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(Approved, 4/12/1999)  
(Amended, 10/8/2001)  
(Amended, 11/12/01)

Indiana University-Purdue University Fort Wayne

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Educational Policy Committee

**MEMORANDUM**

TO: Fort Wayne Senate

FROM: Educational Policy Committee

DATE: March 17, 1999

SUBJECT: School, Department, and Program Statements of Mission, Goals, and Objectives

DISPOSITION: To Schools, Departments, and Programs for Implementation

Whereas, Senate Document SD92-7 provides that "each unit (school, department, program, center, etc.) that serves as the academic home for students -- undergraduate and graduate -- shall formulate a statement of mission, goals, and objectives consistent with IPFW's statement of mission, goals, and objectives;" and

Whereas, these statements were approved in Senate Documents SD93-10, SD93-27, and SD94-10; and

Whereas, further revisions to these statements were made in the publication of SD94-13; and

Whereas, further revisions are required by the re-naming of various degrees and changes in organizational structure; and

Whereas, the enclosure includes other proposed revisions from schools and departments;

Therefore, be it resolved that the Senate approve these statements of mission, goals and objectives; and

Be it further resolved that the following process be used for approval of future substantive changes to statements of mission and goals:

1. The change is proposed and approved by the department/program.
2. The change is approved by the dean/division director following any school-level approval processes that may exist and is then forwarded to the Assessment Council.
3. The revised document is reviewed for style and content by the Assessment Council, which will communicate with the originating department to resolve any concerns before approving the document.
4. Following approval of the revised document, the Assessment Council will notify chairs, deans, and faculty that the document is available electronically for comment during a one-month remonstrance period. Comments should be sent to the originating department, the dean/director, and the Assessment Council, in order to provide clarifications or resolve problems.
5. At the end of the remonstrance period, the document will be forwarded to the VCAA and the Educational Policy Committee for approval, and to the Senate for information.

Incorporates and Supersedes the following documents:

SD 93-10 Initial Statements	Approved 12-13-93
SD 93-27 Amendments	Approved 4-11-94
SD 94-13 Amendments	Approved 12-12-94 Amended 2-10-97

[Remove Appendix to Document and Amend Table of Contents accordingly]

SD 94-14 Amendments	Approved 12-12-94
SD 96- 3 Amendments	Approved 11-11-96
SD 96- 9 Amendments	Approved 3-10-97

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College of Arts and Sciences  
Anthropology  
Audiology and Speech Sciences (changed to Communication Sciences and Disorders as of 2010)  
Biology  
Chemistry  
Communication  
English and Linguistics  
Geosciences  
Gerontology  
History  
International Studies Certificate Program  
Journalism Program  
Liberal Studies  
Mathematical Sciences  
Modern Foreign Languages (changed to International Language and Culture Studies)  
Native American Studies Certificate Program  
Philosophy  
Physics  
Political Science  
    Economics, BA Degree  
Psychology  
Sociology  
Transitional Studies  
Women's Studies

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## COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is composed of departments teaching the traditional liberal arts disciplines. It is responsible for basic skills courses in mathematics, reading, and writing as well as the majority of the courses fulfilling its own general education requirements and those of other IPFW units. Departments within the college offer baccalaureate and master's degrees in their respective subjects. They also offer minors and a few associate degrees and certificates.

The college is dedicated to the principle of liberal education. In addition to training students in skills required for the workplace or for advanced university study, it seeks to foster a well-rounded development of the individual. The graduates of its baccalaureate programs should have the knowledge and awareness that will enable them to be effective citizens and lifelong learners. Through its general education courses, the college promotes these goals throughout the university. The college recognizes the role of nontraditional students at IPFW and makes special efforts to meet their needs.

The college's associate of arts program with ten concentration areas and the chemistry associate of science program serve as intermediate steps toward completion of a baccalaureate degree. The chemical methods associate of science program, on the other

hand, serves students who are preparing for a career as a chemical technician and is not recommended for students who wish to pursue a bachelor's program.

Baccalaureate graduates are expected to have a working understanding of the knowledge and methodology appropriate for their discipline. They should be aware of the major issues in their field and communicate field-content effectively. And they should be aware of the means for continued study in or practice of the discipline. They should also have an understanding of the traditions of Western culture and familiarity with a non-Western culture; grasp the principles of knowledge in the sciences, the social sciences, and the humanities; and have at least basic fluency in a foreign language. They are expected to use oral and written language with critical intelligence and persuasiveness, and to understand the fundamentals of college-level mathematics.

Master's graduates are expected to have the knowledge and skills appropriate for a profession or for further study at a more advanced level. Associate degrees prepare students to assume entry-level positions as clinical technicians or serve as an intermediate step toward a baccalaureate degree. Minors and certificate programs provide specialized skills, often in areas in which no baccalaureate degree program is available.

The research and service missions of the College of Arts and Sciences are those appropriate to a comprehensive regional university. The college's faculty engage in research or creative endeavor linked to their teaching as well as to IPFW's role as the regional center for higher education. Through research, faculty maintain their qualifications as teachers and, in their contribution to knowledge in their respective disciplines, enhance the national and international reputation of the campus. Through research and service, the college seeks to make itself a vital resource for business, industry, public and private education, the arts, and government in northeastern Indiana.

5-18-98

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DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS (formerly  
Audiology and Speech Sciences)  
MISSION

The mission of Communication Sciences and Disorders is to provide an appropriate preprofessional academic and clinical foundation for majors who must obtain a Master's degree in speech-language pathology or audiology prior to the practice of the skills of these professions. Driven by the belief that "quality in undergraduate education comes first at IPFW" (1992-1994 Bulletin, p.1), the mission of Communication Sciences and Disorders is fulfilled within the enriching core curriculum of IPFW.

GOALS

I. The Communication Sciences and Disorders major should acquire introductory knowledge of the foundations and processes of human communication including

- A. The normal nature and development of communicative function (speech, language, and hearing).
  - B. Assessment and treatment of disordered communicative function.
  - C. The prevention of disordered communicative function.
- II. The Communication Sciences and Disorders major should demonstrate introductory clinical skills including
- A. Assessment of a client's communicative abilities.
  - B. The design and implementation of an appropriate treatment plan.
- III. The Communication Sciences and Disorders major should demonstrate ability to integrate and apply knowledge and skills in meaningful ways and in a format that will be required of them in graduate school.
- IV. Non-major students enrolled in Communication Sciences and Disorders introductory courses should acquire an awareness of human communication disorders.

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## DEPARTMENT OF BIOLOGY MISSION

The Department of Biology is committed to providing students at IPFW with critical knowledge and experience in the field of Biology that is directed towards their specific academic needs and career objectives. The department educates and trains undergraduate and graduate students through a commitment to excellence in classroom teaching and teaching through research. The faculty also maintains faculty-student interactions through their involvement with students in counseling and advising.

## GOALS AND OBJECTIVES

Recognizing that the Department of Biology is responsible for the education of various groups of students, having different needs, our goals and objectives must be individually defined for different categories of students.

- I. Undergraduate Programs- Biology Majors
  - A. B.S., Biology, Biology Teaching, and Medical Technology. Provide coursework, research experience, and advising for students who seek employment after the B.S. degree or who expect to enter graduate and professional schools.

1. Students should have demonstrated comprehension of basic biological principles and theories and a demonstrated ability to apply those theories and principles to problem solving.
2. Students should have demonstrated knowledge of the scientific method, and should be able to apply that knowledge to problem solving. Students should also have the ability to critically evaluate biological information.
3. Students should have demonstrated the basic knowledge and experience of field and laboratory work and be able to communicate the results of an investigation.

## II. Undergraduate Programs- Non Biology Majors

A. General Education. Provide non-biology majors with coursework in biology that allows them to be conversant in basic biological principles. Also provide these students with coursework on issues pertinent to society that relate to the field of biology.

1. Students should have a demonstrated comprehension of basic biological principles and an ability to apply those principles to evaluate new information and issues pertinent to the science of biology.
2. Students should have demonstrated through laboratory experience the ability to use the basic tools and methodology of biology.

B. Allied Health and Agriculture. Provide coursework in biology to satisfy requirements for students pursuing careers in these vocational areas.

1. Students should have a demonstrated understanding of biological principles pertinent to their specific disciplines and degree requirements.

## III. Graduate Programs

A. M.S., Biology, Thesis. Provide coursework and thesis research opportunities for students to complete the master's degree in biology. Students should achieve a level of expertise appropriate for either a terminal degree for employment or a step to a doctoral program.

1. Demonstrate through course work and seminars expertise in their area of research.
2. Produce a quality research project that meets the requirements of the thesis research committee.



B. M.S., Biology, Non-thesis. Provide coursework for graduate students pursuing a non-thesis option master's degree in order for students to enhance or seek new career opportunities.

1. Students should demonstrate a comprehensive knowledge of biology through course work, seminars, and examination as determined by the student's advisory committee.

C. Coursework for other graduate programs. Provide courses for students to enhance their knowledge of biology for use in related areas.

1. Students should demonstrate knowledge of biology for use in other areas such as education and liberal studies.

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## DEPARTMENT OF CHEMISTRY MISSION

The mission of the Department of Chemistry is to teach chemistry as a scientific discipline whose focus is understanding and conceptualizing the behavior of the physical universe. This mission is addressed specifically to four groups of students: 1) students who wish to broaden their knowledge of the physical world by studying chemistry; 2) students whose major includes a strong chemistry component; 3) undergraduate students whose major is chemistry; and 4) students pursuing graduate studies in chemistry.

## GOALS

To provide the opportunity for students to develop their knowledge of and skills in general, analytical, biological, inorganic, organic, physical, and polymer chemistry. The extent to which these skills will be developed depends on the needs of the students in the various categories above.

Objectives: General Chemistry

1. To provide students with a unifying microscopic model which explains the macroscopic observations of mass and energy transformations; (At this level, the model is presented in a non-rigorous and semi-quantitative form.)
2. To provide students with an awareness of the periodic relationships among the elements and their compounds, so that knowledge of general trends will allow students to make reasonable predictions about chemical behavior.
3. To provide students with an appropriate level of computational skill and the ability to analyze, apply, synthesize, and comprehend the concepts of modern chemical models and their application to other disciplines.

4. To provide students in the laboratory with direct experience of the macroscopic transformations which are explained by the microscopic models. The laboratory experience should provide an opportunity to develop the following skills: 1) making observations, 2) making precise measurements, 3) keeping records, and 4) manipulating equipment.

5. To provide students with the fundamental terminology and concepts of the current model of chemical processes thus enabling students to

- a. use chemical concepts in daily living,
- b. understand the relationship between societal issues and the scientific disciplines,
- c. make informed professional and career decisions.

#### Objectives: Analytical Chemistry

1. To provide students with an awareness of the factors pertinent to all analytical methods, including considerations of stoichiometric calculations, sampling, sensitivity and detection limit, statistical treatment of data, sources of error, and equilibrium constants.

2. To expose students to a wide range of classical (gravimetric, titrimetric) methods and instrumental methods of analysis (particularly electrical and optical methods) and methods of chemical separation (particularly chromatographic methods).

3. To provide students with an opportunity to have safe hands-on experience in the laboratory with a wide range of analytical methods, including experience with at least several state-of-the-art instruments.

4. To foster quantitative thinking in all laboratory procedures.

5. To introduce students to the literature of analytical chemistry.

#### Objectives: Biochemistry

1. To provide a basic understanding of the structure and metabolism of proteins, carbohydrates, lipids and nucleic acids in eukaryotes.

2. To place emphasis on the quantitative and mechanistic aspects of structure and kinetics in the advanced courses.

3. To introduce students to the literature of biochemistry.

#### Objectives: Inorganic Chemistry

1. To provide a basis, in terms of atomic and molecular parameters, to describe chemical bonding and structure.
2. To provide an introduction to the techniques and modern physical methods of chemistry required to prepare inorganic compounds and elucidate their structures and properties.
3. To classify chemical reactions either by general categories or specific mechanisms.
4. To furnish an appreciation, using kinetic and thermodynamic principles, for chemical reactivity and its relationship to structure and bonding.
5. To introduce students to the literature of inorganic chemistry.

#### Objectives: Organic Chemistry

1. To provide students with a simple model for the structure and shape of organic molecules and how these features affect their chemical and physical properties.
2. To provide students with a framework of reactions, mechanisms, and techniques that will allow them to predict the chemical behavior of organic molecules and to design and conduct syntheses. As a necessary prerequisite, students must be provided with a working knowledge of organic nomenclature.
3. To provide students with the fundamentals of organic structure determination through spectroscopic techniques.
4. To provide students with an introduction to the applications of organic chemistry to materials science, biology, and environmental technology.
5. To introduce students to the literature of organic chemistry.

#### Objectives: Physical Chemistry

1. To provide students with a fundamental understanding of the mathematical and physical principles which underlie modern chemistry, and the advanced experimental techniques which quantify physical properties.
2. To provide students with a detailed understanding of the modern microscopic model of the universe.
3. To provide students with an understanding of chemistry as a continuing process of building models, making predictions with the models, and comparing the predictions to experimental observations.

4. The principal topic areas are

- a) Quantum chemistry
- b) Thermodynamics
- c) Statistical mechanics
- d) Spectroscopy
- e) Kinetics and molecular dynamics

5. To introduce students to the literature of physical chemistry.

#### Objectives: Polymer Chemistry

1. To provide students with an overview of the structure and composition of polymers, types of polymerization, and a working knowledge of polymer nomenclature.

2. To provide students with a fundamental understanding of the physical characteristics of polymers (crystallinity, polymer solubility, elasticity, flow behavior, etc.) and methods of polymer characterization.

3. To introduce students to polymer processing techniques (molding, extrusion, calendaring, etc.)

4. To introduce students to the applications of polymers in plastics, fibers, coatings, elastomers, and adhesives.

5. To introduce students to the literature of polymer chemistry.

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#### DEPARTMENT OF COMMUNICATION MISSION

The Department of Communication provides a range of courses for majors and non-majors in the areas of interpersonal and group communication, public speaking, rhetoric, media and public communication, and speech communication teaching. These courses range from theoretical to applied; in general, courses for non-majors have an applied communication focus, while courses for majors include a stronger theoretical emphasis.

The Department of Communication serves these audiences: non-majors who are required by their school or department guidelines to take one or more courses in the department; students from other departments who minor in media production or communication studies; majors in interpersonal and organizational communication; majors in media and public communication; majors in speech communication teaching; and students completing the master's degree in professional communication.

## GOALS

### For the Professional Communication Master's Degree

Students successfully completing the Professional Communication Master's Degree will create an individualized curriculum to meet the student's needs in becoming a communication specialist in industrial, service, governmental, and media-related sectors of the economy;

demonstrate an understanding of and the ability to apply research methods relevant to their particular area of study;

demonstrate the integration of their knowledge of communication theory, communication research and applied communication skills. The student typically accomplishes this through a comprehensive exam or a synthesis paper/project;

demonstrate an understanding of the multi-dimensional nature of the discipline;

demonstrate performance and/or critical competence in communication skills relevant to their area. For example, competent use of and ability to critically analyze and evaluate nonverbal, interpersonal, public, organizational, classroom, interviewing, persuasive, mass communication or telecommunication skills; and be able to provide oral and written assessments of communication.

### For the Media and Public Communication Major

Students successfully completing the major will

understand mass communication theory;

understand the various organizational structures and their components of broadcast radio stations, broadcast television stations, and cable television stations;

understand the technical requirements for broadcast radio, broadcast television, and cable television including equipment requirements and signal considerations;

understand the interrelation between media economics and relevant institutions and agencies;

be skilled in writing and producing radio programming;

be skilled in writing, producing, and directing television and video productions;

be skilled in operating basic broadcast radio equipment; and

be skilled in operating basic broadcast television and video production equipment

#### For the Interpersonal and Organizational Communication Major

Students successfully completing the major will

understand the elements for effective communication;

understand theories of nonverbal, interpersonal, small group, organizational, rhetoric and/or public communication;

be skilled in interpersonal communication (including interviewing and group);

understand the various forms and methods of public communication;

be able to evaluate interpersonal and public messages; and be able to demonstrate successful communication skills both orally and through writing.

#### For the Speech Teaching Major

Students successfully completing the speech teaching major will

meet the requirements for Indiana teacher certification in secondary speech teaching;

successfully initiate and complete observational and student teaching experiences in area high schools;

demonstrate competence in organizational teaching skills. For example, students will be able to create lesson and unit plans for speech courses at the secondary level;

demonstrate knowledge of basic educational practices and theories and how they apply to the speech curriculum. For example, students will understand basic theories of learning (behavioral, social learning) and common teaching methods such as lecturing, small groups, individualized instruction;

demonstrate knowledge of the benefits to be gained by high school students from instruction in speech courses (including benefits from training in public speaking, small group discussion, and interpersonal communication skills);

be skilled, both orally and through writing, at critically analyzing and evaluating communication.

#### For Non-Majors in Applied Communication Courses

Students successfully completing COM 114, the basic course in the communication fundamentals, will

understand the basic theoretical principles governing human communication, including perception of self, perception of others, and the nature of verbal and nonverbal communication;

understand the nature and importance of self-disclosure, listening, and response skills in human relationships;

understand the fundamental requirements for successful public communication, including audience analysis and topic selection, topic research and organization, and delivery skills;

be able to construct and present public speeches;

understand basic theoretical principles governing group communication, group leadership, and group decision-making;

demonstrate competence in group communication skills and the application of group communication principles to actual group experiences;

be skilled listeners; and

be skilled, both orally and through writing, in critically analyzing and evaluating communication.

