

FORT WAYNE SENATE AGENDA
DECEMBER 13, 1993
NOON, KT G46

1. Call to order
2. Approval of the minutes of November 8, 1993
3. Acceptance of the agenda - A. Dirkes
4. Reports of the Speakers of the Faculties
 - a. Indiana University - S. Hollander
 - b. Purdue University - R. Barrett
5. Report of the Presiding Officer (Senate Reference No. 93-9) - F. Kirchhoff
6. Special business for the day
 1. Educational Policy Committee (Senate Document SD 93-6) - S. Hollander
7. Committee reports requiring action
 - a. Agenda Committee (Senate Document SD 93-7) - A. Dirkes
 - b. Educational Policy Committee (Senate Document SD 93-8) - S. Hollander
 - c. Faculty Affairs Committee (Senate Document SD 93-9) - R. Pacer
 - d. Steering Committee for Assessment of Student Academic Achievement (SCASAA) (Senate Document SD 93-10) - C. Steinhaus
 - e. Purdue University Committee on Institutional Affairs (Senate Document SD 93-11) - R. Barrett
 - f. Purdue University Committee on Institutional Affairs (Senate Document SD 93-12) - R. Barrett
8. New business
9. Committee reports "for information only"
 1. Indiana University Committee on Institutional Affairs - S. Hollander
10. The general good and welfare of the University
11. Adjournment*

*The meeting will be adjourned by 1:15 p.m.

Approving

J. Chandler
A. Dirkes, Chair
S. Hollander
F. Kirchhoff
N. Younis

Absent

Attachments:

- "Report of the Presiding Officer" (SR No. 93-9)
- "Change in the Free Period" (SD 93-6)
- "Approval of replacement members of the Academic Appeals Subcommittee" (SD 93-7)
- "1996-97 Academic Calendar" (SD 93-8)
- "Faculty Roles, Workloads, and Rewards" (SD 93-9)
- "School and Program Mission, Goals, and Objectives Statements" (SD 93-10)
- "Changes to Purdue University at Fort Wayne Faculty Grievance Policy (FWSD 76-10)" (SD 93-11)
- "IPFW Representation on the University Faculty Senate" (SD 93-12)

TO: The Senate
FROM: Frederick Kirchhoff, Presiding Officer
Fort Wayne Senate
DATE: 29 November 1993
SUBJ: Report on Senate Documents

Listed below are the documents considered by the Senate this academic year. When appropriate, I have forwarded documents to the proper administrators/units for implementation. I have listed the current status of each document.

- SD 93-1 "Approval of replacement members of the Agenda Committee and of the Professional Development Subcommittee" - approved and implemented (9/13/1993)
- SD 93-2 "Amendment to the IPFW Code of Student Rights, Responsibilities, and Conduct" - approved and forwarded to IPSGA for consideration and to the Chancellor to be forwarded to the Community Advisory Council for consideration (9/13/1993)
- SD 93-3 "Chancellor Search and Screen Committee" - approved and forwarded to Chancellor for transmittal to Purdue University President (9/13/1993)
- SD 93-4 "Approval of replacement members of the Honors Program Council and the University Resources Policy Committee" - approved and implemented (10/11/1993)
- SD 93-5 "Amendment to Senate Reference No. 85-2 'Guidelines for the Operation of the Office of Continuing Education' (OCE)" - approved and forwarded to the Director of Continuing Education (11/8/1993)
- SD 93-6 "Free Period Change" - consideration postponed (11/11/1993)

**Indiana University
Purdue University
Fort Wayne**

Educational Policy Committee

To: Fort Wayne Senate
From: Educational Policy Committee
Date: October 21, 1993
Subject: Change in the Free Period

Resolved, That, the Free Period be designated as Mondays, 3:00-4:15 p.m.; and

Resolved, That, in order to accommodate this change in the Free Period, the following changes be made in approved class-scheduling blocks.

