

FORT WAYNE SENATE AGENDA
SEPTEMBER 12, 1994
NOON, KT G46

1. Call to order
2. Approval of the minutes of April 11, 1994
3. Acceptance of the agenda - N. Younis
4. Reports of the Speakers of the Faculties
 - a. Purdue University - R. Barrett
 - b. Indiana University - S. Hollander
5. Report of the Presiding Officer - M. Downs
6. Committee reports requiring action
 - a. Agenda Committee (Senate Document SD 94-1) - N. Younis
 - b. Educational Policy Committee (Senate Document SD 94-2) - S. Sarratore
 - c. Faculty Affairs Committee (Senate Document SD 94-3) - J. Clausen
 - d. Educational Policy Committee (Senate Document SD 94-4) - S. Sarratore
 - e. Agenda Committee (Senate Document SD 94-5) - N. Younis
7. New business
8. Committee reports "for information only"
 - a. Curriculum Review Subcommittee (Senate Reference No. 94-1) - N. Cothorn
 - b. Curriculum Review Subcommittee (Senate Reference No. 94-2) - N. Cothorn
 - c. Curriculum Review Subcommittee (Senate Reference No. 94-3) - N. Cothorn
 - d. Curriculum Review Subcommittee (Senate Reference No. 94-4) - N. Cothorn
9. The general good and welfare of the University
10. Memorial resolution: Thelburn LeRoy Engle (Senate Reference No. 94-5)
11. Adjournment*

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

Approving

C. Champion
S. Hollander
P. Stubblebine
N. Younis, Chair

Absent

Attachments:

- "Revisions to SD 92-25 (The School of Fine and Performing Arts Promotion and Tenure Policies and Procedures)" (SD 94-1)
- "Replacement member of the Educational Policy Committee" (SD 94-2)
- "Promotion and Tenure Guidelines" (SD 94-3)
- "Criteria for approval of general-education-core course proposals" (SD 94-4)
- "Revisions to SD 88-24 (The School of Fine and Performing Arts Election of Senators)" (SD 94-5)
- "Certificate in Peace and Conflict Studies" (SR No. 94-1)
- "Proposal for Minor in Public and Environmental Affairs" (SR No. 94-2)
- "Proposal for B.S. in Health Services Management" (SR No. 94-3) [The complete proposal is on reserve in Helmke Library]
- "Proposal for Concentration in Health Services Administration" (SF No. 94-4)
- "Memorial Resolution: Thelburn LeRoy Engle" (SR No. 94-5)

MEMORANDUM

TO: The Senate

FROM: Joyanne Outland, Chair
SFPA Faculty Affairs Committee, 1993-94

DATE: 23 August 1994

SUBJ: Revisions to SD 92-25 (The School of Fine and Performing Arts Promotion and Tenure Policies and Procedures)

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, The School of *Fine and Performing Arts* approved the following changes to its Governance Document in May of 1994,

BE IT RESOLVED, That SD 92-25 (The School of Fine and Performing Arts Promotion and Tenure Policies and Procedures) be amended to *reflect those changes*.

c. Campus Committee

The Faculty Affairs Committee shall conduct a faculty election for ~~two~~ **three** nominees to serve on the campus committee. The slate of candidates will be selected from among *tenured* faculty of the school. The names of ~~two~~ **three** nominees will be forwarded to the chief administrative officer by the chair of the Faculty Affairs Committee.

MEMORANDUM

TO: Fort Wayne Senate

FROM: Steve Sarratore, Chair
Educational Policy Committee

DATE: 29 August 1994

SUBJ: Approval of replacement member of the Educational Policy Committee

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 is one vacancy on the Educational Policy Committee; and

WHEREAS, The Educational Policy Committee has appointed Lynn Schlager as the replacement member for the 1994-95 academic year;

RESOLVED, That the Senate approve this appointment.

Approving

B. Bulmahn
J. Clausen
S. Hollander
F. Kirchhoff
S. Sarratore
C. Sternberger

Disapproving

Nonvoting

J. Dahl

INDIANA UNIVERSITY
PURDUE UNIVERSITY
FORT WAYNE
Fort Wayne, Indiana 46805-1499

Department of Chemistry
(219) 481-6289
FAX: (219)481-6880

To: Fort Wayne Senate
From: Faculty Affairs Committee
Date: August 24, 1994
Subjects: Promotion and Tenure Guidelines



Disposition: To the presiding officer for implementation

Whereas,

The Bylaws of the Senate (SD 81-10) charge that the Faculty Affairs Committee

"shall be concerned with the responsibilities, rights, privileges, opportunities and welfare of the Faculty, collectively and as individuals. Such items as tenure, academic promotion..... and Faculty morale are topics which fall within the area of responsibility of the Committee."; and

Whereas,

Policy statements of Departments or Schools specifying procedures or criteria for promotion and tenure are reported to the Senate via the Faculty Affairs Committee; and

Whereas,

Existing Senate documents dealing with Promotion and Tenure (SD 88-13 and SD 88-25) provide insufficient guidance to Schools and Departments for preparing policy statements dealing with promotion and tenure;

Be it resolved,

That the attached document, "Promotion and Tenure Guidelines," be approved by the Fort Wayne Senate.

Approving

Disapproving

Abstaining

Not voting

J. CLAUSEN
L. DEFONSO
R. KENDALL
F. KIRCHHOFF
R. PACER

M. DOWNS
M. WARTELL

Promotion and Tenure Guidelines
(26 April 1994)

1 As a comprehensive university, IPFW is committed to maintaining a
2 standard of excellence in its diverse programs, departments, and
3 schools. To maintain that standard, it must be applied
4 consistently at all levels of evaluation throughout the
5 institution. This standard of excellence applies to teaching,
6 research and creative endeavor, and service. Because the needs and
7 goals of programs vary widely, faculty contributions to the
8 University may be very different, yet all are essential to its
9 success. Our criteria for promotion and tenure must take these
10 differences into account. And yet there are standards applicable
11 to all who hold faculty appointments in the institution. Meeting
12 these standards is the responsibility of every faculty member;
13 granting tenure or promotion is our recognition that they have been
14 successfully met.