Students successfully completing COM 323, Business and Professional Speaking, will

understand the fundamental theoretical principles governing formal and informal communication in organizations;

understand the oral presentation requirements for formal public speaking in business and professional settings;

be able to construct and present oral presentations of an informative or persuasive nature designed for presentation to a business or professional audience;

understand the nature of interviewing in organizations and be able to apply that knowledge to actual interviewing situations;

understand the importance of participation, leadership, and teamwork in group communication to success in modern organizations and be able to apply this knowledge to actual group experiences, and

be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students successfully completing COM 315, Speech Communication of Technical Information, will

understand the basic oral communication principles underlying the presentation of information of a practical technical nature;

understand the importance of audio-visual materials to the successful presentation of information of a technical nature;

be able to construct and present oral presentations of an informative or persuasive nature involving the presentation of technical information to business or professional audiences; and

be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students successfully completing COM 325, Interviewing Principles and Practices, will

understand the theoretical communication principles governing interviewing in a variety of professional settings;

understand the fundamental importance of questions, the variety of questions, and the importance of bias-free questions to the successful conduct of interviews;

be able to apply this knowledge to a variety of types of interviews, including journalistic, employment, health care, survey, counseling, and persuasive; and be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students Minor in Communication Studies will

understand the principles governing human communication in interpersonal, public, group, and business and professional settings;

understand the theories of interpersonal communication and rhetoric;

be able to demonstrate public communication skills, including public speaking, persuasive and informative, and debate;

understand and be able to demonstrate interviewing skills in a variety of professional settings; and



be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students Minor in Media Production will

understand the basic principles and theories of mass communication and communication law;

be able to demonstrate production skills in radio and/or television; and

be skilled, both orally and through writing, at critically analyzing and evaluating communication.

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## DEPARTMENT OF ENGLISH AND LINGUISTICS MISSION

The Department of English and Linguistics is responsible for writing instruction and general education courses in literature, folklore, and related fields. It offers baccalaureate and master's-level degree programs in English, as well as minors in English, writing, and folklore. It is also responsible for introductory and advanced courses in linguistics and for the minor in linguistics.

## GOALS

### Writing Program

Upon completion of basic courses in the writing program (ENG W130, W131, W135, W140, W233), students should

1. Demonstrate critical thinking through the interrelated activities of reading and writing. For example, students might annotate, respond to, and formally evaluate texts and analyze, synthesize, and interpret their writings and those of peers and professionals.
2. Read and write clearly and persuasively in various rhetorical contexts. For example, students might read and write expressive, persuasive, and informative papers for personal, public, and academic audiences using the processes, formats, and styles appropriate for these audiences.
3. Apply methods of inquiry appropriate to various rhetorical contexts so that students move beyond mere reporting of information to make an original contribution to knowledge. For example, students might do primary and secondary research ranging from introspection to the use of public sources.

## General Education Courses

Students successfully completing an introductory course in literature should understand

1. the principles and tools of literary analysis
2. the nature of one or more literary genres
3. the ways in which literature reflects and influences cultural and historical issues
4. the humanistic value of a lifetime independent-reading program

Students successfully completing an introductory linguistics course should understand

1. the special properties of language that distinguish it from other forms of communication
2. the role language serves in society
3. the structure of language, including phonetics, phonology, morphology, and syntax, and be able to solve elementary problems in each of these areas
4. the role of semantics in language
5. the basics of psycholinguistics, including theories of language acquisition and the organization of language in the brain

Students successfully completing an introductory course in folklore should understand

1. the methods for collecting and preserving folklore
2. the history of folklore as a discipline
3. the major genres of verbal, customary, and material lore
4. the lore of several important folk traditions

## The English Major

All IPFW graduates with a major in English will be able

1. To write critically, precisely, and persuasively, especially about topics relevant to the major field and selected concentration.
2. To communicate knowledge of literary and linguistic conventions and traditions, especially those of America and England.

3. To demonstrate the ability to use research tools and methods appropriate to the major field and selected concentrations.

Additionally, all IPFW graduates with a major in English will possess knowledge and skills appropriate to their selected concentration:

English and Communication Media Concentration graduates will demonstrate particular strengths in

1. Understanding the history and operations of mass media
2. Being able to produce a range of materials for a variety of public audiences

English Language Concentration graduates will demonstrate particular strengths in

1. Understanding the rules of operation and the social connections of natural languages, especially English
2. Knowing the evolution of the English language
3. Using the analytical and descriptive tools of English linguistics

English Literature Concentration graduates will demonstrate particular strengths in

1. Understanding and appreciating literature in English created during various historical periods
2. Applying the methods of various types of literary criticism

Teacher Certification Concentration graduates will demonstrate particular strengths in

1. Understanding the elements of literature, language, and communication appropriate for a secondary-school teacher of English
2. Applying their knowledge of literature, language, and communication to the teaching of others

Writing Concentration graduates will demonstrate particular strengths in

1. Understanding the principles of writing and rhetoric
2. Applying writing skills to original works of fiction, nonfiction, and/or poetry

The Graduate Program

Students who complete the Master of Arts in English will be able to

1. Demonstrate the knowledge of two specific areas of study in English
2. Demonstrate an understanding and appreciation of the diverse scholarly approaches to major issues in the study of literature, language and linguistics, or rhetoric/composition/writing.
3. Write professional papers which demonstrate critical and analytical thinking and other necessary skills for independent research and writing.

Students who complete the Master of Arts for Teachers in English will be able to

1. Demonstrate knowledge of those areas of study in English that are relevant to their development as teachers at the secondary or college level.
2. Demonstrate an understanding and appreciation of the diverse scholarly approaches to major issues in the study of literature, language and linguistics, or rhetoric/composition/writing.
3. Write professional papers which demonstrate critical and analytical thinking and other necessary skills for independent research and writing.

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## DEPARTMENT OF GEOSCIENCES MISSION

The Department of Geosciences provides lab and non-lab general education courses in the fields of geology, physical geography, and astronomy, and offers a minor in geology, a bachelor of arts degree with a major in geology, and a bachelor of science degree with options in geology and environmental geology.

## GOALS

### I. GENERAL EDUCATION COURSES

*Introductory-level courses (no lab).* Students successfully completing an introductory-level, non-lab course in geology, physical geography, or astronomy should

1. command a basic core of knowledge appropriate to the discipline and course-level
2. show the ability to correctly evaluate situations not explicitly covered in course work

3. be able to apply limited, arithmetic solutions to quantifiable problems
4. be able to read technical information appropriate to the discipline and course-level
5. understand the value of a lifetime spent observing the natural world
6. understand the importance of the Earth Sciences in rendering social, political and personal decisions in a modern society

*Introductory-level courses (with lab).* Students successfully completing an introductory-level lab course in geology, physical geography, or astronomy should meet the goals listed for non-lab courses and should also

1. understand specific practical applications appropriate to the discipline and course-level
2. be able to write technical information appropriate to the discipline and course-level

## II. MINOR IN GEOLOGY

Students successfully completing a minor in geology should

1. have acquired a central core of geological knowledge
2. understand aspects of the interconnectedness among geological subdisciplines
3. be able to apply limited algebraic and other mathematical solutions to quantifiable problems
4. have the ability to draw limited inferences about geological phenomena not encountered in course work
5. be able to evaluate simple field problems
6. be able to read and write short technical reports

## III. BACHELOR OF ARTS WITH MAJOR IN GEOLOGY

Students successfully completing the Bachelor of Arts with Major in Geology should

1. have acquired a central core of geological knowledge
2. understand aspects of the interconnectedness among geological subdisciplines

3. be able to apply rigorous algebraic solutions to quantifiable problems
4. have the ability to draw inferences about geological phenomena not encountered in course work
5. be able to solve fundamental field problems
6. be able to read and write technical papers of moderate length and complexity
7. bring rigorous thinking evaluation processes to nongeological situations
8. have a broad perspective that places their science training within the context of the arts, humanities, and social sciences
9. be prepared for employment in technical or nontechnical fields, not necessarily related to geology

#### IV. BACHELOR OF SCIENCE IN GEOLOGY

Students successfully completing the Bachelor of Science in Geology should:

1. have acquired a central core of geological knowledge
2. demonstrate an understanding of selected advanced specialties  
(Students completing the environmental geology option should show particular strength in courses appropriate for future work and study in environmental geology, hydrogeology, waste control, and other related disciplines. Students completing the geology option should show particular strength in courses appropriate for future work and study in resource exploration, field geology, structural geology, paleontology, and other related disciplines.)
3. understand aspects of the interconnectedness among geological subdisciplines
4. have a background that includes a working knowledge of ancillary sciences, including physics, chemistry, and biology
5. be able to apply rigorous statistical, algebraic, and calculus-based solutions to quantifiable problems
6. demonstrate an ability to draw inferences about geological phenomena not encountered in course work
7. be able to solve complex field problems

8. be able to read and write technical papers of moderate length, and be prepared to write a thesis or other summary of original ideas
9. be able to bring rigorous thinking and evaluation processes to nongeological situations
10. be prepared for advanced study in graduate school or for employment in technical and non- technical fields, possibly as a professional geologist

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### Gerontology Certificate Mission and Goals

The Gerontology Certificate is an 18-credit, interdisciplinary certificate that can be earned in combination with a degree or as a stand-alone program of study. The goals are

1. Through an introductory course, to expose students to the study of gerontology including but not limited to biological, social, and cultural issues that impact on older adults and those who work with and care for them.
2. Provide a variety of course options to meet the needs of different students, and from which each student must select four different courses. These courses include the basic study of aging in several disciplines, complementary issues such as nutrition and medical ethics, and applied courses dealing with the care of older adults.
3. Provide each student with a practicum experience in which the student works with older adults in a campus, community, or agency setting which serves this population.

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### DEPARTMENT OF HISTORY MISSION

The History Department teaches students history with special responsibility for the education of history majors and minors, and secondary education social science majors.

### GOALS FOR THE B.A. PROGRAM

Students who complete the B.A. degree in history should

1. possess broad knowledge and some specialized understanding of the diverse historical pasts of America, Europe, and the rest of the World;
2. understand the basic scientific and humanistic methodology of history as an intellectual discipline, including the direct experience of evaluating primary sources and secondary literature;

3. demonstrate the ability to read, analyze, and write about historic topics;
4. recognize historical analyses of human experience as the basic outlook of modern culture; and
5. be equipped to continue historical studies throughout life.

#### GOALS FOR INTRODUCTORY COURSES

Students who complete an introductory course in history at the 100- or 200-level should learn

1. the basic narrative of events and their historical context within the temporal and geographical framework of the course; and
2. the relations of the past to the culture and society of today.

#### GOALS FOR THE A.A. DEGREE IN HISTORY

Students who complete the Associate of Arts degree in history should

1. have a basic introductory knowledge of the history of the United States, Europe, and other world areas;
2. have a basic understanding of history as a method of intellectual investigation;
3. appreciate the relationship of the past to the culture and society of today; and
4. have a foundation for making a decision to continue toward the B.A. in history.

3-5-99

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#### International Studies Certificate Program Goals

Upon completion of the Certificate in International Studies, students should:

1. demonstrate an appreciation of the histories and cultures of other nations and the various means used to promote and maintain normal relations among them.
  2. understand the impact of individual decisions on the world and world events on the individual.
  3. demonstrate the ability to think critically about major international issues.
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## JOURNALISM PROGRAM

The IPFW Journalism Program prepares students for practical applications of journalistic skills, works with other departments to develop and offer courses which serve a variety of student needs, assists students interested in journalism careers by advising and job referrals, and administers the journalism minor through the School of Arts and Sciences.

To assist those students interested in media careers, the journalism program works with all departments but most closely with those areas with natural ties--the departments of English, communication, and political science. These efforts may be seen by a cooperative internship program with English, two cross-listed courses (public relations and mass communication) and the law course managed by journalism and required for communication majors, and a cross-listed course with political science.

The journalism minor requires a combination of basic skills and courses which offer philosophic and legal underpinnings. Students who complete the minor will have a basic understanding of press history and the constitutional and philosophic concerns central to American journalism; understand the fundamentals of news writing, including Associated Press style; and be able to use basic darkroom and graphic-design techniques.

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## LIBERAL STUDIES PROGRAM MISSION

The Master of Liberal Studies Program provides students with the opportunity to (1) take an individualized program of graduate courses and interdisciplinary core seminars in a variety of disciplines in the Humanities and the Sciences, and (2) identify and explore significant patterns and connections that exist among the diverse disciplines which define current knowledge.

## GOALS

The Liberal Studies Program enables students to acquire the following knowledge and skills in the course of completing three interdisciplinary core seminars, selected graduate courses in particular disciplines, and either an advanced seminar (D700) or an independent project (D500):

1. An interdisciplinary understanding of humanistic and scientific disciplines.
2. Critical and analytical thinking and other necessary skills for independent research and writing.

3. An understanding and appreciation of approaches to knowledge in the humanities, social sciences, and natural sciences.

4. A detailed understanding of topics and issues in particular disciplines as identified in a student's individualized program.

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## DEPARTMENT OF MATHEMATICAL SCIENCES MISSION

To provide and administer a program leading to the Master of Science Degree in Mathematics;

### GOALS

1. Students who complete a master of science degree with major in mathematics should understand the fundamental concepts in graduate level algebra and analysis. They should understand the value of mathematical proofs and should be able to do proofs of moderate difficulty.

2. Students who complete a master of science degree with major in mathematics and option in Applied Mathematics/Operations Research should understand, at theoretical and practical levels, a variety of areas of the mathematical sciences that have applications in business and industrial settings.

### MISSION

To provide and administer a program leading to the Bachelor of Science Degree in Mathematics;

### GOALS

1. Students who complete the undergraduate mathematics major should be able to reason mathematically and should be good problem solvers. Students should understand the role mathematics has played in solving important problems in a variety of disciplines, e.g. physics, engineering, and business.

2. In addition to 1. above, students who complete the Mathematics option should understand the fundamental concepts in algebra and analysis. They should understand the value of mathematical proofs and should be able to do simple proofs.

3. In addition to 1. above, students who complete the Actuarial Science option should have had sufficient preparation in calculus, linear algebra, probability, and statistics to pass the preliminary Actuarial Science examinations.

4. In addition to 1. above, students who complete the Statistics option should have mastered the fundamental concepts of statistics up to the level of multiple regression and analysis of variance.

5. In addition to 1. and 2. above, students who complete the Mathematics Teaching option should have the courses and experiences necessary to obtain certification to teach mathematics in the secondary schools.

6. In addition to 1. above, students who complete the Operations Research option should have sufficient mastery of several areas of modern applied mathematics, such as statistics, modeling, and simulation, to be able to use them in making decisions in a business or industrial setting.

7. In addition to 1. above, students who complete the Computing option should have mastered fundamental concepts in important areas of computing such as data structures and numerical analysis.

#### MISSION

To serve other departments and programs at IPFW through the creation and teaching of mathematics and statistics courses designed to meet the needs of their students;

#### GOALS

Students who complete a service course should have mastered the skills and processes specified by the departments requiring the service course. They should be mathematically prepared to take courses for which the service course is a prerequisite.

#### MISSION

To teach and support, within resource limitations, developmental mathematics courses created to meet the needs of mathematically underprepared students at IPFW;

#### GOALS

Students who complete the developmental mathematics courses should obtain the mathematical skills and processes necessary to take college level mathematics courses.

Revised 8/31/94

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**Department of International Language and Culture Studies (formerly Modern  
Foreign Languages)  
Mission Statement**

The Department of International Language and Culture Studies seeks to provide non-majors with cultural knowledge which will enable them to understand and appreciate the uniqueness of another language group. This will be achieved by means of a comprehensive program that develops the basic linguistic skills needed to communicate in everyday situations in the context of cultural recognition, interpretation, and negotiation. Majors will receive a broad foundation in language, literature, and culture/civilization in preparation for a career or graduate studies within our disciplines or as a prelude to pursuit of a career in other areas where proficiency in a foreign language and an international perspective are important assets.

**GOALS**

Students who complete a major in French, German or Spanish will

1. be able to initiate, sustain and bring to closure conversations on a wide spectrum of topics limited only by the students' universe of discourse.
2. be able to write social correspondence and expository prose on many subjects, as well as cohesive summaries of material read or heard.
3. be able to read with good comprehension an extensive variety of texts, both literary and non-literary.
4. be able to comprehend the spoken language on topics of both personal and public interest.
5. be able to discuss significance of the geography, history, and political contributions of the target culture.
6. be familiar with major literary works and figures of the language group they have studied.
7. be able to interpret literary texts productively using various critical approaches.
8. be able to gather information, using the library and other appropriate sources such as CD-ROM and the internet, on topics related to their major.
9. be able to select and organize information into coherent reports or analytical papers.

Students who complete a major in French, German, or Spanish with teacher certification will receive pedagogical and methodological training to provide them with strategies that will enable them to transmit their knowledge effectively in the classroom.