	Existing Blocks Deleted	New Blocks Added
For 2-Hour Courses	F 2:30-4:20	F 2:00-3:50
For 3-Hour Courses	MWF 1:30-2:20 2:30-3:20 3:30-4:20 MW 3:00-4:15 WF noon-1:15	MWF noon-12:50 1:00-1:50 2:00-2:50 TWR 3:00-3:50 WF 3:00-4:15
For 4-Hour Courses	TWRF noon-12:50	Any 4 weekdays noon-12:50 TWR 3:00-4:10 TWRF 3:00-3:50
For 5-Hour Courses	D 1:30-2:20 2:30-3:20 3:30-4:20 TWRF noon-1:05	D noon-12:50 1:00-1:50 2:00-2:50 TWRF 3:00-4:05

Approving

B. Bulmahn
M. A. Dirkes
S. Hollander
F. Kirchhoff
S. Sarratore
M. Wartell

Disapproving

Abstaining

Absent

C. Sternberger

Nonvoting

J. Dahl

MEMORANDUM

TO: Fort Wayne Senate

FROM: Agenda Committee

DATE: 18 November 1993

SUBJ: Approval of replacement members of the Academic Appeals Subcommittee

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The Bylaws of the Senate provide (5.1.2.) that ". . . Senate Committees . . . shall have the power to fill Committee vacancies for the remainder of an academic year, subject to Senate approval at its next regular meeting" and

WHEREAS, There are two vacancies on the Academic Appeals Subcommittee: one regular and one alternate; and

WHEREAS, The Academic Appeals Subcommittee has appointed Margit Codispoti as the regular replacement member and Zhongming Liang as the alternate replacement member for the 1993-94 academic year;

RESOLVED, That the Senate approve these appointments.

**Indiana University
Purdue University
Fort Wayne**

To: Fort Wayne Senate
From: Educational Policy Committee
Date: November 11, 1993
Subject: 1996-97 academic calendar


Resolved, That the Fort Wayne Senate approve the 1996-97 academic calendar prepared by the Calendar Subcommittee.

<u>Approving</u>	<u>Disapproving</u>	<u>Abstaining</u>	<u>Absent</u>	<u>Nonvoting</u>
B. Bulmahn M.A. Dirkes S. Hollander F. Kirchhoff S. Sarratore C. Sternberger M. Wartell				J. Dahl

**INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE**

**Department of Psychological Sciences
(219) 481-6403**

MEMORANDUM

TO: S. HOLLANDER, CHAIR, SENATE EDUCATIONAL POLICY COMMITTEE
FROM: D. CANNON, CHAIR, CALENDAR SUBCOMMITTEE 
SUBJECT: 1996-97 ACADEMIC CALENDAR
DATE: OCTOBER 22, 1993

The Calendar Subcommittee recommends the attached "Academic Calendar for 1996-1997." I believe we submitted this last year to the Senate EPC "for information only." Now it's for real. It has been reviewed again for accuracy by the members of the Calendar Subcommittee.

NOTE: Questions concerning this document should be addressed to Dennis Cannon at Ext. 6403 or Steve Hollander at Ext. 6770.

ACADEMIC CALENDAR FOR 1996-1997

Fall Semester, 1996

Monday	26 August	Classes Begin
Friday	30 August	Classes Suspended at 4:30pm
Tuesday	3 September	Classes Resume
Thurs.-Fri.	10-11 October	Classes Suspended (until 4:30pm Friday)
Wednesday	27 November	Thanksgiving Recess Begins at 4:30pm
Monday	2 December	Classes Resume
Mon.-Sun.	16-22 December	Final Exam Week/Last Week of Classes

Spring Semester, 1997

Monday	13 January	Classes Begin
Monday	20 January	Martin Luther King, Jr. Day Recess
Monday	10 March	Spring Break Begins
Monday	17 March	Classes Resume
Friday	28 March	Classes Suspended at 4:30pm
Monday	31 March	Classes Resume
Mon.-Sun.	5-11 May	Final Exam Week/Last Week of Classes
Wednesday	14 May	Commencement

Summer Session I, 1997

Monday	19 May	Classes Begin
Monday	26 May	Memorial Day Recess
Friday	27 June	Classes End

Summer Session II, 1997

Monday	30 June	Classes Begin
Friday	4 July	Independence Day Recess
Friday	8 August	Classes End

TO: Fort Wayne Senate
FROM: Faculty Affairs Committee
DATE: November 10, 1993
SUBJ: Faculty Roles, Workloads, and Rewards
DISPOSITION: To the presiding officer for implementation

RESOLVED, That the Fort Wayne Senate approved the Document
"Faculty Roles, Workloads, and Rewards."