15
16 Promotion is a recognition of past achievement; tenure, a statement
17 of confidence in future achievement. While promotion and tenure
18 criteria are often the standards for summative judgment, they are
19 most properly viewed as guidelines for faculty development. To
20 this end, each department should develop a promotion and tenure
21 policy of its own, setting out criteria for excellence and
22 acceptability in teaching, research and creative endeavor, and
23 service. The policy should define what the department means by
24 "teaching," "research and creative endeavor," and "service" and
25 list activities and achievements properly associated with those
26 terms, along with qualitative standards by which they may be
27 judged.

28
29 The policy so developed should be consistent in content and
30 criteria for quality with those governing promotion and tenure in
31 comparable departments at other universities, and may be evaluated
32 by peers in the discipline in order to strengthen claims that
33 faculty here are judged according to widely recognized professional
34 standards.

35
36 All types of evaluations should be accompanied by a statement
37 indicating who solicited them, the terms under which they were
38 obtained, the number solicited, and the number returned.

39
40
41 **TEACHING**

42
43 IPFW faculty are expected to be effective teachers and to have
44 demonstrated a significant commitment to teaching. If teaching is
45 the primary basis for promotion to Associate Professor, the
46 candidate's performance should be clearly superior to the standard
47 of acceptability at IPFW and comparable institutions; if the
48 primary basis for promotion to Professor, the candidate should not
49 only have established a record of excellent teaching but also have
50 contributed to the general improvement of instruction at IPFW or in
51 the discipline.
52

1 Teaching includes not only classroom instruction, but all other
2 activities with a direct bearing on student learning. Evidence to
3 support the evaluation of teaching should represent multiple
4 perspectives, which may include information from students and
5 colleagues, on and off campus, as well as self-evaluation.
6

7 Information from students may take the form of student evaluations,
8 interviews, letters, surveys of graduates, and measurements of
9 learning. This information should be accompanied by a statement of
10 the manner in which it was gathered, the individuals involved in
11 the process, and the safeguards employed to preserve
12 confidentiality.
13

14 Evidence from colleagues may include evaluation of course
15 materials, instructional contributions and curriculum development,
16 pedagogical publications or presentations, formal observations of
17 classroom teaching, and teaching awards. In many departments, a
18 summative judgment by a senior colleague or colleagues of all the
19 evidence concerning teaching effectiveness can provide support for
20 a claim of comparative excellence.
21

22 Self-evaluation may include methods such as personal statements,
23 self-assessment forms, and video and audio-tape analysis.
24

25 Furthermore, active involvement with professional organizations
26 which focus on teaching effectiveness or with university-sanctioned
27 student organizations may provide additional support for the
28 candidate's interest in teaching and working with students.
29
30

31 RESEARCH AND CREATIVE ENDEAVOR 32

33 IPFW faculty with release time for research are expected to be
34 engaged in long-term programs of research, scholarship, or creative
35 endeavor. This work should reach and be favorably acknowledged by
36 an audience that extends beyond the campus. Faculty without
37 release time for research are expected to maintain currency in
38 their discipline and to share their expertise with peers at IPFW
39 and other institutions. If research and creative endeavor is the
40 primary basis for promotion to Associate Professor, the candidate
41 should have demonstrated substantial achievement beyond the
42 terminal degree; if the primary basis for promotion to Professor,
43 the candidate should have gained regional, national, or
44 international recognition for his or her work.
45

46 While assessing the scholarly or creative contributions of a
47 candidate, some of the factors which may be important in
48 establishing excellence are originality, significance, depth of
49 consideration, contribution to the discipline, and relevance to the
50 candidate's teaching. Depending upon the discipline and area of
51 endeavor, some combination of several or all of these aspects may
52 be involved in building a case for excellence. The quantity of
53 research or creative endeavor is a sign of productivity; however,
its quality is more important. And because the judgment of the

1 candidate's work is primarily qualitative, it cannot be reduced to
2 quantitative formulae.
3

4 The evaluation of research, scholarly, or creative outcomes by
5 authorities in the field is accomplished by a variety of means,
6 such as publication, presentation, exhibition, and performance. In
7 general, the widely accepted evaluation practices within the
8 discipline will determine what evidence a candidate includes in a
9 tenure/promotion case. Documentation concerning the stature of the
10 publication, conference, place of exhibition, or performance venue,
11 as well as the selection process (refereeing, judging, competition)
12 may also be important in establishing excellence. Letters
13 solicited from authorities in the field outside the university
14 should be an essential part of the documentation as well.
15

16 17 SERVICE

18
19 IPFW faculty are expected to take an active role in the campus
20 beyond teaching and research or creative endeavor; they are
21 encouraged to contribute their expertise to the community, state,
22 and nation and to participate in professional organizations. If
23 service is the primary basis for promotion, it should represent a
24 unique achievement of special value to the campus, community, or
25 profession.
26

27 Individual members of the Faculty should provide evidence of
28 service adequate to enable its fair assessment. Such evidence
29 might include self-reports, documents from those served, products
30 of the service, reports of the results of the service, evaluation
31 reports received with or without solicitation from disinterested
32 third parties, and requests for continued service from those
33 served. The evidence should demonstrate both the quantity and the
34 quality of the service.
35

36 Policy regarding service should distinguish between professional
37 activities (those related to the faculty member's discipline or
38 assigned university duties, or to the mission of the university)
39 and nonprofessional activities (those not so related). The quality
40 of nonprofessional service should not be a major factor in
41 promotion and tenure considerations.
42

43 Policies should also take into account the possibility that certain
44 service activities may overlap with activities in the other two
45 areas.
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**Indiana University
Purdue University
Fort Wayne**

Educational Policy Committee

To: Fort Wayne Senate

From: Educational Policy Committee

Date: August 25, 1994

Subject: Criteria for approval of general-education-core course proposals

Whereas, In approving Senate Document SD93-14 the Fort Wayne Senate required that the General Education Subcommittee submit to the Senate a set of criteria to be applied during reviews of proposals for general-education-core courses; and

Whereas, That subcommittee has prepared such criteria and distributed them to the Faculty for information; and

Whereas, The Educational Policy Committee has minimally amended[†] the subcommittee's document and herewith submits the amended document to the Senate for approval;

Resolved, That the Senate approve the criteria in the attached document.