Students who complete the second year of our language sequence will understand basic grammatical and syntactic principles of the language; be able to give and receive information on topics related to self and the immediate environment as well as handle successfully basic social situations in a conversational context; be able to read a variety of non-literary and literary texts for main ideas and some supporting details; be able to write simple paragraphs and short compositions on familiar topics.

rev. 5/00

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**MEMO**

**Indiana University - Purdue University at Fort Wayne  
Native American Studies Certificate Program**

TO: Dr. Jeanette Clausen, Assistant Vice Chancellor of Academic Affairs  
FROM: Dr. Lawrence A. Kuznar, Director, Native American Studies Certificate Program  
RE: Mission Statement

DATE: 11/8/00

Dear Dr. Clausen:

**Native American Studies Certificate Program: Mission Statement**

The mission of the Native American Studies Certificate Program is to provide individuals with a well-rounded exposure to Native American culture, past and present. A number of faculty at IPFW in the departments of anthropology, history, English and linguistics, and fine arts have specialities in Native American topics. Through the program's curriculum, a student will be exposed to four basic dimensions of Native American life: prehistory, history, ethnography, and arts. This program provides recognition that a student has gained some understanding of multi-faceted Native American lives. Such understanding would be useful for those pursuing academic studies of Native Americans as well as those who wish to work with Native Americans on issues they face today. This program should also attract the participation of people from the viable Native American community of Northeast Indiana.

**MEMO**

**Indiana University - Purdue University at Fort Wayne  
Native American Studies Certificate Program**

To: Dr. Jeanette Clausen, Assistant Vice Chancellor of Academic Affairs

From: Dr. Lawrence A. Kuznar, Director, Native American Studies Certificate Program

RE: Program Goals

DATE: 11/8/00

Dear Dr. Clausen:

**Native American Studies Certificate Program: Goals**

The Native American Studies Certificate Program goals are to provide:

1. a forum for interaction between local Native Americans and IPFW students/faculty in an academic setting,
2. students with academic training in four dimensions of Native American life: prehistory, history, ethnography, and arts.
3. an appreciation of the Native American experience for students who will work among Native Americans in social work programs, economic development, and in Native American organizations, and
4. undergraduates in anthropology, history, folklore and literature, fine arts, sociology, political science, and majors in the School of Public and Environmental Affairs with a concentration that better prepares them for graduate study of and fieldwork among Native Americans.

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DEPARTMENT OF PHILOSOPHY  
MISSION

The Philosophy Department provides education in philosophy for students pursuing academic majors or minors in philosophy, majoring in related or interdisciplinary programs, or seeking philosophy elective courses.

GOALS

Students who successfully complete the B.A. degree in philosophy should

1. possess general knowledge and critical appreciation of the history of western philosophy;
2. possess detailed knowledge and understanding of substantive traditional and contemporary philosophic issues;

3. understand some of the specific areas, movements, schools, and disciplines of philosophy;
4. demonstrate the ability to apply advanced technical skills of philosophic analysis and formal logic;
5. demonstrate the ability to conduct original scholarship in philosophy, including the ability to pursue in-depth study and to write and communicate effectively on philosophic issues;
6. be prepared to perform successfully in graduate or professional programs in philosophy or related disciplines; and
7. be prepared to continue the study of philosophy throughout life.

Students who successfully complete a minor in philosophy or applied ethics should

1. possess general knowledge and understanding of major issues, schools, and disciplines in philosophy;
2. demonstrate the ability to write philosophically and logically acceptable research and reaction papers on specific philosophic topics;
3. understand and apply philosophic concepts and the principles of informal and formal logical reasoning;
4. appreciate the relevance of philosophy to other aspects of their study and lives.

Students who successfully complete an introductory course in philosophy at the 100-level should

1. appreciate the history of philosophy and its contributions to the growth of knowledge and human understanding;
  2. understand the relevance of philosophic analysis for contemporary problems and issues;
  3. demonstrate the ability to read, analyze, and write about philosophic topics and issues;
  4. demonstrate the ability to apply principles of philosophic reasoning and logical analysis.
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## MISSION

The IPFW Department of Physics serves Northeastern Indiana, the University, and the College of Arts and Sciences by providing students and the public with an understanding and appreciation of the principles of physics and by preparing students for careers in physics or physics teaching.

## GOALS

The Bachelor of Science in Physics program enables the student to

1. acquire, apply, and communicate knowledge central to physics
2. gain bachelor-level entry to employment or graduate schools
3. be able to use the methods of research and of maintaining currency in physics

The Bachelor of Science in Physics Teaching program enables the student to

1. acquire, apply and communicate knowledge central to physics
2. be qualified to teach physics effectively in Indiana schools
3. be able to maintain currency in physics

The courses taught for science and technology majors by the department enable those students to

1. acquire an understanding of the fundamental introductory concepts and principles of physics and be able to explain how those concepts and principles apply to the solution of basic qualitative problems related to their chosen field and to the physical world around them
2. be able to combine mathematics with the principles of physics in solving basic quantitative problems related to their chosen field and to the physical world around them

The general education courses taught for non-science majors by the department enable those students to:

1. acquire a qualitative understanding of the fundamental introductory concepts and principles of physics and be able to communicate that knowledge.



2. be able to use sound scientific reasoning in applying the above concepts and principles to the qualitative explanation and prediction of physical phenomena occurring in the world around them

3. be able to distinguish meaningful from meaningless or mistaken physical ideas

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## **MISSION AND GOALS DEPARTMENT OF POLITICAL SCIENCE**

### **MISSION**

The Political Science Department offers both associate and bachelor's degree programs in political science and a bachelor's degree program in economics in cooperation with the Department of Economics in the School of Business and Management Sciences. The bachelor's programs in political science and economics also provide the academic basis for students preparing to teach social science in secondary schools; the Department's pre-law advisor works with those intending to seek admission to a law school; and students majoring in other degree programs may earn a minor in political science or economics.

### **GOALS**

Students who complete the B.A. in Political Science will be prepared

1. For employment in related areas, such as government service and teaching
2. For graduate study in political science or law, among other options
3. For employment in other professions which require an understanding of political relations and problem solving
4. To demonstrate in-depth knowledge and application of political science skills (see Course Goals and Course Objectives below)

#### **Course Goals and Objectives**

The overall goal in all courses is to educate students about political processes and increase understanding of these processes.

- A. Provide basic and comprehensive summaries of the fields of
  1. American Politics and Government (Y103)
  2. Political Theory (Y105)
  3. Comparative Politics (Y107)

4. International Relations (Y109)

5. Law (Y211)

Students completing courses in this category will understand the nature of government and law and the variety of forms they assume as well as the dynamics of different political systems. They will be acquainted with the concepts used in political analysis and the general character of political philosophy.

B. Deal with special topics in politics

1. women in politics/law/public policy (Y200, Y401)

2. the media and politics (Y200, Y401)

3. recent political trends in political campaigning (Y200)

4. the process of grant-writing for public agencies (Y200)

5. current events and developments in the Balkans, Southeast Asia, Latin America, etc. (Y200, Y401)

These courses treat specific topics in politics in depth. Extensive analysis provides students with a thorough knowledge of the topic and an introduction to political research methods.

C. Offer detailed and specific information regarding the fields listed in A. (300-400 level)

Upper-division courses are detailed, specific and methodologically sophisticated. Students in these courses will be able to place the deeper knowledge they receive about a particular region, institution, or process within the larger framework of the discipline.

D. Develop skills necessary for the practice of political science (required for majors)

1. Y205 Elements of Political Analysis, the departmental writing course

2. Y395 Quantitative Political Analysis, an introduction to the methods and statistics used in political inquiry

Political Science majors will know the scope and methods of Political Science and possess appropriate writing skills for research and debate in

the field; they will understand and be able to employ the measures of central tendency and dispersion, probability, sampling, statistical inference and hypothesis testing, measures of association, analysis of variance, and regression after taking these courses.

E. Require students to make practical application of what they have learned in non-academic settings

1. Y398 Internship in Urban Institutions

2. Y482 Practicum

In practicum and internship courses the experience of using information and techniques learned in academic courses prepares students for work in their profession. They will analyze the organization in which they work, its policies and functions, and evaluate its performance.

F. Constitute a capstone for the student's education in Political Science (Y490 Senior Seminar in Political Science) (required for majors)

The Senior Seminar, the department's capstone course, requires students to integrate all aspects of their training as political scientists: writing, research, analysis, and evaluation. The research project completed in this course and the critical evaluation of the work of other students by each student replicates the work done by political scientists in both academic and non-academic venues.

In addition to the particular goals pursued in the different categories of courses that comprise the mission of the department, students become aware of the importance of individual participation in political processes.

These courses may be used by students for earning a B.A. degree in Political Science, satisfying, in part, the distribution requirement in the School of Arts and Sciences, fulfilling requirements in other programs and schools, or electives.

Students who complete the A.A. in Political Science will

1. Have a basic knowledge of political institutions, processes, and theories and be aware of the methods of political inquiry and analysis.
2. Will be able to make informed decisions regarding additional work in political science and career opportunities in the discipline.

Students who complete the B.A. in Economics will be prepared to

1. Apply concepts, principles, and techniques of economics and financial analysis to decision-making, including issues of economic and public policy, both domestic and global;
2. Effectively communicate economic and financial issues with specialists and non-specialists; and
3. Access the information necessary for remaining current and for conducting research in economics.

Approved: June 1999

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### GOALS FOR THE ASSOCIATE OF ARTS DEGREE

1. Students will have a basic knowledge of political institutions, processes, and theories. They will be aware of the methods of political inquiry and analysis.
2. Students will be able to make informed decisions regarding additional work in political science and career opportunities in the discipline.

### ECONOMICS, BA DEGREE

The Department of Economics in the School of Business and Management Sciences offers courses supporting the B.A. degree in Economics. The Political Science Department monitors the progress of Economics majors toward the B.A. degree, advises these students, and certifies those who have completed the requirements for their degrees. In doing so it relies on procedures and standards developed and applied by the Department of Economics in the School of Business and Management Sciences.

Students in the B.A. in Economics will achieve cognitive and affective mastery of economics and statistics necessary for further academic success and for careers in business, law, social work, and many other professional disciplines.

Specifically, graduates of the program will

1. apply concepts, principles, and techniques of economics and financial analysis to decision-making, including issues of economic and public policy, both domestic and global;
2. effectively communicate economic and financial issues with specialists and non-specialists; and
3. access the information necessary for remaining current and for conducting research in economics.

February, 1999

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**Department of Psychology  
Mission and Goals**

Approved 3/28/01

**Mission**

The Department of Psychology is responsible for offering courses leading to the A.A and B.A. degrees in psychology to students at IPFW, and for offering courses for the minor in psychology. It is also responsible for offering service courses in psychology for students majoring in other disciplines. As part of its mission, the department offers undergraduate majors and other interested students the opportunity to engage in psychological research under the guidance of a faculty member.

**Goals**

**A.A. in Psychology**

The psychology department curriculum leading to the A.A degree in psychology will meet the following goals:

1. To provide students with basic knowledge in introductory, child, social, and abnormal psychology.
2. To assist students in making a decision as to whether they wish to obtain a BA degree in psychology.

**B.A. in Psychology**

At the bachelor's level, students who complete a major in psychology will possess the following abilities, which will prepare them for graduate study in psychology or a related discipline, or for employment that requires a liberal arts education:

1. Knowledge of the major content areas of the discipline, including cognitive, statistics, research methods, developmental, social, learning, physiological, abnormal, personality, and history and systems of psychology.
2. The ability to use the methods of scholarship and research common to the discipline, to evaluate and/or produce new psychological information.
3. The ability to communicate the results of research and scholarly activity.

**Psychology Minor**

Students who complete a minor in psychology will acquire knowledge of current information in three broad areas of the discipline: experimental psychology, social/developmental psychology, and abnormal/personality psychology.

### **Service Courses**

Student non-majors who successfully complete a course in Elementary Psychology, Child Psychology, Abnormal Psychology, or another advanced area will have an awareness of the current knowledge base in those areas of psychology.

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## **DEPARTMENT OF SOCIOLOGY**

### **MISSION: SERVICE COURSES**

The purpose of the department's sociology service courses is to provide students with a core of general sociological knowledge and to develop their analytical skills with regard to society and social processes.

### **GOALS**

1. Understand the sociological perspective or the specific disciplinary lens that forms the basis of sociological inquiry.
2. Understand humans as a fundamentally social species and recognize the important role played by groups in human activity and human development.
3. Understand the functioning of major institutions in different societies as well as the most significant dysfunctional aspects of those institutions.
4. Understand the process by which humans, as sociocultural beings, develop through the life course.
5. Understand the process of social change.
6. Understand the fundamentals of research methodologies and develop the skills to be informed consumers of social research.

### **MISSION: PROGRAM MAJOR**

The purpose of the department's program for sociology majors is to assist students in acquiring a comprehensive and integrated knowledge base within the discipline and the skills to effectively apply this knowledge to social institutions, social organizations, and social groups.

## GOALS

1. Acquire knowledge of core areas within the discipline: theory, methods, social psychology, social organization, and social disorganization.
2. Acquire knowledge of a broad sub-area within the discipline: crime and deviance, family and community, or organizations and social change.
3. Develop the intellectual skills to appropriately apply sociological theory and methods to social situations in order to understand, interpret, analyze, and evaluate these situations and to estimate, infer, or predict consequences of various social actions.

## DEPARTMENT OF ANTHROPOLOGY

### MISSION: SERVICE COURSES

The purpose of the department's anthropology program service course is to provide students with general anthropological knowledge and to develop their analytical skills with regard to human cultural and biological processes.

## GOALS

1. Recognize the influence of cultural, historical and biological factors in creating the human condition.
2. Understand the functions of major cultural subsystems such as economics, kinship, marriage, technology, religion, and politics.
3. Understand how attributes such as gender, race, and ethnicity influence people's lives.
4. Understand humankind's relationship to the natural environment
5. Understand the development of human society over the length of time of the human experience
6. Develop the skills to be informed consumers of anthropological research.

### MISSION: PROGRAM MAJOR

The purpose of the department's program for anthropology majors is to assist them in acquiring a comprehensive and integrated knowledge base within the discipline and the skills to apply this knowledge in their professional lives or post-graduate education.

## GOALS

1. Acquire knowledge of core areas within the discipline: theory, methods, ethnography, archaeology, linguistics, and bioanthropology.
2. Acquire knowledge of a broad sub-area within the discipline.
3. Develop the skills to analyze and apply this knowledge.

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## TRANSITIONAL STUDIES PROGRAM MISSION

The mission of Transitional Studies' English R150-152 program is to aid students in developing the reading and study skills necessary to succeed in university courses. English R151 and 152 emphasize the transferability of reading and study skills to academic courses.

## GOALS

### English R150

1. Students will be able to apply several methods to finding main ideas and major supporting material in college textbook material.
2. Students will demonstrate ability to use context clues and word parts in determining meaning of textbook terms.
3. Students will recognize valid inferences drawn from college textbook material and give the reasons why these inferences are valid.
4. Students will demonstrate their knowledge of effective note-taking techniques by producing multiple sets of notes in which they use a prescribed format to identify important college lecture material.
5. Students will demonstrate test-taking skills by passing a test requiring them to use their skills in a variety of testing formats and by successfully identifying devices commonly used in construction of objective test items.

### English R151-R152

1. Students will be able to apply a variety of study skills (textbook-reading, test-taking, note-taking, listening, and memory improvement techniques) and reading techniques to material from specific academic courses.



2. In English R152, students will demonstrate that they have transferred reading and study skills to content area applications by achieving passing grades in a companion academic course.

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### **Women's Studies Program**

**Mission:** The Women's Studies Program coordinates the offering of Women's Studies courses in a range of disciplines and provides a structured course of study leading to the BA, AA, or Certificate in Women's Studies as well as an undergraduate minor.

**Goals:**

Upon completion of a Women's Studies major, students should

1. demonstrate understanding of feminist approaches to research and learning in at least two disciplines;
2. demonstrate understanding of major categories of feminist critical analysis, such as gender, race, and class;
3. demonstrate understanding of how traditional fields of study or artistic canons are expanded and reshaped when the contributions of women are taken into consideration;
4. demonstrate the ability to think critically about issues in feminism past and present.

Adopted 2/26/93

Upon completion of an AA degree in Women's Studies, students should

1. demonstrate knowledge of major issues in feminism;
2. demonstrate awareness of ways in which feminist scholarship has affected the subject matter of at least two Arts and Sciences disciplines;
3. have assistance in deciding whether they wish to obtain a BA degree in Women's Studies.

Adopted 4/14/99

**Certificate**

Upon completion of the Certificate in Women's Studies, students should:

1. demonstrate understanding of major categories of feminist critical analysis, such as gender, race, and class;
2. demonstrate the ability to think critically about major issues in feminism.

Adopted 4/14/99

Upon completion of a Women's Studies minor, students should

1. demonstrate knowledge of major issues in feminism;
2. demonstrate awareness of ways in which feminist scholarship has affected the subject matter of at least two Arts and Sciences disciplines.

Adopted 2/26/93

**RICHARD T. DOERMER SCHOOL OF BUSINESS (formerly SCHOOL OF BUSINESS AND MANAGEMENT SCIENCES)**

**MISSION**

The mission of the Doermer School of Business is to prepare students, primarily from Northeast Indiana, for professional business careers of increasing responsibility and leadership in a global society.

To accomplish this mission, the role of the School's faculty, as a scholarly community, is

- to develop and deliver high quality instruction,
- to maintain a strong commitment to applied scholarship, with a secondary emphasis on instructional development and basic scholarship, all appearing in media of quality, and
- to share its scholarly expertise with the business community, the profession, and other constituents.