<u>Approving</u>	<u>Disapproving</u>	<u>Abstaining</u>	<u>Absent</u>	<u>Nonvoting</u>
J. Clausen L. DeFonso F. Kirchhoff R. Pacer M. Wartell			M. Downs R. Kendall	

NOTE: Questions concerning this document should be addressed to Dick Pacer at Ext. 6296.

Faculty Roles, Workloads, and Rewards

01 IPFW shall practice the following policy on roles, workloads, and rewards:

02 Either after the award of tenure and promotion or five years after the award
03 of tenure, faculty at the rank of Assistant Professor or above may choose one of two
04 options. Responsibilities shall be as follows:

05 **Option 1: The equivalent* of three (3) lecture courses each semester and execution**
06 **of a research program.**

07 **Option 2: The equivalent* of four (4) lecture courses each semester.**

08 Annual evaluation criteria for Option 1 Faculty shall include the expectation of teaching
09 effectiveness as well as demonstrable pursuit of an active research program. Teaching and
10 progress in research shall be reflected in annual evaluation commentary and salary increments.
11 Teaching and research effectiveness shall be defined by departments in consultation with deans.
12 Statements shall be filed with OAA and evaluation shall be based on those statements.

13 Annual evaluation criteria for Option 2 Faculty shall include the expectation of teaching
14 effectiveness but not pursuit of an active research program. Teaching effectiveness shall be

15 defined and evaluated as described in the section on Option 1 Faculty.

16 All faculty shall be evaluated on service contribution as defined in appropriate university
17 documents.

18 In accordance with other university documents where evaluation of teaching, research, and
19 service is described, faculty shall, for promotion, be expected to show appropriate performance
20 in all areas. This document shall not be interpreted as changing criteria for promotion and tenure,
21 nor as affecting the expectation that all faculty, regardless of option selected, will maintain
22 currency in their respective fields. Nothing in this document precludes the promotion of an Option
23 2 faculty member to associate or full professor; in practice, a longer time frame may be required
24 for such faculty to demonstrate competence in research.

25 All faculty shall be treated on an equal basis in salary review. To ensure this behavior, the
26 average merit increases for 01 and 02 Faculty shall be administratively equalized.

27 Faculty may move between 01 and 02 classifications by notifying chairs and deans before
28 the next year's schedule is finalized. Faculty not yet eligible to choose between Options 1 and
29 2 will be classified according to their current teaching loads.

30 This policy shall be reviewed every three years by the Senate Faculty Affairs Committee.

31 *Equivalencies shall be defined by each department in consultation with the appropriate
32 dean and consistent with university policy. Research is understood to mean all forms of scholarly
33 activity and creative endeavor, including pedagogical research

15 defined and evaluated as described in the section on Option 1 Faculty.

16 All faculty shall be evaluated on service contribution as defined in appropriate university
17 documents.

18 In accordance with other university documents where evaluation of teaching, research, and
19 service is described, faculty shall, for promotion, be expected to show appropriate performance
20 in all areas. This document shall not be interpreted as changing criteria for promotion and tenure,
21 nor as affecting the expectation that all faculty, regardless of option selected, will maintain
22 currency in their respective fields. Nothing in this document precludes the promotion of an Option
23 2 faculty member to associate or full professor; in practice, a longer time frame may be required
24 for such faculty to demonstrate competence in research.

25 All faculty shall be treated on an equal basis in salary review. To ensure this behavior, the
26 average merit increases for O1 and O2 Faculty shall be administratively equalized.

27 Faculty may move between O1 and O2 classifications by notifying chairs and deans before
28 the next year's schedule is finalized. Faculty not yet eligible to choose between Options 1 and
29 2 will be classified according to their current teaching loads.