Approving

J. Clausen

S. Hollander

F. Kirchhoff

S. Sarratore

C. Sternberger

Disapproving

B. Bulmahn

Abstaining

Nonvoting

J. Dahl

[†] The two EPC amendments to the criteria proposed by the General Education Subcommittee are as follows:

- The first criterion for Culture and Society Area courses has been changed from "The course should familiarize students with an appreciation of different customs, traditions, and values, and enable them to gain a deeper and richer understanding of their own culture" to "The course should foster an appreciation of our multicultural society and familiarize students with different customs, traditions, and values."
- The second criterion for Artistic Expression Area courses—"The course should be interdisciplinary or otherwise transcend the boundaries of discrete disciplines or types of artistic expression"—has been deleted.

The attached document reflects these changes, and Faculty preparing proposals for the General Education Subcommittee should appropriately modify their proposals if the Senate approves the attachment.



General Education Core Course Proposals

The General Education Core comprises 6 areas of study:

- I. Linguistic and Numerical Foundations (9 credits)
- II. Physical and Natural World (9 credits)
- III. Culture and Society (9 credits)
- IV. Humanistic Thought (9 credits)
- V. Artistic Expression (3 credits)
- VI. Advanced Study (6 credits).

The statements below establish criteria for determining whether a specific course qualifies as a general-education offering. Included are criteria applying to *all* general-education courses and separate sets of additional criteria applying to courses proposed for each of the six areas of the General Education Core. Securing course approval requires submission of a General Education Course Proposal Form (attached) and the additional materials identified on that form. This procedure provides that each proposal will detail the general-education criteria the course is designed to meet and the methods by which fulfillment of these criteria is to be achieved and assessed.

Criteria for Evaluating Courses Proposed for Inclusion in Any General-Education Area

- The course should provide a basis for life-long learning.
- The course should foster intellectual skills that transcend the boundaries of discrete disciplines. The course might fulfill this requirement by centering on a specific discipline or by being interdisciplinary or cross-disciplinary.
- From the course, students should gain both substantive knowledge and appreciation of different methodologies; they should also experience the integration of knowledge and method.
- The course should be appropriate for nonmajors and for students who are unlikely to take another course in the discipline. This requirement does not preclude the possibility that the course might also be appropriate for majors.
- In its content and its approach, the course should satisfy the goals and criteria of the general-education area to which it belongs.
- The course syllabus should have clearly stated goals focusing on student outcomes rather than on the instructor's intentions.
- The course syllabus should establish the relationships between course content and activities (assignments, modes of learning) and course goals and should also clearly indicate how accomplishment of the course goals will be assessed.
- Regardless of the General Education Core area in which it satisfies a requirement, the course should help students advance their understanding and mastery of skills in the Linguistic and Numerical Foundations area and should help prepare students for successful learning in the Advanced Study area.
- The course should require no prior knowledge of the discipline(s) in which the course is based, beyond what might reasonably be expected of a high-school graduate.
- Wherever possible, the course should make substantial use of primary sources.

I. Linguistic and Numerical Foundations

Linguistic and numerical foundations are requisite to thinking and communicating critically and creatively. Courses in this area teach students (1) to speak and write precisely, clearly, and persuasively; (2) to read and listen actively and with comprehension; and (3) to reason quantitatively as means of gaining and creating knowledge and drawing reliable conclusions. Every student's curriculum should be arranged so as to provide skills in each of these 3 areas. Because of their fundamental nature, courses in this area should be designed to be completed within each student's first 30 credits of enrollment.

Criteria for Evaluating Courses Proposed for Inclusion in the Linguistic and Numerical Foundations Area

- The course may be cross-disciplinary, specific to a discipline, or multi-disciplinary. In any case, it should include discussions which emphasize how core skills transcend disciplines: Developing skills which students may transfer or adapt to tasks inside and outside the university should be central to the course.
- The course should require students to develop and apply appropriate information-gathering skills. These should include, *inter alia*, traditional library skills, database searching, interviewing and surveying, and other data-generation techniques.
- Wherever possible, the course should enhance students' skills in writing, speaking, and numerical reasoning, though it need not focus equally on all of three areas.
- The course should emphasize the development of skills which allow students to construct arguments and rationales in a variety of contexts, and consider the arguments and rationales of others in a reasoned manner. Students should be expected to analyze information, synthesize their thoughts and beliefs into a comprehensive and persuasive argument or rationale, and evaluate their own and others' written, visual, and oral presentations in terms of appropriate contextual criteria.
- The course should enable students to become adept with using appropriate presentation tools in a variety of media.
- The course should focus on written, oral, and numeric applications which will enable the student to
 - Establish connections within and among disciplines
 - Think critically during the processes of identifying, formulating, and correctly solving problems
 - Analyze, display, and use data in a variety of formats
 - Reason properly in a variety of contexts, using deductive and inductive reasoning, and avoiding logical fallacies
 - Comprehend, develop, and appropriately use concepts, generalizations, abstractions, and relationships
 - Distinguish among fact, opinion, and personal preference
 - Adapt information and presentation methods to clearly defined audiences, in summaries and paraphrases of written, visual, and oral information, and in expressions of original thought.

II. Physical and Natural World

Understanding of the physical and natural world requires comprehension of the role of human intelligence and imagination in formulating concepts; the role of observation and inference in investigations; how theories are formed, tested, and validated; the limitations inherent to scientific inquiry; and the impact of science and mathematics upon intellectual history. Such learning fosters scientific thinking; knowledge of the physical and natural world; and understanding of the human, social, and political implications of theories and research.

Courses proposed for inclusion in the Physical and Natural World area should reflect the philosophy of science summarized in the following quotation:

To do science is to search for repeated patterns, not simply to accumulate facts. . . . Doing science is not such a barrier to feeling or such a dehumanizing influence as is often made out. It does not take the beauty from nature. The only rules of scientific method are honest observations and accurate logic.

—Robert H. MacArthur, *Geographical Ecology*

Courses should introduce the student to the scientific approach to the study of nature, and not consist simply of a list of unrelated, disjointed facts. Where possible, such courses should emphasize the interrelatedness of scientific disciplines and the interactions between scientific knowledge and other areas of human intellectual and artistic culture.