This mission reflects a continuing commitment to the importance of learning in a changing environment, supported through the interdependence of teaching, intellectual contributions, and service.

10-28-98

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**DEPARTMENT OF ACCOUNTING AND FINANCE**

The mission of the Department of Accounting and Finance is to serve the needs of the department's constituencies by providing accounting and finance education to citizens of northeastern Indiana, service and support to the professional and university communities, and opportunities for faculty development.

The major objective of the accounting program is to provide a program of professional accounting education that will enable graduates to become productive and contributing members of the accounting profession and provide them with a foundation upon which continued life-long learning can be built. To meet these objectives, students graduating from the accounting program should possess the following knowledge and skills:

1. An understanding of generally accepted accounting principles and the accounting theory that provides an overall framework for the development of such principles.
2. An understanding of financial and managerial accounting, commercial law, taxation, auditing, and other elements of accounting and finance as they apply to business enterprises, governmental agencies, and not-for-profit organizations.
3. The analytical ability to develop and utilize accounting, financial, legal, taxation, and other information to solve complex and unstructured business problems.
4. The ability to communicate clearly and persuasively about accounting, finance, and other related matters, both in writing and orally, to business professionals.
5. An understanding of ethical behavior in the accounting profession and an awareness of situations with ethical ramifications that will provide the student with a framework useful for developing solutions to ethical dilemmas.

The major objective of the finance program is to provide a program of professional finance education that will enable graduates to become productive and contributing members of the finance community and provide them with a foundation upon which continued life-long learning can be built. To meet this objective, students graduating from the finance program should possess the following knowledge and skills:

1. An understanding of the essentials of corporate finance as they relate to the performance of a specific business organization.
2. An understanding of and the ability to integrate the essentials of investment finance as they relate to wealth maximization.
3. The ability to synthesize unstructured data and information into a unified business plan or solution.
4. An awareness and appreciation of the global environment in which most organizations conduct business and reach appropriate business decisions.
5. The ability to communicate clearly and persuasively about finance and other related matters, both in writing and orally, to other business professionals.

8-22-97

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## DEPARTMENT OF ECONOMICS

The Department's broad, long-range goals fall into four categories. These categories are: (1) Instructional, (2) Intellectual Contributions, (3) Professional Service, and (4) Organizational. The members of the faculty recognize that these goals have important interactions and therefore success in one is dependent upon success in the others. The purpose of this document is to state the goals in broad terms so as to permit the identification of specific objectives and to elaborate concerning the Department's mission.

### INSTRUCTIONAL GOALS

The Department's primary mission is teaching at both undergraduate and graduate levels in the AACSB accredited business programs. The Department fulfills the roles of a service department, and offers its own concentrations and major. The majority of students served by the Department are in the introductory economics and statistics courses required as a core of foundation knowledge courses that are prerequisites to advanced courses in the business curricula. Advanced courses are offered for the economics concentration in the business major and for the major in economics offered through the School of Arts and Sciences. Further, the Department provides introductory courses in economics and statistics for students outside of the accredited business programs. The Department also offers elective courses in support of other concentrations and majors.

The Department's primary goal is to offer the highest quality instruction in both its service and specialty courses. Faculty are expected to provide specific valid and reliable information concerning the quality of their instructional efforts consistent with the rules and regulations of the School, Campus and University and consistent with AACSB guidelines. The Department's faculty routinely gathers survey data concerning student perceptions of instructional quality, outside appraisals of instructor outputs such as videotaped lectures, syllabi, examinations, and unsolicited student comments.

Evidence concerning the quality of instructional efforts for students outside of the traditional classroom setting may also be submitted by the faculty. For example, evidence concerning faculty performance in supervising independent study students, advising student organizations, and the direction of student research activities may be submitted. Innovations in both the affective and cognitive instructional domains are also encouraged. Innovations that increase the instructional effectiveness of faculty within the Department are an important supporting effort to the overall goal of optimizing instructional quality.

In conclusion, the Department intends to demonstrate that its courses are current and that its students have achieved cognitive and affective mastery of economics and statistics necessary for further academic success and, perhaps more importantly, successful careers in business organizations. In specific, the academic program in economics will enable graduates to

1. apply concepts, principles, and techniques of economic analysis to decision-making, including issues of business and public policy, both domestic and global.
2. effectively communicate economic issues with specialists and nonspecialists alike.
3. access the information necessary for remaining current and for conducting research in economics.

### GOALS CONCERNING INTELLECTUAL CONTRIBUTIONS

The primary goal in intellectual contributions is for the faculty to make original contributions to the body of knowledge in economics. Of greatest importance in this area is publication of refereed original research in journals of national standing in economics, statistics, and closely allied fields. Other scholarly contributions, where subject to peer review and appraisal, are also deemed of importance. For example, major contributions such as scholarly books or textbooks and minor contributions such as proceedings and presentations can be meritorious. By accomplishing this primary goal, the Department will increase its visibility and reputation for excellence in scholarship at the national level (and secondarily at the regional level) by intellectual contributions of importance within the field.

Intellectual contributions are supporting activities which will enhance the instructional and service missions of the Department and School. Intellectually active faculty members are a necessary prerequisite to quality instruction. Further, the ability to serve in high offices or working committees in national or regional professional organizations is enhanced when a reputation for scholarly excellence is achieved. The Department's faculty must also be consistently engaged in appropriate scholarly activities that will further the School's goal of AACSB accreditation and contribute to the School's quest for a reputation for scholarly excellence.

### SERVICE GOALS

Faculty members at Indiana University, IPFW, and DSB are expected to share in the governance activities of the institution. It is therefore necessary that faculty members in the Department are willing and able to serve on committees and in administrative roles that further the legitimate organizational goals of their academic units. Such service is premised upon professional contributions, integrity and selflessness appropriate to the highest traditions of the academy.

The Department's faculty also strive to serve their profession. Roles such as officers or committee membership in prestigious regional and national organizations are encouraged. High quality service in such organizations permits networking and the sharing of information which has the potential of enhancing the Department's reputation, access to recruiting in the job market, and collegiality across institutions.

Consulting and local service activities that bring credit and/or resources to the general use of the Department or School are encouraged. The Department also has specific service missions that serve specific clientele, such as the Center for Economic Education. The demonstration of a nexus between professional merit and service rendered is required of the faculty member engaged in these activities.

### ORGANIZATIONAL GOALS

Collegiality is the basis upon which the academy pursues common objectives. The primary organizational goal is to facilitate individual diversity among members of the faculty who, in turn, will pursue the common goals of

excellence in instruction, intellectual contributions, and service. Good citizenship, selflessness, and cooperation are hallmarks of a healthy academic environment. The Department will establish and maintain a healthy academic environment that will encourage individual contributions to the commonweal. To this end, the Department will encourage faculty members and students to attain academic excellence, to recognize and reward excellence, to endeavor to correct deficiencies, and to provide the resources necessary to accomplish the Department's mission.

The Department's objectives are presented using the same categories in which the goals were presented.

#### INSTRUCTIONAL OBJECTIVES

1. Implement pre- and post-course cognitive testing instruments (TUCE or TEL) to measure the cognitive success of students in all service economics courses.
2. Explore the possibility of developing and implementing cognitive testing programs for other courses taught in the Department and develop an effective plan for such cognitive testing.
3. Accomplish the course and curricula reviews as specified in the Planning Handbook. These revisions will have the objectives of both enhancing quality and increasing enrollment.
4. Measurably improve the students' perceptions of instructional quality for individual instructors within the Department during the next three years as measured by the Kansas State IDEAs form.
5. Provide a forum for the sharing of ideas and information concerning teaching and to assist in the instructional improvement in the Department.

#### INTELLECTUAL CONTRIBUTIONS OBJECTIVES

1. All members of the Department receiving release time for research shall make intellectual contributions in the form of refereed journal articles and/or scholarly books at a rate consistent with promotion to the next highest rank within seven years of their last promotion. Full professors will be expected to make intellectual contributions at a rate in excess of what is necessary to achieve the rank of full professor in seven years. The mix of intellectual contributions shall be at least 80 percent in refereed journal articles in nationally-recognized journals and 20 percent in all other forms.
2. In order to receive more than minimal credit, intellectual contributions in forms other than refereed journal articles, refereed proceedings, and scholarly books must be validated, demonstrating their contributions to the body of knowledge.

The Department's commitment to quality intellectual contributions requires that support for travel for national conferences be limited to those who have published articles in nationally recognized refereed journals or who have published scholarly books in the recent past. Travel support to regional conferences is limited to those who have proceedings in national conferences or refereed journal articles or books as described above.

3. Total output of intellectual contributions of the Department's faculty members must increase (based on the departmental point system) significantly over the next three years.
4. All faculty members in the Department will make intellectual contributions sufficient to demonstrate that they are academically or professionally qualified under AACSB Guidelines academic year.

#### SERVICE OBJECTIVES

1. The Department will increase its commitment to national and regional organizational service significantly (based on the departmental point system).
2. The Department will increase its commitment to campus self-governance activities.

## **DEPARTMENT OF MANAGEMENT AND MARKETING**

### **MISSION**

The teaching mission of the Department of Management and Marketing is to provide students with a solid, high quality baccalaureate education that enables them to excel in entry-level management and marketing positions in an uncertain global economy, to assume accelerated career paths through sound decision making, leadership, teamwork and personal social responsibility, and to excel in graduate study in business.

### **GOALS**

Consistent with IPFW Senate Document 88-33 (approved 4/10/89), upon completion of the degree requirements for Bachelor of Science in Business with a concentration in either management or marketing, students should possess the foundation, knowledge, and awareness skills acquired mainly in the general education core. Further, students, in a global environment should be able, in a socially-responsible manner, to:

1. Demonstrate their ability to critically assess management and marketing situations or problem areas through synthesis and generalization from the facts.
2. Conduct research and know where and how to access available information to investigate and analyze the situation they face.
3. Readily access the correct management and marketing theories, concepts and tools to apply to the situation or problem.
4. Develop a comprehensive management or marketing plan, and effectively communicate their findings and plan.
5. Effectively work as a team and lead others to implement a plan.

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## **MASTER OF BUSINESS ADMINISTRATION PROGRAM**

The Doermer School of Business is committed to providing a high-quality graduate business program. The mission of the M.B.A. program is to provide students with a strong educational foundation designed to produce professional managers capable of rendering effective and socially responsible business decisions in the global economy.

Upon the completion of the degree requirements for the Master of Business Administration, students are expected to demonstrate

1. innovative problem-solving ability based on a thorough knowledge of the tools, concepts, and theories of each of the functional business disciplines;

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



## DIVISION OF CONTINUING STUDIES

The School of Continuing Studies was created in 1975 and reflects the commitment of Indiana University and the state government to meeting the educational needs of adult citizens. The School brings the resources of the university to adults who cannot take advantage of the traditional formal programs at fixed campus locations. It also serves those who wish to develop or maintain a vocational or professional competence or to enrich their individual or family lives.

The School of Continuing Studies plans and provides both credit and noncredit programs that are offered in a variety of learning formats at convenient times and locations. The School provides the following options:

- Associate and bachelor's degrees in General Studies
- Associate and bachelor's degrees in Labor Studies
- Independent study through correspondence
- Credit and noncredit programs
- Courses for professional development and personal growth
- Programs in Labor Studies for union members and leaders
- Conferences, workshops, and seminars on a wide range of subjects.

October 28, 1993

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### GENERAL STUDIES PROGRAMS MISSION

The General Studies Degree Program brings a college education to those who have been prevented from beginning or completing work in a traditional degree program because of work schedules, domestic responsibilities, or logistical problems. The program enables nontraditional students to complete a degree in General Studies at their own pace and their own location.

The General Studies Degree program offers two degrees: the Associate of General Studies (A.G.S.) and the Bachelor of General Studies (B.G.S.). Course work consists of a core of arts and sciences courses and a wide range of electives that can be selected from any school, division, or program of the university. Degree requirements may be completed in a variety of ways, allowing students to design a flexible program of study and individualized curriculum tailored to their backgrounds and needs. The program accepts accredited course work earned through these methods:

- courses completed at any Indiana University campus
- courses completed at other accredited institutions
- independent study completed by correspondence
- credit by examination
- educational programs in noncollegiate organizations
- credit for self-acquired competencies
- military service credit

**The program is dedicated to the principle that nontraditional students entering this program will have a well-rounded liberal education. Graduates of this program should have knowledge and awareness that will enable them to be effective citizens and lifelong learners.**

#### **GOALS**

- 1. Each student will have an introductory knowledge of selected courses (12 hours) in each of the following three areas:
  - a. arts and humanities**
  - b. sciences and mathematics**
  - c. social and behavioral sciences****
- 2. Each student who graduates from the B.G.S. will develop one of these three areas into a substantial body of knowledge by completing an additional eighteen credit hours in that area.**
- 3. Each student will demonstrate competency in each of the following areas: written communication, oral communication, mathematics, and computer literacy.**
- 4. Each student will complete additional course work to fulfill elective requirements. These electives permit the student to explore other areas of interest and to tailor the degree to his or her individual needs, primary academic interests, a second area of expertise, personal or professional interests, and become a lifelong learner.**

**COLLEGE OF EDUCATION AND PUBLIC POLICY (formerly School of Education; Division of Public and Environmental Affairs)**

**MISSION**

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

1. Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
2. Improving the human condition by creating positive learning environments;
3. Becoming change agents by demonstrating reflective professional practice;
4. Solving client problems through clear, creative analyses;
5. Assessing client performance, creating and executing effective teaching, counseling, and educational leadership by utilizing a variety of methodologies reflecting current related research; and
6. Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy and effectively communicating with all stakeholders.

**GOALS**

Students create *positive learning environments* so that all persons with whom they work learn. Learning is lively, interesting, enjoyable, and supports student or client development.

Students are *change agents* who seek to improve the quality of education, and consider and use new ideas.

Students are *problem solvers* who think clearly, creatively, and analytically; as independent, open-minded, curious professionals who reflect on what they do.

Students are *skilled and knowledgeable educators* who assess student performance, create/execute instruction, use various methods, and are aware of current research. They are sensitive to individual differences, have knowledge of the content taught, and become ethically responsible.

Students are *enthusiastic and engaged educators* who are interested, energetic, and confident. They love learning, enjoy working with people, and are socially and personally responsible.

Students are *well-educated*. That is, they are generally and liberally educated, technologically literate, and think and communicate clearly.

Fall, 1997

**COUNSELOR EDUCATION**

The counselor education program offers a master's degree in counseling; students declare a cognate in either agency counseling or school counseling. Differences between the two programs reflect differing requirements for certification and licensure, and attend to requirements for national accreditation for professional counselors. Goals of the program are focused in four areas:

### 1) Core knowledge domains

Core knowledge domains include an understanding of eight dimensions of the profession of counseling, forming the knowledge base for a generalist. The eight domains are Human Development, Social Foundations, Helping Relationships, Group Work, Appraisal, Research, Career Counseling, and Professional/Ethical Orientation.

### 2) Specialty knowledge domains.

Students must identify an in-depth area of competence in their knowledge of counseling. Choices include marriage/family therapy, school counseling, or substance abuse prevention.

### 3) Clinical performance

Because there is a low correlation between knowledge of counseling skills and the ability to perform these at appropriate moments, all students participate in four on-campus clinical practica and an off-campus internship. The focus of these increasingly more difficult experiences is on case conceptualization and application of counseling skills, techniques, and methods. In addition, these skills are used somewhat differently in each of four required modalities: individual counseling, group counseling, couples counseling, and family therapy. Performances are initially observed and supervised in role plays, then with actual clients on campus, finally with actual clients in community settings.

### 4) Research Project

The counseling profession identifies its members as scientist-practitioners. Our graduates must therefore demonstrate an ability to apply their course work in statistics and research design to an original investigation. The Special Project requirement for the master's degree is defined as one yielding results that could be published in a professional journal or presented at a professional conference.

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## **DENTAL HEALTH EDUCATION**

### **MISSION**

The mission of the Bachelor of Science in Dental Health Education is to provide educational opportunities for dental education associate degree graduates who wish to continue and expand their education. Upon completion of this degree, graduates are prepared to begin careers as Dental Health educators or as dental products representatives.

### **GOALS**

1. Students will demonstrate knowledge and apply principles of basic educational practices and theories as they relate to dental education students.
2. Students will demonstrate competence in clinical, laboratory, and classroom teaching, utilizing a variety of teaching strategies.
3. Students will interpret and evaluate current dental education research findings and apply them appropriately.

4. Students will demonstrate competence in assessing student performance in the clinical, laboratory, and classroom settings.
5. Students will create a positive learning environment for dental education students.
6. Students will demonstrate effective communication skills in a variety of educational settings.
7. Students will develop skills in thinking, analyzing, reasoning, questioning, and decision-making.
8. Students will advance the dental profession through service activities and affiliations with professional organizations.

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### **EARLY CHILDHOOD EDUCATION**

1. Students will demonstrate a knowledge of child development principles, educational theories, and current research related to physical, social, and intellectual growth of young children.
2. Students will demonstrate the ability to plan appropriate curricula in a variety of early childhood settings consistent with young children's developmental level, characteristics, interests, and needs (including special needs).
3. Students will plan safe and effective learning environments appropriate for the age and program context and demonstrate enthusiastic interaction with children and colleagues.
4. Students will incorporate appropriate instructional approaches including observation and assessment tools, delivery of instruction, and interpersonal interaction.
5. Students will apply their knowledge of family, culture, and community relationships to facilitate and support the growth of the child in social contexts.
6. Students are liberally educated, informed about technology, and engage in reflection to improve their performance in the classroom, e.g. questioning, journaling, and rereading.