30 This policy shall be reviewed every three years by the Senate Faculty Affairs Committee.

31 *Equivalencies shall be defined by each department in consultation with the appropriate
32 dean and consistent with university policy. Research is understood to mean all forms of scholarly
33 activity and creative endeavor, including pedagogical research

TO: Fort Wayne Senate

FROM: Steering Committee for Assessment of Student Academic Achievement (SCASAA)

DATE: November 18, 1993

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

DISPOSITION: To the Chancellor for Implementation

Whereas, Senate Document SD 92-7 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";

Whereas, Senate Document SD 92-7 provides that "SCASAA shall review and recommend the units' statements to the Fort Wayne Senate";

Whereas, SCASAA has reviewed the statements listed below; and

Whereas, SCASAA has found the statements to provide a sound basis for formulating unit plans for assessing student academic achievement;

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

ARTS AND SCIENCES

School A-1

Audiology and Speech Sciences A-2

Biology A-3

Chemistry A-4

Communication A-5

Economics, BA Degree A-6

To be submitted

English and Linguistics A-7

Geosciences A-8

History A-9

Journalism A-10

Liberal Studies A-11

~~Mathematical Sciences~~

Modern Foreign Languages A-13

Philosophy A-14

To be submitted

Physics A-15

Political Science A-16

Psychological Sciences A-17

Sociology and Anthropology A-18

Transitional Studies A-19

Women's Studies A-20

BUSINESS AND MANAGEMENT SCIENCES

School B-1

To be submitted

Accounting B-2

Consumer and Family Sciences B-3

Economics and Finance B-4

To be submitted

Management and Marketing B-5

Organizational Leadership and Supervision B-6

Master of Business Administration B-7

CONTINUING STUDIES

School CS-1

General Studies CS-7

EDUCATION

School E-1

Dental Health Education E-2

To be submitted

Early Childhood E-3

Elementary Education E-4

Secondary Education E-5

To be submitted

Counseling Education E-6

School Administration E-7

ENGINEERING AND TECHNOLOGY

School ET-1

Civil and Architectural Engineering Technology ET-2

To be submitted

Computer Science ET-3

To be submitted

Electrical Engineering Technology ET-4

To be submitted

Engineering ET-5

Manufacturing Technology ET-6

To be submitted

FINE AND PERFORMING ARTS

School F-1

Fine Arts F-2

To be submitted

Music F-3

Theatre F-4

HEALTH SCIENCES

School H-1

To be submitted

Dental Assisting H-2

To be submitted

Dental Hygiene H-3

Dental Laboratory Technology H-4

Health Information Technology H-5

Human Services H-6

Medical Technology H-7

To be submitted

Nursing H-8

Radiologic Sciences H-9

To be submitted

PUBLIC AND ENVIRONMENTAL AFFAIRS

School P-1

Criminal Justice P-2

Public Affairs P-3

STUDENT ACADEMIC COUNSELING SERVICES . SA-1

TO: Fort Wayne Senate
 FROM: Steering Committee for Assessment of Student Academic Achievement (SCASAA)
 DATE: November 18, 1993
 SUBJECT: School and Program Mission, Goals, and Objectives Statements
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ARTS AND SCIENCES

- School A-1
- Audioology and Speech science A-2
- Biology A-3
- Chemistry A-4
- Communication A-5
- Economics, BA Degree A-6
- To be submitted
- English and Linguistics A-7
- Geosciences A-8
- History A-9
- Journalism A-10
- Liberal Studies A-11
- Mathematical Sciences A-12
- Modern Foreign Languages A-13
- Philosophy A-14
- To be submitted
- Physics A-15
- Political Science A-16
- Psychological Sciences A-17
- Sociology and Anthropology A-18
- Transitional Studies A-19
- Woman's Studies A-20

BUSINESS AND MANAGEMENT SCIENCES

- School B-1
- To be submitted
- Accounting B-2
- Consumer and Family Sciences B-1
- Economics and Finance B-4
- To be submitted
- Management and Marketing B-5
- Organizational Leadership and Supervision B-6
- Master of Business Administration B-7