Criteria for Evaluating Courses Proposed for Inclusion in the Physical and Natural World Area

- The course will ordinarily originate in disciplines that deal with topics related to the physical and natural world. It is admittedly possible to approach the study of human cultures and societies using scientific methodology; however, because such manifestations of human behavior will be emphasized in other areas of the general-education program, the course will ordinarily *not* focus on topics conventionally covered in the other areas of the core. To ensure that students are exposed to aspects of the natural world beyond the narrow concerns of human beings, the course will ordinarily *not* deal exclusively with the biology or behavior of the human species.
- One of the major thrusts of the course should be an explanation of how scientific knowledge is developed. There should be explicit explanations of how observations are made, hypotheses formulated and tested, and theories developed, using the important organizing theories of the discipline(s) being taught as exemplars. Discussions of this kind should include consideration of how the important ideas of the area of study were formulated and tested, the persons responsible for the relevant ideas, observations, and experiments, and how the development of those ideas was influenced by, and in turn affected, the overall intellectual environment of the times and places in which the theories originated. Furthermore, the course should explicitly consider the impact that ideas and discoveries of the area of study continue to have on human society.
- Wherever possible, the course should involve hands-on participation of students. This could involve data collection and analysis in the laboratory or the field, or the solving in the classroom of quantitative problems relevant to the topics of the course. The course should consider how observations and measurements are made and the limitations of data generated in such studies. The course should demonstrate how mathematical and statistical reasoning of the kind covered in the Numerical Foundations component of the core is important in formulating and testing hypotheses in the natural sciences.
- Whenever possible, the course should expose students to the kind of writing that scientists do. In addition to whatever textbook reading assignments are made, students should become acquainted with other kinds of writing relevant to the course topics, such as journal articles, reviews, and popular essays. Ideally, students should participate in scientific writing of their own, such as preparing laboratory reports, critically evaluating published articles, or summarizing the results of semester-long research projects.

III. Culture and Society

To overcome provincialism, students must have access to the diversity of cultures and experiences that define American and other societies; to acquire willingness and confidence to make choices, assume responsibility for decisions, and maturely to judge their own behavior and that of others, students must understand the nature of culture and society. Such learning requires a historical consciousness; comprehension of the interplay among ideas, technology, and social organization; and appreciation of the moral dimensions of personal and institutional rules.

Criteria for Evaluating Courses Proposed for Inclusion in the Culture and Society Area

- The course should foster an appreciation of our multicultural society and familiarize students with different customs, traditions, and values.
- The course should require critical analysis of the concepts and systems discussed. It should contrast culture(s) under consideration with cultural systems familiar to the student.
- The course should provide opportunities for students to enhance their effectiveness in thinking.
- The course should motivate students to consider the variety of experiences, perspectives, and persuasions that have impact on society.
- The course should stimulate a life-long endeavor to nurture awareness of, understanding of, appreciation for, concern for, and respect for others' values, cultures and traditions.

IV. Humanistic Thought

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge. Humanistic inquiry assesses—across temporal, cultural, disciplinary, and theoretical divisions—how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Criteria for Evaluating Courses Proposed for Inclusion in the Humanistic Thought Area

- In its *content*, the course may focus on a single tradition or on more than one, may traverse centuries or be limited to a relatively brief span of time, may examine the works of canonized artists and thinkers or works by artists and thinkers outside of established canons—but should always emphasize the importance of understanding the specific historical and cultural context in which the artists/thinkers worked, in order to appreciate the significance of their work.
- In its *approach to the subject matter*, the course should lead students to reflect critically on the traditions that have shaped their values, beliefs, and aesthetic preferences, and to make meaningful comparisons between the traditions that have shaped them and traditions different from theirs.
- The course should treat issues that are of fundamental importance to developing a mature view of life and human endeavor.
- The course should recognize the importance of an interdisciplinary understanding, either by using materials and methods from more than one discipline, or by bringing perspectives from other disciplines to bear on the materials and methods of a single discipline.

V. Artistic Expression

Artistic expression requires practicing the fine and performing, the literary, the popular, or the applied arts as a means of exploring and enlarging human sensibilities.

Criteria for Evaluating Courses Proposed for Inclusion in the Artistic Expression Area

- The course should require students both to create and to reflect upon the creative process—both to form and to express ideas.
- The course should introduce students to relativity of perspective, limitation of method, and distinctiveness of approach.

VI. Advanced Study

Building on Areas I-V, the advanced study requirement provides opportunities for synthesizing knowledge, preferably across disciplines. Advanced study courses are problem-oriented and require completion of a project. The requirement is fulfilled by completing courses numbered 300 or above in two areas selected from among Area II, Area III, and Area IV.

Criteria for Evaluating Courses Proposed for Inclusion in the Advanced Study Area

[To be developed by November 1994]



General Education Course Proposal Form

Instructions

1. Complete the items on this form.
2. Attach (1) a course syllabus and (2) a statement on how the course fulfills two sets of criteria—both those applying to *all* general-education courses and those applying to its specific general-education area.
3. Transmit the form and attachments to the General Education Subcommittee.

1. Check the general-education area to which the course belongs

- I. Linguistic and Numerical Foundations
- II. Physical and Natural World
- III. Culture and Society
- IV. Humanistic Thought
- V. Artistic Expression
- VI. Advanced Study

2. Supply the course prefix and number. _____

3. Supply the course title

4. Supply the course credit hours. _____

5. Provide a course description of 150 or fewer words, to be used by academic advisors and prospective students.

6. Identify the school/division and department responsible for this course.

- 7. Identify the academic session in which the course will first be offered as a general-education course. _____
- 8. Identify the frequency of scheduling of the course. _____
- 9. Identify the enrollment maximum. _____
- 10. Identify the course instructor(s). _____
- 11. Check the course status.
 - Existing course that has not been modified to fulfill general-education requirements
 - Existing course that has been modified to fulfill general-education requirements
 - New course that has gone through the appropriate course-approval process
 - New course that has not yet gone through the appropriate course-approval process
- 12. Identify the person to be contacted by the General Education Subcommittee for further information about the course. _____
- 13. If resources not currently available are required for the course, identify them.

Approval of Chair or Dean in Charge of Course Date

Approval of General Education Subcommittee Date

Received by the Vice Chancellor for Academic Affairs for Implementation Date

Received by the Registrar for Information Date

MEMORANDUM

TO: The Senate

FROM: Joyanne Outland, Chair
SFPA Faculty Affairs Committee, 1993-94

DATE: 23 August 1994

SUBJ: Revisions to SD 88-24 (The School of Fine and Performing Arts
Faculty Senate Election Procedures)

DISPOSITION: To the Presiding Officer for implementation

WHEREAS, the School of Fine and Performing Arts approved the following changes to its Governance Document in May of 1994.