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### **ELEMENTARY EDUCATION: BACHELOR OF SCIENCE**

1. Students will use self-help and reflection (e.g. questioning, journaling, re-reading) to think clearly, creatively, and analytically to make subject matter useful to elementary school children.
2. Students are competent consumers of research in elementary education, use various methods to teach the core curriculum, and assess student performance.
3. Students design effective learning environments so that elementary school children of all cultures and abilities learn and help one another.
4. Students explore new ideas in schools to prepare for the role of change agent.
5. Students are enthusiastic, engaged, confident people who seek effective ways to help children grow through the elementary school curriculum.
6. Students are liberally educated and efficiently use technology to enhance their pupils' learning as well as their own.

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### **ELEMENTARY EDUCATION: MASTER OF SCIENCE**

1. Students will understand and apply findings of research to modify instructional programs for elementary school pupils.
2. Students will design ways to improve the reasoning and original thinking of learners.
3. Students will use current technologies to make knowledge more accessible to their students and to offer additional opportunities for individualized learning.
4. Students will prepare instruction that meets the needs of students of different cultures and pupils with diverse strengths.
5. Students will use a range of assessment strategies to identify multiple abilities and ways to demonstrate knowledge and skills.
6. Students will demonstrate the potential for leadership in curriculum development, instructional methodologies, and professional collaboration.

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### **SCHOOL ADMINISTRATION**

The Master of Science degree with a major in School Administration (non-thesis) is designed to prepare students for positions in elementary or secondary school administration and supervision.

Optimal knowledge concerning educational administration and supervision is demonstrated when the future school administrator

1. Demonstrates administrative leadership behavior and skills in determining educational needs of students,
2. Demonstrates knowledge and skills in school management,
3. Demonstrates knowledge and skills of curriculum design and improvement of the instructional program, and
4. Demonstrates knowledge and skills in staff development and teacher evaluation.

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### **SECONDARY EDUCATION: BACHELOR OF SCIENCE**

1. Students will model and practice a variety of appropriate content-area specialization strategies for entire classrooms and for small groups.
2. Students will engage in ongoing professional involvement for growth and renewal.
3. Students will recognize and incorporate in their personal educational philosophy the social value of a liberal education.
4. Students will value and encourage creativity in teaching strategies and in students.

5. Students will understand and create a positive learning environment valuing diversity using developmentally appropriate curricula.

6. Students will understand the process of problem solving with analysis, hypothesis, and reflection about possible results.

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## **SECONDARY EDUCATION: MASTER OF SCIENCE**

The secondary education graduate degree offers students an opportunity to enrich their pedagogic knowledge by broadening basic skills in the psychological and social foundations of education, by exploring aspects of educational research, by reviewing secondary and middle school curricula, and by strengthening knowledge of methods in their area(s) of expertise. In addition, students take courses in and outside the College of Education and Public Policy to professionalize their major or minor areas of teaching.

1. Graduate students will understand and apply current research to enhance instructional programs for secondary students.

2. Graduate students will use current technologies to build upon their knowledge base while making information more accessible to students.

3. Graduate students will explore techniques that encourage reasoning skills and creativity in problem solving.

4. Graduate students will create instruction that meets the needs of a diverse student population with equally diverse strengths.

5. Graduate students will explore a range of strategies to identify and assess multiple student abilities.

6. Graduate students will exhibit the potential for leadership in instructional methodologies and professional collaboration.

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## **PUBLIC POLICY** Mission

The Department of Public Policy at IPFW is a multidisciplinary division which includes elements of law, economics, political science, quantitative analysis, and sociology organized as a professional school. The mission of the Department of Public Policy at IPFW is to educate and train students for careers in the public and not-for-profit sectors, and to conduct research and service in those sectors.

### Degree Goals and Objectives

#### Associate of Science in Public Affairs

The Associate of Science in Public Affairs degree prepares students for entry-level positions within the public sector. The student should

1. Acquire a broad background in public affairs.
2. Understand urban government and policy issues.
3. Be able to apply principles from life and physical science to understanding and management of the environment.
4. Understand management principles and application to problems of government in a limited democratic system.

### Bachelor of Science in Public Affairs

The Bachelor of Science in Public Affairs degree exists within a liberal arts context and prepares students to begin a career in either the public or private sector. The program introduces students to the concepts of the economic, political, and social contexts in which public servants work and provides students with information about administration in a changing public sector. The program also strives to prepare students to enter graduate programs in law, planning, public affairs, environmental sciences, or business administration. In addition to the above goals of the Associate's degree, a student should be able to

1. understand fiscal management of public agencies.
2. apply techniques of revenue administration, debt management, and public budgeting.
3. understand origins, processes, and impact of law in the creation and implementation of public policy.
4. understand the capabilities of management science.
5. appropriately use quantitative approaches for dealing with management and policy problems.

### Master of Public Affairs

The Department of Public Policy program leading to a Master of Public Affairs degree is an integrated course of study that provides students with opportunities to acquire knowledge and experience needed by managers and professionals in public and quasi-public organizations. The purpose of this course of study is to broaden the student's comprehension of the economic, political, and social contexts in which public servants work and to provide the student with information about administration in a changing public sector. Graduates thereby have the opportunity to enhance their skills and knowledge for management in local, state, and federal government and in quasi-public service organizations, such as health care and social service agencies.

The student should be able to

1. Analyze the concepts, methods, and procedures involved in managing public organizations.
2. Solve problems of organization, planning, decision making, performance evaluation, and management of human resources.
3. Understand the concepts of probability, estimation, and hypothesis testing. Apply contingency table analysis, analysis of variance, regression, and other statistical techniques.
4. Understand complex systems, estimate parameters of models on the basis of data, forecast future values, and test hypotheses about systems.



5. Demonstrate proficiency in the computer analysis of data.
6. Explain the role of law in society and its influence on public sector operations.
7. Apply microeconomics concepts and techniques, including cost, elasticity, pricing, wage determination, and cost-benefit analysis to public management and public issues and concerns. Describe the fiscal role of government in a mixed economy. List the sources of public revenue and public expenditure decisions. Understand the administrative, political, and institutional aspects of the budget and the budgetary process.
8. Understand the interrelationships among social, technical, and natural systems. Understand the causes and implications of environmental problems. Generate alternative policies and mechanisms for environmental control and bases for choice.

#### Associate of Science in Criminal Justice

The Associate of Science in Criminal Justice degree prepares students for entry level positions in corrections, law enforcement, or probation. A student should have a basic knowledge of

1. the various sequential stages, or decision points, in the criminal justice system.
2. the criminal law and its relationship to criminal justice.
3. how crime is measured.
4. the major theories of crime causation.
5. the concept of victimization, including the nature of victims, theories of victimization, and helping victims.
6. the functions of police in modern society, issues in policing, and the police and the rule of law.
7. the adjudication process, from pretrial indictment to the sentencing of criminal offenders.
8. the correctional system, including institutional and community-based corrections.

#### Bachelor of Science in Criminal Justice

The Bachelor of Science in Criminal Justice degree exists within a liberal arts context and prepares students for a career in corrections, law enforcement, or probation. The program also strives to prepare students to enter graduate programs in criminal justice, criminology, and related fields. In addition to the goals for the Associate of Science in Criminal Justice, a student should have a basic knowledge of

1. how crime is defined from consensus, conflict, and multiple interactionist perspectives.
2. research methods in criminology and criminal justice.
3. the recent attempts by criminologists to integrate different theories of crime into a unified whole.
4. the major efforts to confront and control crime.

5. the juvenile justice system, including preventative detention of youth, waiving youth to the adult court, and the death penalty for juveniles.

The student should also have a more in-depth knowledge of

1. the criminal law and its functions, processes, defenses, and reform.
2. the law enforcement field including community policing and crime prevention.
3. the corrections field, including probation and intermediate sanctions.
4. the court system, including legal rights during trial and the trial process.

#### Bachelor of Science in Health Services Management

The student should

1. Have a working knowledge of fiscal management of public agencies.
2. Be able to apply techniques of revenue administration, debt management, and public budgeting as they apply to health-care facilities.
3. Have a working knowledge of the characteristics of, and differences between, a medical care approach and a public health approach toward issues affecting the health of populations.
4. Understand the broad concerns of environmental and health interactions.
5. Understand the organization, function, and role of the U.S. health-care delivery system.
6. Be able to appropriately read and critique epidemiological studies and techniques.
7. Understand issues pertinent to management of health-care facilities such as hospitals and long-term care facilities.
8. Demonstrate an understanding of the environment, values, tools, and techniques of human resource management in health-care facilities.

## COLLEGE OF ENGINEERING, TECHNOLOGY, AND COMPUTER SCIENCE MISSION

The Indiana-Purdue Fort Wayne College of Engineering Technology, and Computer Science's mission is to be an increasingly valuable technological resource for its students, serving society as an integral limb of a unique, comprehensive university with vigorous regional ties and a growing national reputation. Within the broader mission of the University, the College of Engineering, Technology, and Computer Science, in preparing technicians, technologists, computer professionals, and engineers, has the mission to provide opportunities to its students for the development of fundamental skills, knowledge, and professional attitude. Embodied in this mission, the faculty of the College of Engineering, Technology, and Computer Science have adopted the following goals, keeping in mind that the students bear the major responsibility for learning. Within each specific scholarly discipline in the College of Engineering, Technology, and Computer Science

### GOALS

1. Students will master a curriculum having current technical content and relevance that will prepare them for productive, professional careers within the academic, industrial, and governmental sectors of society as well as for post-graduate education.
2. Students will develop presentation skills, in both written and oral forms, to effectively communicate within their specialty field.
3. Students will be able to integrate analytical theory and practice into effective design concepts.
4. Students will master the utilization of computers and technical software.
5. Students will be exposed to a spirit of professionalism and social responsibility.

11/19/93

Corrected 10/94

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### DEPARTMENT OF MANUFACTURING AND CONSTRUCTION ENGINEERING TECHNOLOGY AND INTERIOR DESIGN (MCET) (formerly CIVIL AND ARCHITECTURAL ENGINEERING TECHNOLOGY)

The teaching mission of MCET is to provide the employers and general public of this region with skilled technological graduates, able to serve a varied building industry in advancing the solutions to problems facing both the public and private sectors.

Students who complete the A.S. in Architectural Engineering Technology will have the knowledge and skills necessary in preparing for entry-level positions in

- architectural consulting offices

- engineering consulting offices
- residential and commercial construction firms
- facility management departments
- construction material manufacturers and suppliers
- real estate developers

The entry level skills will include

#### CAD drafting

- quantity estimating
- working drawing production
- design development detailing
- mechanical systems analysis and drafting

Students who complete the A.S. in Civil Engineering Technology will possess the knowledge and skills necessary in preparing for entry level positions in

- city, county, and state engineering and surveying offices
- architectural consulting offices
- engineering consulting offices
- surveying offices
- commercial construction firms
- construction material manufacturers and suppliers

The entry level skills will include

- CAD drafting
- surveying
- materials testing
- field QA/QC
- quantity estimating

Students who complete the B.S. in Construction Engineering Technology will possess the knowledge and skills necessary for entry level positions within the building industry to include:

- architectural consulting offices
- engineering consulting offices
- surveying offices
- private or governmental planning offices
- construction management firms
- construction contracting firms
- construction systems manufacturers and suppliers

The breadth of the curriculum will provide leadership potential in addressing problems of the region, its people, and its industries to include but not limited to such diverse issues as:

- environmental assessment, contamination detection, and remediation
- efficient use of natural resources in physical facilities
- infrastructure - transportation, water, sewage, and utility systems
- technical communication and presentation

2/23/94

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## INTERIOR DESIGN PROGRAM MISSION

To provide education and business knowledge to assist with interior design services of residential and commercial application.

## GOALS

Upon completion of the program, students should:

1. Apply basic two and three-dimensional design fundamentals to the various activities of space planning and furniture arrangement. Students will make use of theoretical elements and principles of design, color, light, human behavior, and spatial relationships, both behavioral and physical.
2. Demonstrate the ability to select and coordinate furnishings, equipment, and interior materials and finishes that are aesthetically pleasing and suitable. Students may complete interior elements and finish selections, including furnishings, color and lighting in the style appropriate to the application and/or historical context.
3. Demonstrate competency in technical knowledge and visual and graphic communication. Students may prepare project construction and installation drawings and coordinate services with others through an understanding of basic materials, and applicable codes and standards. They may prepare presentation drawings, boards, and renderings.
4. Have an understanding of and proficiency in the various aspects of business practice comprising the industry. Students might perform marketing and presentation services through verbal and written communication, organize and operate a business, complete project budgeting, documentation, specification, scheduling, and installation.

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## DEPARTMENT OF COMPUTER SCIENCE

The Department of Computer Science is responsible for curricula and courses related to computing. It offers baccalaureate and associate degree programs, as well as minors and

certificates, in the disciplines of computer science and information systems. It also is responsible for general education and service courses focusing on the use of computers.

### Goals for Bachelor of Science in Information Systems

Graduates should

1. understand the fundamentals of the discipline of information systems: programming, data structure design, business data processing, computer organization, computer architecture, data communication, and database systems;
2. have experience and facility in problem solving and be able to apply the principles of software engineering to software development; and
3. be prepared for entry into the computing profession or for graduate study.

### Goals for Bachelor of Science in Computer Science

Graduates should

1. understand the fundamentals of the discipline of computer science: programming, data structure design, computer organization, computer architecture, data communication, programming language design, algorithm analysis and design, operating systems, and numerical analysis;
2. have experience and facility in problem solving and be able to apply the principles of software engineering to software development; and
3. be prepared for entry into the computing profession or for graduate study.

### Goals for Associate of Science in Information Systems

Graduates should

1. understand the fundamentals of the discipline of information systems at this level: programming, data structure design, business data processing, computer organization, computer architecture, and data communication;
2. have experience and facility in problem solving and be able to apply the principles of software engineering to software development; and
3. be prepared for further study in the information systems baccalaureate degree program or entry into the computing profession.

### Goals for Associate of Science in Computer Science

## Graduates should

1. understand the fundamentals of the discipline of computer science at this level: programming, data structure design, computer organization, computer architecture, and data communication;
2. have experience and facility in problem solving and be able to apply the principles of software engineering to software development, and
3. be prepared for further study in the computer science baccalaureate degree program or entry into the computing profession.

## Goals for Certificate Programs in Computer Science

Students in the certificate programs will be expected to complete training in specialized areas within the computing discipline. The certificate is acknowledgment of this specialized training and has goals specific to each program.

### Certificate in Programming

The student should be able to apply skills of programming and data structure design to implementation of software.

### Certificate in Data Processing

The student should have an understanding of the mechanics of the business data processing function from the view of a programmer.

### Certificate in Computer Architecture

Students should understand the basic organization, architecture, control and communication of computer hardware.

### Certificate in Database Systems

Students should be skilled in the fundamentals of design, analysis, and implementation of database systems.

### Certificate in Software Engineering

Students should be able to apply the principles of software engineering to the analysis, design, and implementation of large systems.

## Goals for General Education Courses in the Computer Science Department

### Computer Literacy (CS 106)

Students should be computer literate and acclimated to using microcomputer productivity tools.

#### Goals for Service Courses in the Computer Science Department

Principles of Computing and Program Development (CS 114, CS 170, CS 203, CS 210, CS 310, CS 226, and CS 326):

Students completing these courses should demonstrate sufficient skills in computing and program development as required in their major fields (other than Computer Science).

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### DEPARTMENT OF COMPUTER AND ELECTRICAL ENGINEERING TECHNOLOGY AND INFORMATION SYSTEMS AND TECHNOLOGY (CEIT) (formerly ELECTRICAL AND COMPUTER ENGINEERING TECHNOLOGY)

The Department of Computer and Electrical Engineering and Information Systems and Technology in the College of Engineering, Technology, and Computer Science, serves the needs of students, industry, and government in northeastern Indiana. The department offers bachelor of science (B.S.) and associate of science (A.S.) degree programs in electrical engineering technology (EET). Both programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)

The two-year A.S. degree program is a combination of courses in electricity, electronics, mathematics, science, and general academic areas. The program helps students prepare for employment as technicians, and gives them sufficient education for employment in such fields as communication electronics, industrial electronics, military electronics, computer electronics, automation, electronics servicing, and electrical power. Specialization in these areas is provided by technical-elective courses in the second year of the program.

The four-year B.S. degree program prepares students for a career as a technologist in an electronics industry, a research laboratory, or any industry that uses electrical power or electronic circuitry. The program provides students with advanced study in electrical engineering technology and other courses that provide the foundation of technical and non-technical knowledge which is essential in modern industry.

Laboratory experience is an essential part of the curriculum. Both the B.S. and the A.S. programs integrate the laboratory with the classroom lecture.

#### MISSION

The mission of the department is to ensure that graduates can successfully employ knowledge generally considered to be part of the fields of electrical and computer engineering technology. This includes developing an understanding of the need for continuous learning through structured education, applied research, and professional affiliation.

#### PROGRAM GOALS



Because most associate degree graduates will be electronic technicians, these graduates will

1. be able to analyze and modify electrical and electronic circuits.
2. be able to write, analyze, and modify computer language programs.