CONTINUING STUDIES

- School CS-1
- General Studies CS-2

EDUCATION

- School E-1
- Dental Health Education E-2
- To be submitted
- Early Childhood E-3
- Elementary Education E-4
- Secondary Education E-5
- To be submitted
- Counseling Education E-6
- School Administration E-7

ENGINEERING AND TECHNOLOGY

- School ET-1
- Technology ET-2
- To be submitted
- Computer Science ET-3
- To be submitted
- Electrical Engineering Technology ET-4
- To be submitted
- Engineering ET-5
- Manufacturing Technology ET-6
- To be submitted

FINE AND PERFORMING ARTS

- School F-1
- Fine Arts F-2
- To be submitted
- Music F-3
- Theatre F-4

HEALTH SCIENCES

- School H-1
- To be submitted
- Dental Asesling H-2
- To be submitted
- Dental Hygiene H-3
- Dental Laboratory Technology H-4
- Health Information Technology H-5
- Human Services H-6
- Medical Technology H-7
- To be submitted
- Nursing H-8
- Radiologic Sciences H-9
- To be submitted

PUBLIC AND ENVIRONMENTAL AFFAIRS

- School P-1
- Criminal Justice P-2
- Public Affairs P-3

STUDENT ACADEMIC COUNSELING SERVICES . SA-1

A. 1

Department of Biology

Mission

The Department of Biology is committed to providing students at JPFW 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 learning 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 course work, 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 course work in biology that allows them to be conversant in basic biological principles. Also provide these students with course work 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. Demonstrated through laboratory experience the ability to use the basic tools and methodology of biology.

B. Allied Health and Agriculture - Provide course work 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 course work and thesis research opportunities for students to complete the masters degree in biology as a terminal degree for employment or a step to a doctoral program.

1. Demonstrated expertise in their area of research through course work and seminars.
 2. Produce a quality research project that meets the requirements of the thesis research committee.
- B. M.S., Biology, Non-thesis - Provide course work for graduate students pursuing a non-thesis option masters degree in order for students to enhance or seek new career opportunities.
1. Students should have demonstrated comprehensive knowledge of biology through course work, seminars and examination as determined by the student's advisory committee.
- C. Course work for other graduate programs - Provide courses for students to enhance their knowledge of biology for use in related areas.
1. Students should have demonstrated knowledge of biology for use in other areas such as education and liberal studies.

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 learning through research. The faculty also maintains faculty-student interactions through their involvement with students in counseling and advising.

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I. Undergraduate Programs (Biology Majors)

A. B.S. Biology, Biology Teaching, and Medical Technology. Provide course work, 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 course work in biology that allows them to be conversant in basic biological principles. Also provide these students with course work 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. Demonstrated through laboratory experience the ability to use the basic tools and methodology of biology.
- B. Allied Health and Agriculture - Provide course work 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 course work and thesis research opportunities for students to complete the masters degree in biology as a terminal degree for employment or a step to a doctoral program.

1. Demonstrated expertise in their area of research through course work and seminars.

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

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

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

For the Speech Teaching Major

MISSION AND GOALS
DEPARTMENT OF COMMUNICATION
MISSION STATEMENT

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, radio and television, 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 interpersonal and public communication or radio and television; majors in interpersonal and public communication; majors in radio and television; 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 Radio and Television Major

Students successfully completing the Radio and Television major will understand mass communication theory;

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 Public Communication Major

Students successfully completing the Interpersonal and Public Communication 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 written.

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;

MISSION AND GOALS
DEPARTMENT OF COMMUNICATION

MISSION STATEMENT

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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 interpersonal and public communication or radio and television; majors in interpersonal and public communication; majors in radio and television; 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 Radio and Television Major

Students successfully completing the Radio and Television major will understand mass communication theory;

understand the technical 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 Public Communication Major

Students successfully completing the Interpersonal and Public Communication 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-Major 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;

Mission and Goals
Department of Communication
Page 4

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 interview, including journalistic, employment, health care, survey, counseling and persuasive; and
be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students Minorng in Interpersonal and Public Communication 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 Minorng in Radio and Television 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 evaluation communication.