BE IT RESOLVED THAT SD 88-24 (The School of Fine and Performing Arts Faculty Senate Election Procedures) be amended to reflect those changes.

The School of Fine and Performing Arts has been allocated three ~~permanent~~ seats on the IPFW Faculty Senate. Each department shall elect one member for a three-year term when the term of its current senator expires in accordance with its own election policies and procedures. ~~The School may be~~ If the School is awarded a fourth seat for the following year, based upon the number of voting faculty in the School in a given year divided by 6. It ~~it~~ will be filled by ~~the Dean of the School;~~ a full-time faculty member elected at-large, the term served to be determined by IPFW Faculty Senate procedures.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
AT FORT WAYNE

School of Business and Management Sciences
Department of Economics and Finance
(219) 481-6794

MEMORANDUM

To: The Senate

From: Donna Bialik, Chair
Curriculum Review Subcommittee

Date: April 6, 1994

Subj: Certificate in Peace and Conflict Studies

The Curriculum Review Subcommittee has reviewed the attached proposal for a Certificate in Peace and Conflict Studies and finds that the proposed program requires no Senate Review.

TO: Mike Wartell, Vice Chancellor for Academic Affairs

FROM: David Oberstar, Presiding Officer
School of Arts and Sciences

DATE: February 24, 1994

SUBJ: Certificate in Peace and Conflict Studies

The attached proposal for a Certificate in Peace and Conflict Studies has been approved by the Arts and Sciences Curriculum Committee and the Arts and Sciences Council. I am now transmitting it to your office for disposition to the Senate and its Curriculum Review Subcommittee.

cc: David Cox, Dean of Arts and Sciences

Contact Senate secretary for rest of document pages.

TO: The Senate

From: Donna Bialik, Chair ^{DB}
Curriculum Review Subcommittee

Date: May 10, 1994

Subj: Proposal for Minor in PEA


The Curriculum Review Subcommittee met on Thursday, May 5, 1994 to review the attached proposal for a minor in Public and Environmental Affairs. The finding of the committee was that the proposed minor requires no Senate Review.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
AT FORT WAYNE

School of Public and Environmental Affairs
(219) 481-6351

MEMORANDUM

TO: David A. McCants
Associate Vice Chancellor

FROM: William G. Ludwin 
Director

RE: Minor Code for Public and Environmental Affairs

DATE: April 26, 1994

The School of Public and Environmental Affairs would like to include a minor in public affairs as one of its programs offered on the Fort Wayne campus

The minor in public affairs will be available to any Indiana University student enrolled in a baccalaureate program, except those enrolled in SPEA. Students must be in good academic standing to apply for the minor.

The curriculum for the minor in public affairs is:

Requirements: (Five Courses)

The following courses:

- 3 SPEA V170 Introduction to Public Affairs
- 3 SPEA E300 Introduction to Environmental Science

Three of the following courses:

- 3 SPEA V360 Public Management
- 3 SPEA V366 Managing Behavior in Public Organizations
- 3 SPEA V373 Personnel Management in the Public Sector
- 3 SPEA V376 Law and Public Policy
- 3 SPEA V432 Labor Relations in the Public Sector
- 3 SPEA V450 Contemporary Issues in Public Affairs

The School of Public and Environmental Affairs Bulletin is enclosed for your reference.

Enc.

SPEA V373 Personnel Management in the Public Sector (3 cr.)

Students are required to complete a successfully an approved administrative field experience course of at least 3 credit hours. The field experience requirement may be satisfied through an internship or special project that must have an adviser's prior approval.

Environmental Affairs Concentration

The Environmental Affairs Concentration provides an introduction to environmental problems and options for their solutions. It is available at Indianapolis, Fort Wayne, and South Bend.

Requirements (Seven courses)

The following course:
SPEA V365 Urban Development and Planning (3 cr.)

A chemistry or physics course (3-5 cr.)

One of the following courses that is not used in satisfy another requirement:
GEOG C101 Introduction to Earth Science (3 cr.)
GEOG C107 Physical Systems of the Environment (3 cr.)
GEOG C103 Earth Science: Materials and Processes (3 cr.)
GEOG C107 Geology: Resources, and Man (3 cr.)
GEOG C110 Geology: The Earth's Environment (3 cr.)
GEOG C111 Physical Geology (3 cr.)

One of the following courses not taken as a social science requirement in the general education area:
ECON E201 Introduction to Microeconomics (3 cr.)
ECON E202 Introduction to Macroeconomics (3 cr.)

Two of the following courses:
SPEA H316 Environmental Health (3 cr.)
SPEA E431 Water Supply and Wastewater Treatment (3 cr.)
SPEA E451 Air Pollution and Control (3 cr.)
SPEA E452 Solid and Hazardous Waste Management (3 cr.)

BIOL K341 Principles of Ecology (5 cr.)
BIOL L200 Environmental Biology and Conservation (3 cr.)
BIOL L350 Environmental Biology (3 cr.)
EEDG C211 Introduction to Economic Geography (3 cr.)
EEDG C303 Weather and Climate (3 cr.)

GEOG C306 The Geography of Current Issues (3 cr.)

GEOG C315 Environmental Conservation (3 cr.)
GEOG C300 Environmental and Urban Geology (3 cr.)
GEOG C316 Mineral Resources (3 cr.)
GEOG C415 Geomorphology (3 cr.)
POL5 Y315 Environmental Policy (3 cr.)

One of the following courses:

SPEA/MATH/PSY K300 Statistical Techniques (3 cr.)
ECON E270 Introduction to Statistical Theory in Economics and Business (3 cr.)
MATH/PSY K310 Statistical Techniques (3 cr.)

PSY H305 Statistics (3 cr.)

SOC R359 Introduction to Sociological Statistics (3 cr.)
SOC S250-S251 Methods and Statistics I-II (3-3 cr.)

Statistics 301 Elementary Statistical Methods I (3 cr.)

Public Administration Concentration
The Public Administration Concentration provides an overview of the primary areas of public administration. It is available on all campuses where SPEA courses are offered except Kokomo.