Only those students who have received an associate degree in EET from IPFW or another accredited institution may enroll in the bachelor's degree program. The bachelor's degree graduate will

1. demonstrate competency in the operation of industrial instrumentation.
2. demonstrate competency in circuit and device modeling.
3. demonstrate competency in design using currently available devices.
4. demonstrate competency in programming.
5. demonstrate competency in technical writing and communication.

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## DEPARTMENT OF ENGINEERING MISSION

The mission of the Department of Engineering is to offer a freshman engineering program which provides students of widely diverse academic backgrounds an opportunity to succeed in engineering while maintaining baccalaureate degrees in engineering.

## GOALS

The goal of the freshman engineering program is to prepare students to enter the baccalaureate engineering program. Students acquire a basic knowledge of the engineering profession and computer skills as well as an elementary knowledge of engineering logic and design.

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in engineering or to begin graduate study. The electrical and mechanical programs shall be revised continuously to meet the criteria for accreditation by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET) and shall include the following program objectives.

1. To provide students with an understanding of the basic and engineering sciences so that they can apply their knowledge to the analysis, design, synthesis, and operation of engineering components, devices, and systems;

2. To develop students' ability to design and conduct experiments, as well as to analyze and interpret data;
3. To develop students' ability to design a system, component, or process to meet desired needs;
4. To develop students' ability to function on multidisciplinary teams;
5. To develop students' ability to identify, formulate, and solve engineering problems;
6. To educate students with an understanding of professional and ethical responsibility;
7. To develop students' communication ability including mathematical symbols and pictorial representations used in the engineering profession;
8. To educate students with the social, economic, safety, and ethical aspects of the engineering profession, and to have an understanding of the impact of engineering solutions in a global/social context;
9. To educate students to develop the skills and capabilities required to adapt and adjust to the changing needs of the engineering profession and society, and to recognize the need for and to have the ability to engage in life-long learning.
10. To educate students with the knowledge of contemporary issues.
11. To develop students' ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

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## DIVISION OF ORGANIZATIONAL LEADERSHIP AND SUPERVISION

### MISSION

Provide educational programs for students seeking the Bachelor of Science degree in Organizational Leadership and Supervision. Of secondary importance is providing an opportunity for students to earn the Associate of Science degree in Organizational Leadership and Supervision or Operations Technology.

Both a minor and a Certificate in Supervisory Leadership are available as well. The degrees, the minor, and the certificate offer comprehensive practitioner-oriented education for supervisory level personnel in the areas of supervisory leadership, human resource development, office administration, occupational safety and health, operations leadership, and a variety of other work-related areas as listed below.

The Certificate program is designed for working supervisors who likely will use the skills taught and not go further in their education or proceed to the completion of an A.S. degree. The minor is intended to serve those students working toward a Bachelor's degree in an area other than OLS. The A.S. degree is not intended to be a terminal degree, although some majors do stop at that level. (Usually, such students are considerably older than the average student and do not perceive a strong need to take the time to pursue the B.S. degree.)

The "core" of the Organizational Leadership and Supervision Department is to serve the needs of B.S. degree seeking students. The assumption made by the faculty is that all students will complete their B.S. degrees, and the content of the courses offered by the Department are not diluted to serve the needs of students seeking only the Certificate in Supervisory Leadership, the A.S. degrees, or the minor.

## GOALS

Equip students with specific job-related knowledge and practical skills in the following minor, certificate, and degree programs.

### Minor and Certificate: Organizational Leadership and Supervision

The minor in Organizational Leadership & Supervision is available to students who seek supervisory training as part of other baccalaureate programs (Recent studies have shown that most of these students will have supervisory positions within five years of graduation). A 21-credit hour Certificate in Supervisory Leadership, designed to immediately enhance individual job-related competencies, is available to practicing first-line supervisors.

### OLS Degree Programs:

- A.S. in Organizational Leadership and Supervision
- A.S. in Organizational Leadership and Supervision with an office administration option
- A.S. in Operations Technology
- B.S. in Organizational Leadership and Supervision with a variety of industry specific options

(see below for areas of concentration)

The OLS program is ideally designed for non-traditional students with past or on-going significant work experience. The B.S. degree may be completed either during the daytime or evening. The AS degree may be completed during the day, night, or on the weekend. The AS degree in Operations Technology degree may be completed during the day or evening.

### Areas of concentration available in Supervision:

The OLS degrees offered by the Department of Organizational Leadership and Supervision (OLS) are distinguished from business degrees. Numerous individual, industry specific concentrations are offered to majors in the OLS B.S. degree program. All concentrations provide industry-specific training for graduates. The industry-specific emphasis is the most important distinguishing element of the OLS degree program. Majors must declare an area of concentration and complete all of the required course work.

The Department's distinctive focus on industry-specific areas of concentration demonstrates the dissimilarity of OLS to traditional business programs. An OLS student's area of concentration typically involves a requirement of 21 credit hours. Most or all courses in the 21-hour concentration area are taken outside of OLS course offerings. Students are required to take OLS courses to develop their abilities to successfully and efficiently supervise the work of others. However, the specific area of work in which an OLS student wishes to engage is offered by departments other than OLS. These concentration areas are neither a collection of OLS courses, nor are they courses offered by the IPFW Management and Marketing Department. They are specifically related to the student's current or projected work interest.

Examples of concentrations, most of which have been formally developed, are

- Human Resource Development
- Office Administration Technology
- Service Industry
- Computer Applications
- Environmental Health & Safety
- Health Services
- Retail Leadership
- Hotel and Restaurant Leadership
- Electrical Engineering Technology with  
Advanced Microprocessors Certificate
- Industrial Engineering Technology
- Quality Control with Quality Control Certificate
- Government Service

Program objectives for the A.S. in Organizational Leadership and Supervision, the A.S. in Organizational Leadership and Supervision with the Office Administration option, and the A.S. in Operations Technology:

Upon successful completion of the A.S. program in OLS, students will demonstrate the basic skills of analytical thinking, decision making, planning, and organizing. For example, students will gain these skills by participating in class projects involving case studies with problems to be identified and solved. Once a decision for action is made, students will be able to plan and organize the essential practical strategies for implementing a solution.

A.S. graduates will demonstrate leadership, oral communication, and written skills appropriate to their degree level. For example, students will acquire these skills during

informal oral presentations and in written work. Leadership skills may be developed by assuming the responsibility for successful completion of a class group project.

Students will be able to use appropriate interpersonal skills in the workplace. They will be developed through working with others in group projects and receiving appropriate feedback. Further, students gain the ability to handle issues of diversity and ethics in work. For example, students participate in discussions regarding interaction in work groups composed of culturally or gender diverse employees. Also, ethical issues that affect work on a local and national level are discussed.

Students who successfully complete the Office Administration option are able to perform well as supervisors in a wide variety of office environments. They are well prepared in leadership skills, computer application skills, and the practices and procedures of the modern office climate. These students understand the need for lifelong learning in their area of specialization, and they are prepared to face continuous change on the job.

Upon successful completion of the A.S. in Operations Technology, students will demonstrate recognition and use of the basic skills required of first line supervisors in an industrial setting. For example, the students are able to analyze a financial statement, discuss departmental operations in detail with the plant manager, deal with union grievances and arbitration procedures (if applicable), and direct the work of diverse employees in a production department.

Program objectives for the B.S. in Organizational Leadership and Supervision:

Upon successful completion of this B.S. in OLS program, students will demonstrate recognition and use of basic and advanced skills required of first-line and department-level supervisors in organizations. (The specific organizational setting is determined by the 21 credit hour area of concentration selected by the student). These students are able to demonstrate the skills of analytical thinking, decision making, planning, and organizing on a level indicating a broad-based understanding of organizational operations. Students may learn these skills by participating in class projects involving case studies containing complex problems. Once a decision is made to take a particular course of action, students plan and organize well defined and practical strategies for implementing their chosen solution. In addition, students learn how to adjust their strategies to the changing circumstances of today's world. They learn how to supervise others according to the needs of the situation and to lead groups in team projects. While these skills are taught at a basic level in the A.S. degree level, they are developed and refined at the junior and senior levels.

B.S. degree students will demonstrate the effective use of oral communication and written skills. Students are taught to express themselves effectively by making informal and formal presentations as a regular part of class activities. Further, they write technical and non-technical reports and assess the findings of professional research articles in many of their OLS classes.

Students will be prepared to use appropriate interpersonal skills in the workplace. Students learn to identify, discuss and give examples of interpersonal problems in organizations. They use the skills of self-objectivity and sensitivity to others through group projects designed to illustrate the need for perceptual checking, appropriate behavior for group leaders, evaluation of the talents and aspirations of employees, and adapting to the changing workforce. In addition, B.S. degree level courses emphasize the acquisition of skills needed to develop employees in organizations through job training, mentoring, coaching, and counseling.

B.S. degree students demonstrate clear recognition of the issues of cultural, ethnic, and gender diversity as well as the many ethical issues affecting work. Students participate in discussions regarding diverse work groups and ethics as these issues affect work on a local and national level. In addition, students participate in individual and group class projects requiring a presentation and written report on recommended solutions to complex ethical issues in contemporary organizations. Emphasis in the courses is put on the student's adaptability, personal adjustment, and leadership in a rapidly changing and increasingly diverse world.

#### DEPARTMENT OF MANUFACTURING TECHNOLOGY (part of the MCET department)

The department of manufacturing technology (MFT) in the College of Engineering, Technology, and Computer Science serves the needs of students, industry and government in northeastern Indiana. The department offers associate of science (A.S.) and bachelor of science (B.S.) degree programs in computer integrated manufacturing technology (CIMT), industrial engineering technology (IET), mechanical engineering technology (MET), and an A.S. degree program in mechanical drafting and design technology (MDDT). The programs in IET, MET (both the A.S. and the B.S.) and the A.S. in MDDT are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

The department's first concern is the advancement of its students. It encourages students to acquire the knowledge and understanding that helps them contribute to society in leading meaningful and productive lives.

The major thrust of the department is to prepare graduates so that they understand the basic concepts and principles of one technical field in sufficient depth to appreciate its methodologies and fundamental unresolved questions and acquire a basis for life-long learning. Attainment of the above is accomplished through required courses in: 1) the core of general education, 2) the major area, and 3) elective courses combining breadth of subject matter with specific study in depth. Laboratory experience is an essential part of both the associate and baccalaureate degree programs.

## GOALS

- 1) To prepare graduates to enter the job market with a broad background of applied engineering fundamentals and basic communication skills. To be able to integrate theory and practice within the specialty.
- 2) To continually upgrade curriculum and course material to keep pace with modern technical developments, and to provide a sound basis upon which the graduate can develop into any specialty of manufacturing technology.
- 3) To meet educational needs of the professional community in manufacturing technology.
- 4) To implement the most relevant and current high technology techniques and capabilities into the department programs such as computer-aided design (CAD), computer-aided manufacturing (CAM), robotics applications, and flexible automatic manufacturing.
- 5) To prepare graduates to become effective citizens in recognizing the importance of working as team members and taking productive roles in relationships with other employees.

### Program objectives:

#### A. Computer-Integrated Manufacturing Technology (CIMT)

#### Associate Degree Program:

1. To develop an understanding of the mathematical principles of algebra, trigonometry, and calculus and effectively utilize these principles.
2. To develop an understanding of the principles of the physical sciences and to provide application of these principles in a controlled environment.
3. To develop skills and expertise through the analysis, application, and evaluation of material in the areas of computer-aided design and manufacturing (CAD/CAM), computer numerical control (CNC) machining, and applications in electrical and computer science.
4. To develop computational skills to numerically solve and present engineering-related problems and data.
5. Through the use of graphical language, develop the ability to interpret and represent experimental engineering data in design and production drawings of machine components.

6. To develop an understanding of the function of basic machine tools and processes and their relationship to production, inspection, and quality control.

7. To develop proficiency in written and oral expression through the composition of acceptable technical reports and oral presentation.

#### Baccalaureate Degree Program:

Since this program consists of two years added on to the associate degree program, it includes all of the objectives discussed in the Computer-Integrated Manufacturing Technology AS degree program. The objectives of the last two years are to increase and broaden the student's technical, supervisory, and educational background and to further improve communications skills so that the student can progress into more responsible positions.

1. To develop additional expertise in mathematical principles and their application to advanced technical problems.

2. To further expand student understanding and expertise in the areas of flexible manufacturing systems (FMS), material requirement planning (MRP), and advanced applications of electrical, industrial, mechanical engineering technologies as well as computer science.

3. To develop expertise and knowledge of principles and applications of other engineering technology disciplines and develop versatility to function in related discipline areas.

4. To broaden the student's experience and expertise in the specific areas of written and oral expression, such as business writing and oral presentation of technical information.

5. To develop an understanding of and acquaintance with the economic and legal dimensions of business and industry and to develop educational experiences in the humanities.

#### B. Industrial Engineering Technology (IET)

##### Associate Degree program:

1. To develop an understanding of the mathematical principles of algebra, trigonometry, and calculus and effectively utilize these principles.

2. To develop an understanding of the principles of the physical sciences and to provide application of these principles in a controlled environment.

3. To provide an opportunity for the student to develop industrial engineering technology skills through the analysis, application, and evaluation of material in the areas of organization, production planning, work methods and measurement, and plant layout.



4. To develop computational skills to numerically solve and present engineering-related problems and data.
5. Through the use of graphical language, develop the ability to interpret and represent experimental engineering data in design and production drawings of machine components.
6. To develop an understanding of the function of basic machine tools and processes and their relationship to production, inspection, and quality control.
7. To develop proficiency in written and oral expression through the composition of acceptable technical reports and oral presentation.

#### Baccalaureate Degree Program:

Since this program consists of two years added on to the associate degree program, it includes all of the objectives discussed in the Industrial Engineering Technology AS degree program. The objectives of the last two years are to increase and broaden the student's technical, supervisory, and educational background and to further improve communication skills so that the student can progress into more responsible positions.

1. To develop additional expertise in mathematical principles and their application to advanced technical problems.
2. To further expand student understanding in the areas of material handling, production cost, and job evaluation. To provide additional application of principles in the area of production planning and quality control.
3. To provide knowledge of the principles and applications of other technology disciplines. To provide the student with versatility to function in related discipline areas.
4. To broaden the student's experience and expertise in the specific areas of written and oral expression, such as business writing and oral presentation of technical information.
5. To provide an acquaintance with and an understanding of economic and legal relationships in industry. To provide educational experiences in the humanities.

#### C. Mechanical Drafting Design Technology (MDDT)

##### Associate Degree Program:

1. To develop an understanding of the mathematical principles of algebra, trigonometry, and calculus and effectively utilize these principles.
2. To develop an understanding of the principles of the physical sciences and to apply these principles in a controlled environment.

3. To develop design skills through the analysis, application, and evaluation of sketches and drawings for design proposals, experimental models, prototype configurations, and production parts and assemblies using both conventional drafting techniques and computer graphics.
4. To develop computational skills to numerically solve and present engineering-related problems and data.
5. Through the use of graphical language, develop the ability to interpret and represent experimental engineering data in design and production drawings of machine components.
6. To develop proficiency in written and oral expression through the composition of acceptable technical reports and oral presentation.

#### D. Mechanical Engineering Technology (MET)

##### Associate Degree Programs:

1. To develop an understanding of the mathematical techniques of algebra, trigonometry, and calculus and effectively utilize these techniques.
2. To develop an understanding of the techniques of the physical sciences and to provide application of these techniques in a controlled environment.
3. To provide an opportunity for the student to develop design skills through the analysis, application, and evaluation of material in the areas of statics, dynamics, strength of materials, and machine design.
4. To develop computational skills to numerically solve and present engineering-related problems and data.
5. Through the use of graphical language, develop the ability to interpret and represent experimental engineering data in design and production drawings of machine components.
6. To develop proficiency in written and oral expression through the composition of acceptable technical reports and oral presentation.

##### Baccalaureate Degree Program

Since this program consists of two years added on to the associate degree program, it includes all of the objectives discussed in the Mechanical Engineering Technology AS degree program. The objectives of the last two years are to increase and broaden the student's technical, supervisory, and educational background and to further improve communication skills so that the student can progress into more responsible positions.

As in the first two years, these objectives are primarily achieved through the course work, but each student must also complete a senior design project which gives additional independent study and application of the principles learned in the course work.

1. To develop additional expertise in the science and mathematical principles and their application to advanced technical design problems.
2. To further expand student design skills in the areas of instrumentation, thermodynamics, and fluid mechanics materials and numerical control.
3. To provide knowledge of the design skills and applications of other technology disciplines. To provide the student with versatility to function in related discipline areas.
4. To broaden the student's experience and expertise in the specific areas of written and oral expression, such as business writing and oral presentation of technical information.
5. To provide an acquaintance with and an understanding of economic and legal relationships in industry. To provide educational experiences in the humanities.

## COLLEGE OF VISUAL AND PERFORMING ARTS (formerly School of Fine and Performing Arts)

The mission of the College of Visual and Performing Arts is to (1) provide exceptional professional and liberal arts degree programs which combine development in an artistic discipline and career preparation in the arts to students through individualized instruction within a broadly based curriculum, (2) offer culturally enriching opportunities to all students and members of the university community, and (3) be recognized as the center for arts education, outreach, collaborations, and professional leadership in northeast Indiana, as well as a major regional arts resource through excellence in artistic performances, productions, exhibitions, library holdings and technology. To support this mission, the faculty of the College of Visual and Performing Arts subscribe to the highest academic, artistic, and ethical standards for themselves and their students.