Mission and Goals
Department of Communication
Page 4

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 interview, including journalistic, employment, health care, survey, counseling and persuasive; and
be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students Minorng in Interpersonal and Public Communication 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 Minorng in Radio and Television 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 evaluation communication.

Mission and Goals
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, W132, W133, W134, W135), students should

1. Demonstrate critical thinking through the use of research, analysis, and synthesis. 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 introduction to the use of public sources.

General Education Courses

Students successfully completing an introduction course in literature should understand

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

Students successfully completing an introduction linguistics course should understand

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

Students successfully completing an introduction course in folklore should understand

- the methods for collecting and presenting folklore
- the history of folklore as a discipline
- the major genres of verbal, customary, and material lore

The English Major

All IPFW graduates with a major in English will be able

1. To write critically, persuasively, 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

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

English Language Concentration graduates will demonstrate particular strengths in

- Understanding the rules of grammar and the social conventions of natural languages, especially English
- Knowing the evolution of the English language
- Using the analytical and descriptive tools of English linguistics

English Literature Concentration graduates will demonstrate particular strengths in

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

Teacher Certification Concentration graduates will demonstrate particular strengths in

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

Writing Concentration graduates will demonstrate particular strengths in

- Understanding the principles of writing and rhetoric
- 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

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

Academic Mission and Goals
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 normally 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 and 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 non-technical 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 a professional geologist

Academic Mission and Goals
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 (see lab). Students successfully completing an introductory-level, non-lab course in geology, physical geography or astronomy should:

1. convey 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. make related 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 and 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 in nongeological situations
10. be prepared for advanced study in graduate school or for employment in technical and nontechnical fields, possibly a professional geologist

Revised 8/31/93

A Statement of the Mission and Goals of the 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. Student should understand the role mathematics has played in solving important problems in a variety of disciplines (e.g. Physics, Engineering, 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 in statistics in the area 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 (e.g. statistics, modeling, simulation, etc.) 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 8/11/93

A Statement of the Mission and Goals of the 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. Student should understand the role mathematics has played in solving important problems in a variety of disciplines (e.g. Physics, Engineering, 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 in terms 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 (e.g. statistics, modeling, simulation, etc.) 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.

MISSION AND GOALS
Department of Political Science
8 September 1993

I. Mission

The Political Science Department teaches courses which:

- 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)
- 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 (Y2100)
 5. current events and developments in the Balkans, Southeast Asia, Latin America, etc. (Y200, Y401)
- C. Offer detailed and specific information regarding the fields listed in I.A. (300-400 level)
- 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
- 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
- F. Constitute a capstone for the student's education in Political Science (Y490 Senior Seminar in Political Science) (required for majors)

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 otherwise.

II. Goals

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

For I.A.: 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.

TEACHING MISSION AND GOALS OF THE IPFW DEPARTMENT OF PHYSICS**Mission**

The IPFW Department of Physics serves Northwestern Indiana, the University, and the School 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 and/or physics teaching.

Goals

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

- acquire, apply, and communicate knowledge central to physics
- gain bachelor-level entry to employment or graduate schools
- 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:

- acquire, apply, and communicate knowledge central to physics
- be qualified to teach physics effectively in Indiana schools
- be able to maintain currency in physics

The courses taught for science and technology majors by the Department enables those students to:

- 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 using sound scientific reasoning.

- 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 enables those students to:

- acquire a qualitative understanding of the fundamental introductory concepts and principles of physics and be able to

- 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

- be able to distinguish meaningful from meaningless or mistaken physical ideas

MISSION AND GOALS
Department of Political Science
8 September 1993

I. Mission

The Political Science Department teaches courses which:

- 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)
- 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)
- C. Offer detailed and specific information regarding the fields listed in I. A. (300-400 level)
- 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
- 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
- F. Constitute a capstone for the student's education in Political Science (Y490 Senior Seminar in Political Science) (required for majors)

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.

II. Goals

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

For I. A.: 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.