Four of the following courses:
SPEA H316 Environmental Health (3 cr.)
SPEA V260 Topics in Public Affairs (3 cr.)
SPEA V346 Introduction to Government Accounting and Financial Reporting (3 cr.)
SPEA V365 Urban Development and Planning (3 cr.) (For Wayne only)
SPEA V366 Managing Behavior in Public Organizations (3 cr.) (If not taken to meet public affairs core requirement)

SPEA V372 Financial Management and Budgeting (3 cr.)
SPEA V373 Personnel Management in the Public Sector (3 cr.)
SPEA V376 Law and Public Policy (3 cr.)
SPEA V450 Contemporary Issues in Public Affairs (approved topics) (3 cr.)

Special Concentration
(Minimum of four courses)
A special concentration of at least four courses may be developed to meet special career needs. This concentration must be approved by a faculty adviser and the campus or program director.

Additional SPEA Programs

Minor in Public and Environmental Affairs

Any Indiana University student enrolled in a baccalaureate program, except those enrolled in SPEA, may pursue the minor in public and environmental affairs. Individuals interested in this minor should apply to SPEA on their campus. Students who successfully complete the requirements will have the minor conferred with their degree.

SPEA's multi-campus, interdisciplinary, survey curriculum address environmental, public policy, and management issues from a variety of perspectives. A student in SPEA can enhance career opportunities for liberal arts and other majors.

Requirements (Five courses)

The following course:
SPEA V370 Introduction to Public Affairs (3 cr.)

One of the following courses:

SPEA E200 Environment and People (3 cr.)
SPEA E300 Introduction to Environmental Science (3 cr.)

Three of the following courses:

SPEA E300 Introduction to Environmental Science (3 cr.)
SPEA E400 Topics in Environmental Studies (3 cr.)

SPEA V360 Public Management (3 cr.)

SPEA V366 Managing Behavior in Public Organizations (3 cr.)
SPEA V373 Personnel Management in the Public Sector (3 cr.)

SPEA V376 Law and Public Policy (3 cr.)

SPEA V402 Labor Relations in the Public Sector (3 cr.)
SPEA V444 Public Administrative Organization (3 cr.)

SPEA V450 Contemporary Issues in Public Affairs (3 cr.)

Area Certificate Programs

The areas of study in which certificate programs are currently available are environmental studies, public affairs, health, and urban studies.

Requirements for the Public Affairs or Public Health Area Certificates are the same on all campuses where they are offered. However, requirements for the Environmental Studies and the Urban Studies Certificates vary by campus.

General Requirements

Students in good academic standing enrolled in baccalaureate Program Indiana University are eligible to receive a certificate at the SPEA records office on their campus. Interested students apply for a certificate before completing 15 credit hours (9 credit hours for health of applicable course work). SPEA students cannot earn an area certificate in the same area as their concentration.

1. A grade point average of 2.0 or higher required in all course work credit toward the certificate.
2. The number of credits required to certificate varies by campus and concentration area. Campuses may specify the number of transferred credits that may be applied toward the certificate.
3. When all certificate requirements have been met and the student has a baccalaureate degree, the certificate will be awarded.

Area Certificate in Environmental Studies

This certificate is available at Bloomington, Indianapolis, and South Bend, but the requirements vary by campus.


The certificate introduces students to aspects of current thinking and research on the nature, causes, and solutions to environmental problems. It allows students desiring greater depth to consider an Environmental Science Management Concentration in SPEA.

Bloomington (Eight or nine course)

One course in chemistry or physics

One of the following courses:
EEDG C111 Physical Geology (3 cr.)

TO: The Senate

From: Donna Bialik, Chair 
Curriculum Review Subcommittee

Subj: BSHSM

Date: June 6, 1994

The Curriculum Review Subcommittee has completed its review of the proposed B.S. in Health Services Management and finds that the Senate need not review the proposed degree.

COVER PAGE

INSTITUTION: Indiana University

COLLEGE: School of Public and Environmental Affairs

DEPARTMENT: Public and Environmental Affairs

DEGREE PROGRAM TITLE: Health Services Management

FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Bachelor of Science Health Services Management/400

SUGGESTED CIP CODE: 440101

LOCATION OF PROGRAM/CAMPUS CODE: Indiana University-Purdue Univ. Fort Wayne
Indiana University Northwest
Indiana University South Bend

PROJECTED DATE OF IMPLEMENTATION: August 1995

DATE PROPOSAL WAS APPROVED BY INSTITUTIONAL BOARD OF TRUSTEES: _____

SIGNATURE OF AUTHORIZING INSTITUTIONAL OFFICER

DATE

DATE RECEIVED BY COMMISSION FOR HIGHER EDUCATION

COMMISSION ACTION

DATE

ABSTRACT

Bachelor of Science in Health Services Management

On Campus

**Indiana University-Purdue University Fort Wayne
Indiana University Northwest
Indiana University South Bend**

OBJECTIVES: To prepare students for management positions in hospital service departments, corporate medical departments, Health Management Organizations, public and private health care delivery organizations, and to prepare students for graduate study in health administration.

CLIENTELE TO BE SERVED: Students and professionals with associate degrees in clinical health sciences who wish to further their training in health services administration. Students may be full-time or part-time as they pursue a Bachelor of Science in Health Services Management (BSHSM).

CURRICULUM: A total of 120 credit hours is required to complete the BSHSM. Students are prepared in health service administration as part of the core and concentration requirements.

- 12 credits: Management Core Requirements
- 39 credits: Required General Education
- 27 credits: Health Service Concentration Requirements
- 42 credits: Associate Degree Program and General Elective Requirements

Students will not be required to complete an internship or practicum for the BSHSM.

**EMPLOYMENT
POSSIBILITIES:**

- Hospital Administration
 - Corporate Health Services Representatives
 - Personnel Representatives
 - Business Managers
 - Community Liaison Representatives
 - Senior Program Representatives for Health Services
 - Director of Volunteers
 - Special Unit Directors and Department Heads
- Nursing Home Administration
 - Special Unit Directors and Department Heads
- Health Management Organizations
- Home Health Care Administration

B. Program Description

1. Describe the proposed program and state its objectives.

The general objective of the BSHSM degree program is to provide baccalaureate level professional education in management and administration for students who hold an associate degree in nursing, dental hygiene or technology, or one of the allied health sciences. The degree is designed to complement existing associate degree programs in clinical health sciences by providing substantial training and education in health services management and administration.