### Vision Statement of the College of Visual and Performing Arts

The IPFW College of Visual and Performing Arts will offer northeast Indiana's most comprehensive academic and outreach programs in art, music, theatre and dance with excellent undergraduate and graduate degree programs. These programs will be recognized for preparing students to succeed as professionals in the arts and/or to continue their studies in graduate school. Students will learn in the best specialized facilities in the region on the IPFW campus, in satellite locations and through the technology of distance education. They will earn prestigious degrees from Indiana University and Purdue University through relevant curricula delivered by exceptional artist/scholar teachers who are leaders in their disciplines. The faculty, the most important resource of the College, will be selected for their extraordinary artistic talent and scholarship, superior teaching abilities, and potential for advancing their students, their careers and their departments. The College will be a learning community. An environment will be created where faculty lead by example and students and faculty learn from one another. Creativity will be treasured, personal and professional growth cultivated, interdisciplinary projects nourished, and teamwork and cooperation flourish.

The programs of the College of Visual and Performing Arts, fully integrated with the regional community, will continue to welcome members of the community participating as arts practitioners and audiences. Through the comprehensive arts education outreach of the Community Arts Academy, students of all ages and economic resources can study art, music, theatre and dance to prepare for careers in the arts and/or for their personal enrichment. As a benefit to our students, the College will also collaborate with a myriad of regional arts organizations, social services agencies, radio, television and print media of northeast Indiana and others to advance the arts and arts advocacy. CVPA will work closely with school corporations by presenting after-school programming, offering instruction for teacher license renewal, assisting with curriculum development and providing supplementary opportunities for the arts education of pre-college students. Formalized internships will link CVPA students with the business of the arts, and through the Community Advisory Council, community leaders will advise CVPA on curricular relevancy to market demands. Through these initiatives, the College of Visual and Performing Arts will be recognized as the center for arts education, outreach, collaborations, and professional leadership in northeast Indiana, as well as a major regional arts

resource through excellence in artistic performances, productions, exhibitions, library holdings and technology.

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## DEPARTMENT OF FINE ARTS MISSION

The Department of Fine Arts' mission is to educate its students and the community in the areas of both Fine and Commercial art. Students may pursue the Bachelor of Fine Arts degree with concentrations in computer design, crafts, drawing, graphic design, painting, photography, printmaking, or sculpture. An Associate of Science degree is available in Commercial Art. A Bachelor of Arts degree is also available for students desiring emphasis on the liberal arts.

## GOALS

### Bachelor of Fine Arts Major

Students successfully completing the requirements for the Bachelor of Fine Arts degree will possess the following abilities which will prepare them for advanced study in fine art, or employment in an art related opportunity. Every artist and designer must be a viewer, creator, communicator, theorist, and historian. They shall

1. understand the non-verbal language of art and design;
2. develop responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively;
3. become familiar with and develop competence in a number of art or design techniques;
4. become familiar with the major achievements in the history of art, including the works and intentions of leading artists in the past and present;
5. understand and evaluate contemporary thinking about art and design;
6. make valid assessments of quality in design projects and works of art.

### Bachelor of Art Major

Those students seeking an emphasis on the liberal arts or art history with less concentration in studio courses choose the BA degree. This program provides students with a thorough grounding in fundamental principles and techniques of visual communication through completion of the first half of the requirements for the B.F.A. degree, with opportunities for emphasis in one or more specific non-studio areas. Graduates shall possess much the same qualities as those of the

BFA students with additional expertise appropriate to the area of their chosen additional concentration.

These graduates shall:

1. understand the basics of the non-verbal language of art and design;
2. develop responses to visual phenomena and organize perceptions and conceptualizations both rationally and intuitively;
3. become familiar with and develop competence in a number of basic art and design skills;
4. become familiar with major achievements in the history of art, including the works and intentions of leading artists in the past and present;
5. understand and evaluate contemporary thinking about art and design;
6. make valid assessments of quality in design projects and works of art;
7. complete the requirements and develop the skills appropriate to their chosen secondary area of concentration.

#### Associate of Science in Commercial Art

The associate degree program in commercial art serves as a technical training program that addresses the visual and technical aspects of communications. These services and products consciously integrate human factors, technology and aesthetics, with the goal of enhancing the function and value of information provided. Students shall

1. understand the non-verbal language of art and design;
2. become familiar with and develop competence in a number of art and design techniques;
3. develop the ability to make visual statements in response to problem solving as related to the graphic design field;
4. make valid assessments of quality in design projects and works of art.

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DEPARTMENT OF MUSIC

MISSION

The mission of the Department of Music is to educate and train professionals in the field of music. Specializations are music education, music therapy, performance, and music with an outside field. The Department of Music also functions as a service department to the University and as a musical center and resource for the greater Fort Wayne community.

## GOALS

1. *Performance*. Music majors will be able to perform competently in public on a principal instrument or voice as a soloist and as a member of a major ensemble.

2. *Music Theory*. Students are to achieve:

- a. Knowledge of the structure, concepts, and terms
- b. Skill and fluency in application through analysis
- c. Ability to synthesize control and creativity in simple structure
- d. Historical perspective, the context provided in all discussions and reinforced by required listening to tapes of selected works from all style periods
- e. Ability to relate all information to the actual sound and the aesthetic result
- f. Increasing degree of independence in all areas

3. *Aural Perception*. In general, students in this four-semester sequence of courses will develop areas of overall musicianship which are fundamental to success in methods courses, music history and literature, and performance. Specifically, students will learn

- a. To sing melodic lines using solfege syllables
- b. To read and perform increasingly complex rhythms
- c. To recognize melodic, rhythmic, and harmonic patterns and progressions and to notate them accurately
- d. To sing accurately while maintaining an accompanying musical line on the piano

4. *Music History and Literature*. In studying music history and literature, students will increase their musicianship through

- a. Knowledge of the principal composers, genres, styles, and performance practices of Western classical music
- b. Development of a repertory of representative compositions that are understood and recognized by ear and from score
- c. Understanding of how music changes in response to social, political and aesthetic needs

5. *Keyboard*. Music majors will be able to use the keyboard as a basic tool. Skills developed include:

- a. Sight-reading of early intermediate-level repertoire and hymns
- b. Harmonization of a melodic line with chord symbols and harmonization of a melodic line without chord symbols
- c. Transposition of a modulating melodic line
- d. Preparation of an SATB open score
- e. Playing melodies by ear with choral accompaniment

- f. Improvisation of an accompaniment pattern to a given chord progression
- g. Concepts such as scales, broken chords, seventh chords, chord progressions, and clapping of rhythm

## Bachelor of Music Education

### I. Music Competencies

#### A. For All Teaching Concentrations

1. To develop conducting skills in order to execute musically accurate and expressive performance;
2. To instill competency to compose, arrange, and adapt music from a variety of sources to meet the needs and abilities of school performances and classroom teaching;
3. To provide functional ability on piano and performance skills on fretted instruments appropriate to the needs of the future teacher of public school music;
4. To nurture theoretical knowledge of music so that the future teacher is able to analyze music in all periods and styles.

#### B. For Vocal/General Concentrations

1. To provide competency in transposing and improvising piano accompaniments for classroom music teaching;
2. To develop skill in singing and playing parts from a choral score as required in a choral rehearsal;
3. To develop proper vocal technique and effective use of the voice in order to teach choral music;
4. To provide experience as a vocal solo performer and as a member of large choral ensembles and small chamber groups;
5. To require performance experience and competency on wind, string, and percussion instruments.

#### C. For Instrumental Concentrations

1. To instill knowledge about and require competency on all wind, string, and percussion instruments sufficient to teach beginning students;
2. To develop competency as a solo instrumental ensemble performer and as a member of a larger instrumental ensemble and small ensembles;



3. To promote the use of the singing voice in voice classes and in choral ensembles;
4. To develop skill in transposing instrumental music in order to accommodate the needs and abilities of beginning instrumentalists;
5. To develop ability to sight sing instrumental parts from the musical score and beginning method books.

## II. Teaching Competencies (For All Concentrations)

- A. To instill understanding of child growth and development of the principles of learning as they relate to music education;
- B. To provide an understanding of philosophical and social foundations underlying music in education and nurture the ability to express a rationale for personal attitudes and beliefs;
- C. To instill knowledge of current teaching methods and materials available in the teaching of choral and instrumental music on all levels;
- D. To provide a functional understanding of evaluation techniques and develop the ability to apply them in assessing the musical growth of students and the musical success of the program itself;
- E. To nurture an awareness of the developmental process involved in being a successful teacher and promote a further awareness of the need for continuing student and self evaluation;
- F. To require a repertoire of strategies for correcting and improving performance in choral and instrumental music;
- G. To provide the knowledge of performance problems and develop competency in hearing such problems during a choral and instrumental rehearsals;
- H. To develop the ability to plan and organize an effective choral and instrumental ensemble rehearsals;
- I. To instill an understanding of and competency for the performance practices in regard to the various musical style periods;
- J. To require understanding and knowledge of sequencing the musical concepts for successful presentation in the teaching of music
- K. To require a repertoire of appropriate music for teaching music in the classroom and in the choral and instrumental ensemble groups.

## Bachelor of Science in Music Therapy

### GOALS

1. To develop and refine musical and clinical skills necessary to provide music therapy services in a variety of clinical experiences, including the on-campus clinic and in community agencies.
2. To develop skill in providing music therapy services in accordance with established standards of practice and ethical codes.
3. To develop skill in organizing and creating music therapy programs based upon research in established practices in creative arts therapies and other health care professions.
4. To develop skill in demonstrating the effectiveness of music therapy interventions through the use of research procedures.
5. To develop the interpersonal skills necessary to work with clients and their families, health care professionals, supervisors, administrators, and other members of treatment teams.

### Primary Objective

The primary objective is to prepare graduates to assume a role in assisting clients in changing their behavior in positive ways through participation in specially designed music experiences.

### Specific Objectives in Priority Order

To develop student skills in

1. Developing rapport and a trusting relationship with clients through the use of diverse musical experiences and appropriate counseling skills.
2. Creating and designing therapeutic music experiences using a variety of fretted, pitched, and nonpitched instruments in accordance with the musical preferences of the client.
3. Observing client behavior and assessing client functioning level, planning accountable treatment procedures, and evaluating results based upon principles of applied behavioral analysis.
4. Developing a working knowledge of health care terminology and characteristics of various diseases and disabilities for use in successive semesters and future employment.
5. Designing music experiences which are complementary with different theoretical approaches commonly used in psychiatric and rehabilitation settings.

6. Preparing written documentation according to standards and accreditation criteria commonly used in health care and mental health care agencies.
7. Creating original and creative music-based interventions and programs for practicum and work settings in accordance with the future trends of the profession.
8. Developing work habits and ethical behavior patterns required for successful employment and advancement in the music therapy profession.
9. Establishing and maintaining professional relationships in community agencies, working with parents and other health care professionals and supervisors for the benefit of the clients.
10. Developing an awareness and knowledge of music psychology and perceptions as they relate to work as a music therapist.
11. Reading and applying research findings to clinical situations.
12. Developing an awareness of professional organizations involved in the use of music in health and rehabilitation in order to encourage continuing education and professional growth.
13. Formulating a research problem, completing a review of literature, systematically designing and implementing experimental procedures, evaluating results with the use of statistical measures, and reporting outcomes and findings in a research paper.

## Bachelor of Music

### Specific goals are

1. To prepare voice, keyboard, and orchestral instrument majors for performing careers.
2. To develop pianists and organists capable of presenting solo recitals, accompanying recitals, performing concertos, playing professionally in chamber music groups and other ensembles, and serving as church musicians.
3. To develop singers capable of presenting solo recitals, performing professionally in opera productions, choral groups, and other vocal ensembles.
4. To develop instrumentalists capable of presenting solo recitals, performing concertos, and playing professionally in chamber music groups and other ensembles.
5. To teach repertoire appropriate for the applied music level as outlined in the course syllabi.

6. To provide opportunities for students to perform in a variety of venues on and off campus.

#### Bachelor of Science in Music and an Outside Field

Specific goals are

1. To enable students to earn a degree approximating a double major by combining 35 hours of another discipline with a standard music curriculum.
2. To counsel students regarding fields complementary to music, e.g., communications, electrical engineering technology, business, psychology, computers.

#### Service to the University and Community

Specific goals are

1. To offer service courses to support requirements in humanities (e.g., Z101 Music for the Listener) and education (e.g., Z241 Introduction to Music Fundamentals, M323 Teaching of Music in Elementary School).
2. To provide music for Commencement and other academic ceremonies.
3. To offer non-credit applied music instruction by faculty and music department students through the Preparatory and Suzuki Programs.
4. To sponsor non-credit, music-related courses in Continuing Education.
5. To provide rehearsal facilities for the Fort Wayne Area Community Band and Fort Wayne Community Schools' ensembles, e.g., Youth Symphony.
6. To serve as an information resource to the general public on a wide variety of music topics.

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### DEPARTMENT OF THEATRE

#### MISSION

The Department of Theatre's mission is to educate its students and the Fort Wayne Community in the art of theatre. The department emphasizes the education of theatre artists and educators within a broad liberal arts framework. The department also emphasizes the study and performance of the contemporary theatre, encouraging student and faculty research and creative endeavor in that area.

The department's production arm, Purdue-Indiana Theatre, maintains a reputation for professional quality and innovative theatre productions. Theatre production work is integrated as

much as possible with classroom work. All aspects of production, from play selection to closing night, serve as a laboratory for theatre education. As part of its mission to serve the entire northern Indiana community, Purdue-Indiana Theatre is committed to a non-traditional casting policy.

The theatre faculty and students are integrally involved with the Fort Wayne theatre community and the community at large. Projects with many other theatre groups are pursued and encouraged. These projects give all those involved an opportunity to work in a variety of different theatre environments.

## GOALS

### Theatre and Theatre Teaching Majors

Students who complete the theatre major will be prepared to pursue graduate education in theatre and related fields or for careers which require an undergraduate liberal arts education. The program emphasizes the development of professional attitudes and a strong sense of the commitment required to pursue the discipline of theatre. The department is dedicated to the idea that a liberal arts degree in theatre is the appropriate education for theatre artists. Upon completion of the program, students will:

1. demonstrate their competency in one or more areas of theatre production (areas of emphasis within the major are available that allow students to deepen their study of acting, directing, design and technology, play writing, and theatre management.)
2. have obtained a working familiarity with theatre history and dramatic literature.
3. be able to communicate effectively about the theatre process.
4. if the theatre teaching program is completed, meet requirements for teacher certification in the state of Indiana.

### Theatre Minor

Students successfully completing a theatre minor will be able to demonstrate their general knowledge of both dramatic literature and theatre performance.

### General Education Courses

Students who successfully complete courses in Theatre Appreciation and Fundamentals of Performance will be able to demonstrate their awareness of the theatre process and will be prepared to be part of an educated audience.

## COLLEGE OF HEALTH AND HUMAN SERVICES (formerly School of Health Sciences)

The mission of the College of Health and Human Services is to educate students for both the health and consumer and family sciences professions within the scope of national and state laws and accreditation guidelines. These programs involve a high level of cognitive, psychomotor, and affective skills.

The College addresses the ever changing needs of the professional health and consumer and family sciences communities by identifying needs, and developing and expanding appropriate programs in the region served by IPFW.

The College provides services to enrich both the health and consumer and family sciences professions and the community through leadership and active participation in professional organizations and activities. The School enhances the professional community's knowledge and understanding of health and consumer and family sciences issues by providing timely and innovative continuing education.

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### DEPARTMENT OF CONSUMER AND FAMILY SCIENCES

The department will provide students with the highest quality academic education and training in Hotel, Restaurant, and Tourism Management. The department also will provide service courses in the areas of food and nutrition, wellness and stress management, child development, family relations, and retail management.

Objectives for Service Courses in Food & Nutrition: The service courses of F&N 303 and F&N 302 have the following objectives for the allied health major and the elementary education major:

1. to understand the economic, social, psychological, and religious factors affecting food choices and consumption, and identify nutrient needs of people and the physical relationship of their anatomy to the diet chosen. The student will demonstrate critical thinking through analysis of case study problems relating to diets.
2. to develop and demonstrate an ability to evaluate and select good diets for a general population that would meet the adequacy needs of adults, children, and older adults.
3. to become aware of advertising and various problems that promote misunderstandings about food; to understand and use visual aids in assisting with the dissemination of educational materials in teaching nutrition to a wide audience.
4. to have, upon completion of the courses, an ability to apply the basic principles of good nutrition that can improve and/or maintain in student's own good health.

Objectives for Service Courses in Wellness and Stress Management (CFS 369): Upon completion of the course students should

1. have an understanding of the current theories concerning the management of stress and health. Students will perform specific tasks to reinforce management of communication skills, personal relationships, creative thinking processes, and diet analysis.
2. students will develop life-style change plans that utilize the knowledge, theory, and application of principles of Wellness. The principles will emphasize developing an ability:
  - to accept responsibility for personal choices that promote wellness.
  - to become aware of stress-causing behavior and environment.
  - to improve physical and mental wellness.
  - to reduce stress levels at work.

