions, and that a choice to remain silent will not be taken as an admission of guilt, nor shall it be detrimental to the student's position;
 - (9) The sanctions that may be imposed by the Campus Appeals Board;
 - (10) That the hearing will be closed to the public, unless the student(s) charged requests an open hearing. The chairperson of the Campus Appeals Board shall make arrangements satisfactory to the Campus Appeals Board to accommodate observers if a hearing is to be public, and the Campus Appeals Board's choice of the place and determination of the number of observers that can be conveniently accommodated are final;
 - (11) That the failure to appear at the hearing will be action for which the Campus Appeals Board may impose the disciplinary sanction initially proposed by the dean of students without right of further appeal if the Campus Appeals Board, upon diligent inquiry, finds such failure to be inexcusable;
 - (12) That the decision of the Campus Appeals Board shall be based solely upon matters introduced at the hearing and must be based upon a preponderance of the evidence;
 - (13) That the Campus Appeals Board shall make a finding whether the student has committed the offense(s) as charged and shall either reverse the decision of the dean of students and acquit the student, affirm the finding of the dean of students and the disciplinary sanction imposed, or affirm the finding of the dean of students and in cases where a proposed disciplinary sanction is

believed to be inappropriate to the misconduct, to reduce or increase the severity of the sanction;

- (14) That within 10 class days after the conclusion of the hearing, the chair of the Campus Appeals Board shall render a written decision and include a brief explanation of the decision and set forth the findings of fact upon which the decision is made. The chair shall promptly furnish copies of the decision to the student and the dean of students; and
 - (15) That the decision of the Campus Appeals Board is final and not subject to further appeal.
- e. Both the student and the student's accuser shall be informed of the outcome of any appeals proceeding brought alleging a sexual assault.
 - f. Appeals Concerning Recognition of Student Organizations. The Campus Appeals Board shall have jurisdiction to hear and shall be required to hear any appeal from a student organization that the dean of students has refused to recognize, has suspended for a period of time, or from which recognition has been withdrawn. In such cases, the Campus Appeals Board shall have the authority to reverse the finding of the dean and restore the student organization to its original status, or to affirm the finding and penalty imposed by the dean, or to reduce or increase the severity of the disciplinary penalty. The action of the Campus Appeals Board shall be final.
 - g. Appeals from Student Judicial Court. The Campus Appeals Board shall have discretionary jurisdiction to hear appeals from the Student Government Association. In such cases, it may affirm or reverse a decision, and its action shall be final.

C. Summary Action. Summary disciplinary action by way of temporary suspension and exclusion from IPFW property may be taken against a student charged with misconduct without the issuance of a notice of charges and without the procedures prescribed in Part III-B on the following conditions: Summary action shall be taken only by the chief administrative officer or the officer's designee, and only after the student shall have been given an opportunity to be heard if such procedure is practical and feasible under the circumstances.

Summary action shall be taken only if the chief administrative officer or the officer's designee is satisfied that the continued presence of the student on IPFW property threatens harm to the student or to any other persons or to the property of IPFW or of others. Whenever summary action is taken under this provision, the procedures provided for in Part III-B for hearing and appeal shall be expedited so far as possible to shorten the period of summary action.

D. Time limitations. Time limitations specified in the preceding sections of this Code may be extended by either the dean of students or the Campus Appeals Board for a reasonable period if an extension is justified by good cause under the totality of the circumstances. The documentation for extending the time limitations must be provided to the student.

Part IV: Policy on Students with Mental Disorders

Preamble

Incidents of alleged student misconduct normally will be adjudicated in accordance with the provisions of the preceding regulations. If, however, the available evidence indicates that the student may be suffering from a mental disorder (as defined by the current edition of the *American Psychiatric Association Diagnostic and Statistical Manual*), and if the student's behavior poses a significant danger of causing harm to self, other persons, or property, or substantially disrupts the normal activities of IPFW, the student may be asked to withdraw voluntarily or may be administratively withdrawn involuntarily from IPFW.

A. Review and Hearing Procedures

1. The dean of students shall determine in each individual case whether it shall be handled through this policy or through other student disciplinary procedures.
2. A student may be requested in writing and/or orally (depending upon the urgency of the situation) to attend an informal meeting with the dean of students and an IPFW counselor for the purpose of determining the seriousness of the student's condition and, if so, the necessity for withdrawal. Such a request will include a statement of the reasons for IPFW concern. Parents, spouses, or other appropriate persons (i.e., faculty, counselors, psychologists, etc.) may be contacted either by the student or by IPFW for information and may, with the consent of the student, participate in the informal meeting. At the meeting the reasons for IPFW's concern regarding the student will be clearly stated, and the student will be given an opportunity to respond to these concerns. If after the meeting the student is found not to have a serious mental disorder, the student will be so informed in writing and allowed to continue as a student.
3. If after the informal meeting the dean of students and the IPFW counselor decide that the student should withdraw from IPFW and be permitted to re-enter IPFW only with their approval, the student shall be informed of such decision and the reasons therefore. The student will receive a written notice of the decision and reasons within 10 class days after the informal hearing. If the student agrees to voluntarily withdraw from IPFW on such conditions, regular withdrawal procedures will be followed. However, the student may be permitted to withdraw voluntarily

without grades if in the judgment of the dean of students and the IPFW counselor the circumstances warrant such action.