The objectives of the proposed program are to prepare students for:

- a. management positions in hospital service departments;
- b. entry level positions in public and private health care delivery organizations;
- c. entry level management positions in corporate medical departments;
- d. entry level positions in alternative health care delivery organizations such as health maintenance organizations (HMOs), home health care agencies and preferred provider organizations (PPOs); and
- e. graduate study in health administration.

The BSHSM draws from the substantial management and administration curriculum of the School of Public and Environmental Affairs (SPEA) and adds special classes in health management and administration to produce highly-trained health management specialists. Students who enter the program are expected to be fully trained in their technical (clinical nursing, radiology, dental hygiene, occupational therapy, medical laboratory technology, medical records, etc.). To this, the BSHSM adds training in management science, financial planning and management, statistics, and computer usage. BSHSM graduates are not only trained in basic concepts of economics, finance, and management, but they must also be familiar with applications of these disciplines to the health area: health care financing, health economics, and the management of health institutions. Lastly, students are also expected to develop an understanding of the dynamics of the health care system in the United States and the interrelationships between these components and the health policy process.

2. Describe admission requirements, anticipated student clientele, and student financial support.

- a. Admission requirements will be those that are usually required for undergraduate admission to Indiana University Northwest, Indiana University at South Bend, and Indiana University-Purdue University Fort Wayne and for entry into the undergraduate programs of the School of Public and Environmental Affairs.
- b. Students applying for the BSHSM degree must have earned an Associate of Arts or Associate of Science degree in nursing, allied health, dental hygiene or technology, or a similar clinical discipline from an accredited university or college.
- c. The degree program will serve the needs of part-time students, full-time students, currently employed professionals, and others who have completed an associate degree program in a clinical health science and have a desire to complete their undergraduate education in the management of health care delivery.
- d. Enrollments are not expected to be limited. Admission to the program can occur at any semester. Should a need develop to limit enrollments, the criteria to be used for selecting applicants would include academic qualifications, course work completed, and date of application.
- e. The majority of the students in this degree program are expected to be already employed in the health services sector. However, those applicants interested in full-time attendance in the program will be provided the opportunity to receive internal and external financial support as any undergraduate student at the respective campuses of Indiana University.

3. Describe the proposed curriculum.

a. Describe requirements involving credit hours, credit hour distribution, field experiences, etc.

The BSHSM degree is a 120 credit hour degree intended for people who hold an associate degree from an accredited institution and have experience in a health care field. Students who complete this degree are eligible to sit for the Long Term Care Administrators Examination after they have fulfilled the Administrator-in-Training requirement. Transfer credits would also be possible from other similar programs. The respective campuses will design their curricula to conform to the specific course offerings available locally. Course work would be generally distributed in the following manner:

1) GENERAL EDUCATION REQUIREMENTS (13 courses)

a) Communications (3 courses)

English W131 Elementary Composition (3 cr.)
 English W231 Professional Writing Skills (3 cr.) or
 English W232 Introduction to Business Writing (3 cr.)

ONE of the following speech courses:

COM 114 Fundamentals of Speech Communications (3 cr.)
 COM 323 Business and Professional Communication (3 cr.)
 Speech S121 Public Speaking (3 cr.)
 Speech S122 Interpersonal Communication (3 cr.)
 Speech S223 Business and Professional Communication (3 cr.)
 Speech S228 Argumentation and Debate (3 cr.)
 Speech S229 Discussion and Group Methods (3 cr.)
 COMM C110 Fundamentals of Speech Communications (3 cr.)
 COMM C180 Introduction to Interpersonal Communication (3 cr.)
 COMM C223 Business and Professional Communication (3 cr.)
 COMM C227 Argumentation and Debate (3 cr.)
 COMM C228 Discussion and Group Methods (3 cr.)

b) Arts and Humanities (one course)

One course from any of the following subject areas:

Afro-American	history
classical studies	history and philosophy of science
communication and theater	musicology and music history
comparative literature	philosophy
English	religious studies
fine arts	speech
folklore	theater and drama
foreign languages and literature	

c) Social Sciences (4 courses)

EACH of the following courses:

Economics E201 or
 E103 Introduction to Microeconomics (3 cr.)
 Economics E202 or
 E104 Introduction to Macroeconomics (3 cr.)
 Political Science Y103 Introduction to American Politics (3 cr.)

ONE Approved course from the following areas: (3 cr.)

Anthropology, Geography, Journalism, Political Science, Psychology,
 Sociology

d) Natural Science (2 courses)

Biology A215 Basic Human Anatomy (5 cr.)
 Biology N212 Human Biology (2 cr.) and
 Biology N213 Human Biology Lab (1 cr.)
 Biology N214 Human Biology (2 cr.) and
 Biology N215 Human Biology Lab (1 cr.)
 Biology P261 Human Anatomy and Physiology I (4 cr.)
 Biology P262 Human Anatomy and Physiology II (4 cr.)
 Biology 203 Human Anatomy and Physiology (4 cr.)
 Biology 204 Human Anatomy and Physiology (4 cr.)

e) Quantitative Methods (3 courses)

ONE of the following computer courses:

Business K201 The Computer in Business (3 cr.)
 CSCI A106 Introduction to Computing (3 cr.)
 CSCI C106 Introduction to Computers and Their Use (3 cr.)
 CSCI C201 Introduction to Computer Science (3 cr.)
 CSCI 201 Computer Literacy: Applications and Concepts (3 cr.)
 CIS 106 Introduction to Computers (3 cr.)
 CIS 107 Personal Computers (3 cr.)
 or approved option

ONE of the following mathematics courses:

MATH M118 Finite Mathematics (3 cr.) or
 MA 213 Finite Mathematics (3 cr.)
 MATH M119 Brief Survey of Calculus (3 cr.)
 MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
 MATH M215 Calculus I (5 cr.)
 or approved option

ONE of the following statistics courses:

SPEA/Mathematics/Psychology K300 Statistical Techniques (3 cr.)
 Business E270 Introduction to Statistical Theory (3 cr.)
 or approved option

2) MANAGEMENT CORE (4 courses)

SPEA V346 Intro to Government Accounting and Financial Reporting (3 cr.)
 SPEA V348 Management Science and Policy Analysis Methods (3 cr.)
 SPEA V360 Public Management (3 cr.)
 SPEA V366 Managing Behavior in Public Organizations (3 cr.)
 or approved option

3) HEALTH SERVICES MANAGEMENT CONCENTRATION (9 courses)

SPEA H316 Environmental Health (3 cr.)
 SPEA H320 Introduction to Health Administration (3 cr.)
 SPEA H322 Principles of Epidemiology (3 cr.)
 SPEA H352 Health Finance and Budgeting (3 cr.)
 SPEA H371 Human Resource Management in Health Care Facilities (3 cr.)
 SPEA H402 Hospital Administration (3 cr.)
 SPEA H411 Long Term Care Administration (3 cr.)