TEACHING MISSION AND GOALS OF THE IPFW DEPARTMENT OF PHYSICS

Mission

The IPFW Department of Physics serves Northeastern Indiana, the University, and the School 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 and/or physics teaching.

Goals

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

- acquire, apply, and communicate knowledge central to physics
- gain bachelor-level entry to employment or graduate schools
- 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:

- acquire, apply, and communicate knowledge central to physics
- be qualified to teach physics effectively in Indiana schools
- be able to maintain currency in physics

The courses taught for science and technology majors by the Department enables those students to:

- 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 using sound scientific reasoning.

- 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 enables those students to:

- acquire a qualitative understanding of the fundamental introductory concepts and principles of physics and be able to

- 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

- be able to distinguish meaningful from meaningless or mistaken physical ideas

See Senate secretary for further pages of SD 93-10.

INDIANA UNIVERSITY - PURDUE UNIVERSITY
Fort Wayne
2101 Coliseum Boulevard East
Fort Wayne, Indiana 46805

COMMITTEE ON INSTITUTIONAL AFFAIRS

TO: Fort Wayne Senate

FROM: 1993-1994 Committee Members
Robert A. Barrett, CS
Robert Kendall, CAET
Carol Lawton, PSY
Donald Linn, CHEM
G. Allen Pugh, MFT

SUBJECT: Changes to Purdue University at Fort Wayne
Faculty Grievance Policy (Senate Document 76-10)

DATE: November 24, 1993

DISPOSITION: To the Presiding Officer for Implementation

The change is in the Preamble.

Current first paragraph:

Executive Memorandum B-16 titled "Grievance Procedures for Academic Personnel" delineates in some detail the procedures for filing of faculty grievances. The further delineation and amplification of these procedures is not intended to supplant Executive Memorandum B-16 but to amplify it and make it germane to the Fort Wayne campus of Purdue University. If this local grievance procedure is in conflict with Executive Memorandum B-16, B-16 takes precedence.

Proposed change:

Executive Memorandum C-19 titled "Grievance Procedures for Academic Personnel" delineates in some detail the procedures for filing of faculty grievances. The further delineation and amplification of these procedures is not intended to supplant Executive Memorandum C-19 but to amplify it and make it germane to the Fort Wayne campus of Purdue University. In the event Senate Document 76-10 is in conflict with Executive Memorandum C-19, 76-10 takes precedence.

Note: C-19 replaced B-16 effective November 1, 1989.

Approving

Robert Barrett
Robert Kendall
Carol Lawton
Donald Linn
G. Allen Pugh

INDIANA UNIVERSITY - PURDUE UNIVERSITY
Fort Wayne
2101 Coliseum Boulevard East
Fort Wayne, Indiana 46805

COMMITTEE ON INSTITUTIONAL AFFAIRS

TO: Fort Wayne Senate

FROM: 1993-1994 Committee Members
Robert A. Barrett, CS
Robert Kendall, CAET
Carol Lawton, PSY
Donald Linn, CHEM
G. Allen Pugh, MFT

SUBJECT: IPFW representation on the University Faculty Senate

DATE: November 24, 1993

WHEREAS: The University Faculty Senate of Purdue University has allocated one seat for each of the regional campuses; and

WHEREAS: Indiana University-Purdue University Fort Wayne holds one of these seats; and

WHEREAS: The Faculty Senate of Indiana University-Purdue University Fort Wayne may benefit from timely information about the actions of the University Faculty Senate.

THEREFORE BE IT RESOLVED:

The Speaker of the Purdue University Faculty be instructed to assume this position on the University Faculty Senate.

University Faculty Senate Membership (98 total)

Administration	3	Management	4
Students	2	Pharm., Nurs., H.S.	4
Agriculture	14	Science	13
Consumer Family Sciences	2	Technology	8
Education	3	Vet. Medicine	4
Engineering	13	North Central	4
Liberal Arts	18	IUPUI	2
Library	2	Calumet	1
		Fort Wayne	1

Approving

Robert Barrett
Robert Kendall
Carol Lawton
Donald Linn
G. Allen Pugh