#### Hotel, Restaurant, and Tourism Management Program

To meet the educational needs of students and the regional hospitality industry through high quality teaching, research, and community service in hotel, restaurant, and tourism management.

Upon the completion of the program students should:

1. have both a theoretical and practical knowledge of food service operations. Students will be able to purchase food, supplies, and equipment necessary to run operations successfully. Analysis of costs, forecasting revenue, and understanding marketing mixes necessary to make a food service operation successful will be understood. A certification in sanitation will be awarded to each graduate;
  2. demonstrate competency in hotel operations, including front office operations, maintenance and engineering, merchandising and marketing, human resources management, and hotel food service. Effective communications and demonstrated ability in the calculation of room yield management will be accomplished by each graduate;
  3. understand the basic concepts of tourism and the economics associated with it. Terminology specific to the industry will be known and the operations of the local convention and visitors bureau will be understood. Students will have an understanding of travel industry management including airlines, railroads, rental cars, travel agencies, theme parks, and local tourism activities.
  4. have an understanding and proficiency in the various aspects of business practice comprising the industry. Students will be prepared for employment at the supervisory level upon graduation within restaurant and institutional food service, hotel operations, or tourism services.
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## DENTAL ASSISTING PROGRAM

The mission of the Dental Assisting Program is to educate qualified individuals for careers as a dental health professional within the scope of national and state laws and current accreditation guidelines. The program is committed to excellence in the theory and practice of dental assisting.

### PROGRAM GOALS AND OBJECTIVES

1. Students will apply principles from basic sciences and the clinical and social sciences to assist in the delivery of total dental health care services.
2. Students will develop competence in the methods and procedures of four-handed and six-handed dentistry that are desirable in the dental health profession.
3. Students will study and develop a working knowledge of dental terminology to be incorporated into the application of dental assisting theory and practice.
4. Students will develop work habits and behavior patterns required for success and advancement in the dental health profession.
5. Students will learn concepts and principles which are the basic foundations of becoming an integral part of a dental health care team.
6. Students will learn to develop personality, resourcefulness, and initiative necessary for success in a dental health profession.
7. Students will be guided in increasing their skills and aptitudes in the basic concepts of four-handed and six-handed dentistry.
8. Students will develop and utilize effective communication skills.
9. Students will recognize effective oral health care practices and promote those ideals to dental patients.
10. Students will advance the dental assisting profession through service activities and affiliations with local, state and national professional dental assisting associations.
11. Students will recognize the need for continued education and professional development.
12. Students will examine their philosophies, values, and beliefs and recognize how they differ from those of their dental patients.



## DENTAL HYGIENE PROGRAM

The mission of the Dental Hygiene Program is to educate students for future roles as dental health professionals. The program is committed to excellence in the theory and practice of dental hygiene and in the development of competent, socially sensitive, and ethically responsible professionals.

### PROGRAM GOALS AND OBJECTIVES:

1. Students will learn concepts and principles which are the basic foundations of dental hygiene practice.
2. Students will apply principles from basic sciences and the clinical and social sciences to the delivery of dental hygiene services.
3. Students will develop competence in assessing, evaluating, planning, and treating oral conditions and diseases.
4. Students will develop effective communication skills.
5. Students will recognize good health practices and promote these ideals to others.
6. Students will design, implement, and evaluate community dental health programs.
7. Students will develop skills in thinking, reasoning, questioning, and decision-making.
8. Students will interpret and evaluate current research findings and apply them appropriately.
9. Students will advance the dental hygiene profession through service activities and affiliations with professional organizations.
10. Students will recognize the need for continued learning and professional development.
11. Students will examine their values and recognize how their values differ from their patients' values.

## DENTAL LABORATORY TECHNOLOGY PROGRAM

The mission of the Dental Laboratory Technology Program is to educate qualified individuals for careers as dental laboratory technicians. Individuals will assume their role within the dental health team by providing essential services to the dental profession. The program is committed to excellence in the theory and practice of dental technology in training individuals to perform laboratory procedures by prescription work authorization of the dentist in a dental laboratory or dental office.

## PROGRAM GOALS AND OBJECTIVES

1. The program will endorse and fulfill the "Objectives and Ideals" of Indiana University-Purdue University Fort Wayne.
2. The program will continuously review, assess, and maintain a curriculum in accordance with current trends and techniques in the field of dental technology that will allow for career mobility.
3. The program will prepare the individual student in the knowledge and techniques that will make the student employable in the dental technology profession.
4. Students will develop skills in the handling of materials used in the fabrication of dental prosthetic appliances.
5. Students will develop competence in the methods and procedures of fabrication that are desirable in dental laboratory technology.
6. Students will study and develop a working knowledge of dental terminology to be used in successive semesters and the application of same to laboratory theory and procedures.
7. Students will develop work habits and behavior patterns required for success and advancement in the profession.
8. Students will learn concepts and principles which are the basic foundations of a component of the dental health team.
9. Students will recognize the need for continued learning and professional development.

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### HEALTH INFORMATION TECHNOLOGY PROGRAM (no longer a program at IPFW)

#### Mission

The Health Information Technology program is designed to prepare the student for a professional career in health information management by providing an understanding of, and demonstrated competency in, the entry-level skills necessary for employment.

The mission of the program is to provide quality educational opportunities to students to serve the community's growing need for health information practitioners.

The program seeks to provide the student with proficiency in a variety of technical skills as recommended by the American Health Information Management Association and required for a successful career as a health information practitioner.

The program is continually reviewed and adjusted to meet the needs of the health care industry and to prepare the student to meet the demands of the best possible employment opportunities.

### GOALS

Students who complete the Associate of Science degree in Health Information Technology will

1. acquire general education skills necessary to support roles of the health information practitioner.
2. acquire health information technician skills from lecture, laboratory, and professional practice experience rotations in various health care facilities.
3. comprehend the entry-level competencies as defined in the American Health Information Management Association's (AIHMA) Domains, Subdomains, and Tasks for health information technicians.
4. acquire the written and oral communication skills necessary in the workplace.
5. demonstrate on the national certification examination the ability to comprehend and apply information relevant to the AIHMA's Domains, Subdomains, and Tasks for health information technicians.
6. be able to enter a career as a health information technician.
7. understand personal and ethical behaviors consistent with expectations of the profession.

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### DEPARTMENT OF HUMAN SERVICES

The Human Services Program seeks to educate students for entry-level positions in the helping professions. It offers an associate degree in human services and certificates in activity therapies, social services, and substance abuse services.

### GOALS

Students who complete the associate degree curriculum will

1. understand the basic concepts and principles of human services
2. understand the basic concepts of a variety of helping theories

3. develop basic helping skills
4. achieve competence in basic helping skills through supervised experience in community agencies and treatment facilities
5. be able to write clear, objective, and concise reports
6. examine their values and begin a process of personal awareness
7. know the ethical standards for human service workers
8. recognize the need for continued learning and professional development.

Students who complete the activity therapies certificate curriculum will

1. understand the basic concepts and principles of using activities as therapeutic media
2. understand the goals of other disciplines that utilize activities as therapeutic media, such as recreation therapy, occupational therapy, and music therapy
3. develop basic skills in designing and leading therapeutic activities.
4. achieve competence in skills through supervised experience in community agencies and treatment facilities in which they observe, assist with, design, and lead therapeutic activities

Students who complete the social service certificate curriculum will

1. understand the basic concepts and principles of human services
2. begin to develop basic helping skills
3. begin to achieve competence in basic helping skills through supervised experience in community agencies and treatment facilities
4. have a beginning level of understanding of medical terminology

Students who complete the substance abuse certificate curriculum will

1. know the criteria for substance abuse and substance dependence
2. understand family dynamics as it relates to substance abuse
3. develop skills in relating to addicted persons

4. achieve competence in skills through supervised experience in a substance abuse treatment facility

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## MEDICAL TECHNOLOGY PROGRAM

### MISSION

The mission of the Medical Technology/Clinical Laboratory Science Program is to provide educational opportunities for qualified students wishing to pursue a career in medical technology and to contribute to meeting health care needs. Upon completion of the program the student earns a baccalaureate degree, is eligible to sit for national and state certification examinations, and will be able to

#### I. Perform analyses:

A. Properly collect and handle all clinical specimens and instruct patients and allied health care personnel in specimen collection.

B. State principles of clinical methodology and perform simple and complex analyses with accuracy and precision.

C. Correlate test results to clinical disease and normalcy.

D. Establish and monitor quality control programs.

E. State the basic principles of instruments utilized in the clinical laboratory and standardize and trouble-shoot them appropriately.

F. Evaluate new methodology.

G. Assume responsibility for results, i.e., critically evaluate results, admit mistakes, and repeat procedures as required.

#### II. Solve Problems:

A. Recognize, identify, and solve most technical problems relating to clinical laboratory methodology.

B. Anticipate potential problem areas and develop alternatives.

C. Evaluate a problem effectively and solve it efficiently.

#### III. Demonstrate Organization and Communication Skills

A. Utilize effective, tactful, and considerate communication with peers and customers.

- B. Develop personnel schedules
- C. Practice basic principles of ordering, purchasing, and maintaining stocks.
- D. Adapt to the situation.
- E. Keep area neat.
- F. Maintain stability under stress.

#### IV. Demonstrate Supervision and Management Skills

- A. Evaluate research reported in the literature and apply to the clinical situation.
- B. Understand legal considerations of the laboratory, including state and federal legislation and professional liability.
- C. Supervise support personnel and students.
- D. Evaluate performance of those they supervise.
- E. Respect roles of other members of the health care team.

#### V. Provide Educational Services

- A. Teach students and support personnel at the bench level.
- B. Organize and present data orally.
- C. Participate in education and evaluation of students.
- D. Recognize the need for life-long learning.

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### DEPARTMENT OF NURSING

#### Mission

The mission of the Department of Nursing is to provide educational opportunities for students who wish to pursue careers in nursing and to contribute to meeting health-care needs. The associate degree nursing program provides a basic nursing education. Upon completion of this program, graduates are eligible to take the RN licensure examination. The baccalaureate nursing program provides an educational opportunity for associate degree and diploma graduates in nursing to continue and expand their education.

ASSOCIATE DEGREE PROGRAM OBJECTIVES  
Freshman (Level One) Objectives

The student will

Identify components of the Neuman Systems Model and other scientific concepts in providing nursing care to clients.

Demonstrate a beginning-level ability to apply the nursing process in nursing practice.

Identify principles and theories from a variety of disciplines as a basis for developing a knowledge base.

Recognize the importance of collaboration with other health care professionals to provide health care.

Identify behaviors which are necessary for personal and professional growth and accountability.

Sophomore (Level Two) Objectives

Utilize the Neuman Systems Model and other scientific concepts to meet the health care needs of clients, families, and community.

Utilize the nursing process to promote an environment conducive to the restoration and maintenance of wholeness.

Incorporate principles and theories from a variety of disciplines to assist clients toward optimal adaptation.

Collaborate with other health care professionals to provide health care.

Demonstrate behaviors which reflect personal and professional growth and accountability.

BACCALAUREATE DEGREE PROGRAM OBJECTIVES

1. Selects, synthesizes, and applies scientific and humanistic concepts and nursing theories in assisting patients/clients toward optimal adaptation.

a. Provides expert assistance in aiding patients/clients to attain and maintain maximum health.

b. Values continued learning and professional growth as a means of adapting to change occurring within the health care system in order to maximally meet the

health needs of patients/clients.

2. Utilizes the nursing process in making nursing decisions and in guiding nursing actions.

a. Designs, implements, and evaluates formal and informal health teaching-learning experiences for patients/clients, families, and groups.

b. Provides direct care to patients/clients from diverse backgrounds, of all ages, in a variety of clinical settings.

c. Makes referrals to other members of the interdisciplinary team and to appropriate agencies to insure quality, holistic health care.

3. Utilizes interpersonal skills to promote optimal functioning in patients/clients, families, the work environment, and the community.

a. Responds therapeutically to meet the culturally diverse needs of the patient/client population.

b. Recognizes the implications of social-economic factors as they relate to health care utilization.

c. Works effectively with all service providers.

4. Assumes a leadership and collaborative role in directing health care activities and in influencing and adapting to change.

a. Utilizes strategies of the change process effectively.

b. Values the leadership role in effecting policy decisions.

c. Uses teaching and mentoring skills to develop the professional practice of colleagues.

5. Views nursing practice as a means of applying research, gathering empirical data, and refining practice.

a. Uses the problem-solving approach in providing patient care.

b. Knows the principles of scientific investigation.



c. Selectively applies research findings to practice, based on an evaluation of research studies.

6. Applies critical thinking and moral reasoning skills in analyzing important issues and problems confronting the profession.

a. Applies skill in diagnostic reasoning.

b. Appreciates the implications of the moral reasoning process in patient care.

c. Develops a familiarity with reliable sources of information.

d. Utilizes decision-making theories in solving problems.

7. Understands how nurses can make an impact on the forces that shape the nature of health care delivery.

a. Describes the dynamic interaction of societal norms and health care trends.

b. Examines the evolution of nursing within the health care system.

c. Discusses legal issues encountered by nurses in daily practice.

d. Recognizes the ways in which the health care delivery system is affected by the political and economic environment.

e. Explores bioethical issues related to professional nursing practice.

f. Recognizes how technology shapes health care practice.

Rev. 8/91

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## CRITICAL CARE NURSING CERTIFICATE OBJECTIVES

The primary objectives of this certificate are to provide

1. Advanced knowledge and skills in the specialty of critical care nursing to RN' s and student RN' s about to enter the workforce.

2. Nurses working in or intending to work in any acute care area of nursing the opportunity to increase their skills and knowledge in critical care in order to meet the growing challenge of providing care to increasingly sicker patients within the managed health care environment.

3. Increased marketability of graduates from this program in a job market where critical care skills are valued.

## GRADUATE PROGRAM IN NURSING ADMINISTRATION

### Mission

The mission of the graduate program is to prepare advanced nurse practitioners in the specialty of Nursing Administration.

### Goals

The goals of the program are to prepare Registered Nurses who have a baccalaureate degree (B.S.) with a major in nursing for leadership positions in diverse health care systems and to provide an accessible program in nursing administration to meet regional needs in and around the Fort Wayne area.

Objectives: The objectives of the program are to prepare graduates to

1. Integrate theories of organizational behavior and health care systems to manage human, material, and financial resources in the delivery of quality patient care.
2. Create an environment that promotes critical thinking, sound research methods, and investigative procedures to improve the quality of patient care.
3. Collaborate and consult with others to maximize utilization of health care personnel, material, and financial resources
4. Analyze the impact of health policy on health care financial and delivery systems.
5. Compare and contrast professional development opportunities that enhance career advancement for self and others.
6. Analyze the impact of financial, economic, ethical, legal, and social influences on health care delivery systems.

3-2-98

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## RADIOGRAPHY PROGRAM

The mission for the Fort Wayne School of Radiography Program, in cooperation with the College of Health and Human Services, is to educate qualified individuals for careers in radiography. The program is committed to excellence in the theory and practice of radiography. Individuals in this technical science will assume roles in the medical health team by providing

essential services including, but not limited to, various imaging modalities such as x-rays, radioactive substances, high frequency sound waves and magnetic fields.

### PROGRAM GOALS AND OBJECTIVES

1. The program will endorse and fulfill the "Objectives and Ideals" of Indiana University-Purdue University Fort Wayne.
2. The student will be prepared to function as an entry-level radiographer.
3. The student will demonstrate competence on the American Registry of Radiologic Technologists Radiography Examination.
4. The faculty and students will exercise high standards of radiation protection to reduce unnecessary radiation exposure to instructors, students, patients, and others.
5. The student will be prepared in the knowledge and techniques that will enable the student to assist in procedures involving Computed Tomography, Nuclear Medicine, Diagnostic Medical Sonography, Radiation Oncology, Magnetic Resonance Imaging, and advanced Specialized Radiography.
6. The student will practice effective written and oral communication skills to promote a professional demeanor to patients, other health professionals, and the community.
7. The student will develop and demonstrate basic computer skills as they relate to usage in the Radiology department.
8. The student will be prepared to adapt to changes in current trends and to future imaging modalities.
9. The student will develop work habits and behavior patterns required for success and advancement in the profession.
10. The student will be prepared to serve as a resource of information to the community to promote a better understanding of the complex issues involving radiation.
11. The student will recognize the need for continued learning and professional development.

## Academic Success Center (Formerly student academic counseling services)

### Mission

The mission of the Academic Success Center is to provide academic advising and related services for IPFW's Undecided, Guided Studies, and Pre-Business students, as well as students not seeking an IPFW degree, students not qualified to declare desired majors, and students unable to register in their home departments.

### Goals

- A. Undecided students will declare a major or degree objective
- B. Guided Studies students will qualify for admission to regular college programs.
- C. Pre-Business students will meet the requirements for admission to the Business degree program.
- D. Students not seeking an IPFW degree, students not qualified to declare desired majors, and students unable to register in their home departments will register for courses that meet their individual needs.

### Objectives

- A. Undecided students will develop self-knowledge, career awareness, decision-making skills, and goal-setting abilities.
- B. Guided Studies students will develop reading, writing, and mathematics competencies as well as college-level study skills.
- C. Pre-Business students will successfully complete the core of Pre-Business requirements.
- D. Students not seeking an IPFW degree, students not qualified to declare desired majors, and students unable to register in their home departments will find accessible registration services through the Academic Success Center

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Dec., 1997

(updated 5/10/2011)