SPEA H441 Legal Aspects of Health Care Administration (3 cr.)
SPEA H455 Topics in Public Health: Marketing (3 cr.) or
SPEA V450 Marketing for Health and Nonprofit Organizations (3 cr.)
SPEA H455 Topics in Public Health: Health Care Economics (3 cr.)
SPEA H474 Issues in Public Health (3 cr.)

4) ELECTIVES

Sufficient additional courses to meet the Bachelor of Science in Health Services Management requirement of 120 credit hours. Credit may be awarded for courses successfully completed as part of an associate degree program.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
AT FORT WAYNE

School of Business and Management Sciences
Department of Economics and Finance
(219) 481-6794

TO: The Senate

From: Donna Bialik, Chair *DB*
Curriculum Review Subcommittee

Date: July 6, 1994

Subj: Concentration In Health Services Administration

The Curriculum Review Subcommittee met on Wednesday, July 6, 1994 to review the attached proposal for a Health Service Administration Concentration for the SPEA Bachelor of Science in Public Affairs curriculum. The committee finds that the proposed concentration requires no Senate review.

MEMORANDUM

Date: June 8, 1994
From: Jim Owen, Director *Jim*
SPEA Undergraduate Program
To: Dr. Donna Bialik, Chair
Subcommittee on Undergraduate Curriculum
Subject: New SPEA Concentration

Listed below are the course requirements for the recently approved Health Service Administration Concentration for the SPEA Bachelor of Science in Public Affairs curriculum. I submit this for your subcommittee approval as a concentration offering at IPFW. I wish to request expedient action in order to meet the publication deadline on our next IPFW Bulletin. Thank you.

If I can be of service in answering questions or providing further information in support of this request please telephone me at #6964 or #6351.

Health Service Administration Concentration
Bachelor of Science in Public Affairs

THREE REQUIRED COURSES

SPEA H320 Health Systems Administration
SPEA H322 Epidemiology
SPEA H352 Health Finance and Budgeting

ONE OF THE FOLLOWING COURSES:

SPEA H371 Human Resources Management in Health Care Facilities
OR
SPEA V366 Managing Behavior in Public Organizations
OR
SPEA V373 Personnel Management in the Public Sector

TWO COURSES FROM THE FOLLOWING:

SPEA H402 Hospital Administration
SPEA H411 Long Term Care Administration
SPEA H455 Topics in Public Health
SPEA H474 Health Administration Seminar
SPEA V346 Introduction to Government Accounting and Financial Reporting

cc Jack Dahl
Wm. Ludwin

Memorial Resolution

Thelburn LeRoy Engle 1901-1994

In March 1979, the Department of Psychological Sciences at IPFW nominated Thelburn Le Roy Engle for the Gold Medal Award from the American Psychological Association. Roy did not receive the award, but the words of the fifteen year old nomination are just as cogent today.

"Dr. Engle was born in Indianapolis, Indiana, on September 28, 1901. He graduated from Indianapolis Manual Training High School in 1918 and earned an A. B. degree from Butler University in 1922. During the school year 1922 to 1923, Dr. Engle taught high school mathematics in Rochester, Indiana. In 1923, Dr. Engle attended Northwestern University, Evanston, Illinois, and in 1924, earned an M. A. degree. From 1924 to 1928, Dr. Engle taught high school mathematics in Farmington, Illinois, and from 1928 to 1930, he taught high school mathematics and psychology in Michigan City, Indiana. Thus, his interest in high school psychology has spanned fifty years.

"In 1931, Dr. Engle was again a student, this time at Indiana University, part-time. He was awarded a Ph. D. in psychology in 1937. In 1938, Dr. Engle accepted a faculty position at Indiana University's extension center in Fort Wayne, Indiana. His tenure at Indiana University continued until his retirement in 1972. During those years, Dr. Engle was promoted from Instructor to Full Professor and, in 1972, was named Professor Emeritus. During those years, the campus grew from an extension center to a four-year, accredited degree-granting institution. Dr. Engle's planning was very important in the development of the psychology degree program. During those Indiana University years, he served as visiting professor during summers at the University of Akron, Kent State University, and was appointed as a psychologist at the Fort Wayne State Hospital and Training Center.

"In 1954, Dr. Engle devoted his sabbatical to the study of the teaching of psychology at the high school level. This sabbatical was supported by a grant from the American Psychological Association.

"Throughout Dr. Engle's years as an Indiana University faculty member, he was elected by his colleagues to represent them on important committees in the University. Dr. Engle attended most meetings of the American Psychological Association, Midwestern Psychological Association, and the Indiana Psychological Association. In addition, he presented papers and held important committee responsibilities.

"Dr. Engle was and is highly regarded by his professional colleagues. Although he has retired from teaching, he has never retired from his scholarly work. Throughout his

life he has been a 'leading force' in developing psychology as an integral part of the secondary school curriculum. Dr. Engle wrote an outstanding textbook for secondary level instruction. Today, psychology is a part of many secondary schools' curricula, and his book remains the leading text. Over 1,000,000 copies of his text have been sold. When one considers that most textbooks at the secondary school level are rented for four to five years, his impact has been fantastic.

"Although Dr. Engle has retired, he and his wife still live near the campus. We have called on him for assistance in setting up a seminar for high school teachers and to lecture in our history of psychology classes. Dr. Engle's extensive publications further attest to his commitment and outstanding achievements in the profession. Truly, Dr. Engle is an outstanding person and has made an enormous contribution to his profession."

Dr. Engle is survived by his wife Eleanor and his children Charles, John, and William. Roy will live on in the hearts and minds of his family and friends forever.