4. If the student refuses to accept the decision of withdrawal reached by the dean of students and the IPFW counselor and refuses to withdraw from IPFW voluntarily, the student shall notify the dean of students of such refusal. The student may then appeal the withdrawal decision to a committee appointed by the chief administrative officer of IPFW consisting of a faculty member, a student, and an IPFW administrator, other than a member of the staff of the dean of students. The committee shall hear the entire matter again after notice to the student and the dean of students. The issues to be determined by the committee shall be (1) whether the student has a serious mental disorder and (2) if so, whether the student should be involuntarily withdrawn from IPFW. The student and the dean of students and the IPFW counselor may attend the hearing and present evidence and question witnesses. They may be represented by counsel. The committee may, at its discretion, authorize an independent evaluation of the student by a certified psychologist or licensed psychiatrist at IPFW's expense. The committee shall make a written report containing its findings and conclusions within 10 class days after the hearing. Copies of the report shall be furnished to the student, the dean of students, and the chief administrative officer of IPFW. The decision of the committee shall be binding upon the student and IPFW.

Part V: Student Complaint Procedures

Students having complaints concerning actions or decisions that are claimed to violate rights established under Part I of the Code, the Americans with Disabilities Act, Ethical Guidelines for Computer Users, or HIV/AIDS Guidelines, must first seek to resolve their complaints at the lowest unit level. Good-faith efforts will ensure the timely handling of such complaints. Depending upon the nature of the complaints, appropriate faculty or administrators may be designated to investigate, mediate, and suggest a resolution. Only after all such remedies have been exhausted may the students request a hearing before the Campus Appeals Board. The Campus Appeals Board shall have the authority and duty to reach findings and to convey recommendations to the chief administrative officer of IPFW.

Part VI: Authority, Application, and Amendments

A. Authority. As provided in the Indiana University-Purdue University Fort Wayne Management and Academic Mission Agreement, "Purdue University shall be responsible for all policies related to student matters. IPFW student rights, responsibilities, and standards of conduct will be established by campus administrators in consultation with the student and faculty government organizations and with the IPFW Community Advisory

Council and shall be consistent with the principles established by Purdue and Indiana Universities.”

B. Application. These regulations, as from time to time amended, shall apply to all undergraduate and graduate students with either Indiana University or Purdue University affiliation while enrolled at IPFW and shall be deemed a part of the terms and conditions of admission and enrollment at IPFW. In case of any conflict or inconsistencies with any other rules, regulations, directives, or policies now existing, these regulations shall govern. They shall be enforced by the chief administrative officer of IPFW.

C. Amendments. These regulations, and any amendments hereto, shall take effect on a date prescribed by the trustees of Purdue University and shall remain in effect until rescinded or modified by them. Amendments may be proposed at any time by the Indiana-Purdue Student Government Association, Fort Wayne Senate, IPFW administrative staff, Community Advisory Council, or by the trustees of Purdue University.

Ethical Guidelines for Student Computer Users at IPFW

(Reprinted from IPFW Faculty Senate Document SD98-24a, revised April 12, 1999)

The IPFW Code of Student Rights, Responsibilities, and Conduct (hereafter, the Code) sets forth general policies and procedures governing the use of university facilities by students. The purpose of these guidelines is to interpret these policies and procedures specifically for students using the university’s computing facilities.

Intellectual Property Rights and Responsibilities. Central to an understanding of the rights and responsibilities of student computer users is the notion of intellectual property. In brief, this concept holds that materials stored in electronic form are the property of one or more rightful owners. Like any other property, electronically stored information, whether data or programs, can be stolen, altered or destroyed, misappropriated, or plagiarized. Such inappropriate activities violate the Code and are subject to disciplinary action as set forth in the Code.

Access Rights and Responsibilities. University computer resources should be used in connection with legitimate, university-related purposes; and use of e-mail resources should be focused on facilitating individual or small-group interaction; other uses—for example, using computer resources to conduct a commercial enterprise or private business—constitute theft from the university subject to disciplinary action as specified in the Code. Similarly, the introduction of information that interferes with the access or information of others—for example, the introduction of programs of a type commonly called “viruses” or of nonacademic, network-game simulations—is subject to disciplinary action. E-mail should not be used for junk mailings.

Junk-mail, including chain mail, wastes system resources and the time of those who receive it. Neither should e-mail be used to forge a message so as to have it appear to come from another user. All such inappropriate use of e-mail is subject to disciplinary action, including, but not limited to, loss of e-mail account.

Certain university-controlled computing resources are openly available to all students on a first-come, first-served basis; access to other resources is limited—often only by means of posted notices—to students in certain disciplines or specified courses; access to still other resources is carefully controlled by such means as user IDs and passwords. Students are responsible for adhering to the spirit and the letter of these access controls. Violations of access rights can be interpreted under the Code as theft of university services whether or not those services have been separately billed. Students are also responsible for ensuring the confidentiality of access rights under their control. For example, release of a password, whether intentional or inadvertent, invites misuse by others and may be subject to disciplinary action.

General Rights and Responsibilities. Despite access controls imposed, system failures may occasionally make it possible for students inappropriately to read, use, copy, alter, or delete information stored electronically on a university computer system. Students are responsible for not exploiting such system failures and for reporting them to proper university personnel so that corrective steps can be taken.

The use of university computing resources to disseminate obscene, pornographic, or libelous materials, to threaten or harass others, or otherwise to engage in activities forbidden by the Code is subject to disciplinary action as specified in the Code.

