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
   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"
   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 (11/1/1993)
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.

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<tr>
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<tr>
<td>TWRF noon-1:05</td>
<td>TWRF 3:00-4:05</td>
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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 Hargit 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.
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

RESOLUTION: To the presiding officer for implementation

RESOLVED, That the Fort Wayne Senate approved the Document

"Faculty Roles, Workloads, and Rewards."

<table>
<thead>
<tr>
<th>Approving</th>
<th>Disapproving</th>
<th>Abstaining</th>
<th>Absent</th>
<th>Nonvoting</th>
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<td>J. Clausen</td>
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<td>R. Pacer</td>
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<td>M. Wartell</td>
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NOTE: Questions concerning this document should be addressed to Dick Pacer at Ext. 6296.
Faculty Roles, Workloads, and Rewards

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

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

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

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

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

Annual evaluation criteria for Option 2 Faculty shall include the expectation of teaching effectiveness but not pursuit of an active research program. Teaching effectiveness shall be
defined and evaluated as described in the section on Option 1 Faculty.

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

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

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

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

This policy shall be reviewed every three years by the Senate Faculty Affairs Committee.
*Equivalencies shall be defined by each department in consultation with the appropriate dean and consistent with university policy. Research is understood to mean all forms of scholarly activity and creative endeavor, including pedagogical research.
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This policy shall be reviewed every three years by the Senate Faculty Affairs Committee.
Equivalencies shall be defined by each department in consultation with the appropriate dean and consistent with university policy. Research is understood to mean all forms of scholarly 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

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 undergraduate and graduate students 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

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### CONTINUING STUDIES

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### EDUCATION

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### PUBLIC AND ENVIRONMENTAL AFFAIRS

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<tr>
<td>Public Affairs</td>
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### STUDENT ACADEMIC COUNSELING SERVICES

| SA-1                          |             |
Department of Biology

Mission

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

Goals and Objectives

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

I. Undergraduate Programs (Biology Majors)

A. B.S., Biology, Biology Teaching, and Medical Technology - Provide 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 an ability to apply these 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 these 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 without thesis requirement. This is a masters degree in order for students to enhance or seek new career opportunities.

1. Students should have demonstrated the ability to critically evaluate biological information.

2. Students should have demonstrated 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 teaching 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 these 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 these 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 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 students' advisory committee.

C. Course work for other graduate programs - Provide courses for students in 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.
MISSION AND GOALS

DEPARTMENT OF COMMUNICATION

MISSION STATEMENT

The Department of Communication provides a range of courses for majors and minors 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 need to take 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 an industrial, service, governmental, or media-related sector 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; and
- 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 telecommunications 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 the basic theoretical principles governing human communication, including perception of self, perception of others, 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, 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; and
- be skilled in writing, and be able to communicate effectively and thoughtfully, both orally and through writing, in critically analyzing and evaluating communication.

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 theories and how they apply to the speech curriculum. For example, students will be able to explain the role 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 214, 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, 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; and
- be skilled in writing, and be able to communicate effectively and thoughtfully, both orally and through writing, in critically analyzing and evaluating communication.

Students successfully completing COM 333, 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 formal 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 this knowledge to actual interviewing situations;
- understand the importance of participation, leadership, and teamwork in group communication, and be able to apply this knowledge to actual group experiences; and
- be skilled, both orally and through writing, in 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 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

The Department of Communication provides a range of courses for majors and non-major students 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 the field of instruction.
- Demonstrate the ability to apply research methods relevant to their particular area of study.
- Demonstrate the integration of public and interpersonal communication skills.
- Understand and apply communication research and applied communication skills.
- Demonstrate an understanding of the multidimensional nature of the discipline.
- Demonstrate performance and critical thinking in communication skills relevant to their area.
- 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 the technical requirements for broadcast television and cable television.
- Understand the interrelation between media economics and relevant industries and agencies.
- Be skilled in writing and producing radio programming.
- Be able to produce and direct live television and video productions.
- Be able to operate basic broadcast radio equipment.
- Be able to demonstrate 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.
- Demonstrate the ability to write and deliver public speaking.
- Demonstrate the ability to communicate in interpersonal and public settings.
- Be able to write and deliver effective public speeches.
- Be able to demonstrate successful communication skills both orally and through written work.

For the Speech Teaching Major

Students successfully completing the Speech Teaching major will:
- Demonstrate the ability to present information in a clear and effective manner.
- Be able to present oral presentations in non-classroom settings.
- Be able to present oral presentations in a variety of settings.
- Be able to present oral presentations in a variety of formats.
- Be able to present oral presentations in a variety of environments.

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, reception, 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 organization, and the nature of the speech.
- 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 in writing and through writing, in critically analyzing and evaluating communication.

Students successfully completing COM 323, Business and Professional Speaking, will:
- Understand the basic theoretical principles governing formal and informal communication in organizations.
- Be able to construct and present oral presentations in an informative or persuasive manner designed for presentation to a business or professional audience.
- Be able to construct and present oral presentations in an informative or persuasive manner designed for presentation to a business or professional audience.
- Be able to apply effective communication skills in actual communication situations.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.

Students successfully completing COM 315, Speech Communication of Technical Information, will:
- Understand the basic theoretical principles governing the presentation of information in a technical setting.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.
- Be able to communicate effectively in a variety of settings.
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 321, 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 Minorin 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 Minorin 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 evaluating communication.
be able to construct and present oral presentations of an informative or persuasive nature involving the presentation of technical information to business or professional audiences; and
be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students successfully completing COM 325, Interviewing Principles and Practices, will understand the theoretical communication principles governing interviewing in a variety of professional settings;
understand the fundamental importance of questions, the variety of questions, and the importance of bias-free questions to the successful conduct of interviews;
be able to apply this knowledge to a variety of types of interviews, including journalistic, employment, health care, survey, counseling and persuasive; and
be skilled, both orally and through writing, at critically analyzing and evaluating communication.

Students Minor in 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 Minor 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 evaluating communication.
Goals

Writing Program
Upon completion of their courses in the writing program (ENG 111, 112, 115, 119), students should:

1. Demonstrate control over the expectations the writing process to enhance their understanding of the writing process. For example, students should be able to analyze and evaluate the success and weaknesses of their own writing.

2. Read and write effectively for a variety of purposes and audiences. For example, students should be able to write effectively for a variety of purposes and audiences.

3. Apply methods of research appropriately to various textual contexts. For example, students should be able to apply methods of research appropriately to various textual contexts.

General Education Core
Students successfully completing an introduction to courses in English should understand:

- the meaning and role of English as a global language
- the nature of the courses they are taking
- the ways in which English is used and its influence on the world
- the importance of understanding the role of English in the world
- the basis of participation, including theories of language and the corruption of language in the world

Students successfully completing an introduction to courses in literature should understand:

- the methods for appreciating and evaluating literature
- the major genres of English literature
- the major themes of English literature
- the major trends in English literature

The English Major
All BA/BS graduates in English will be able to:

1. Demonstrate an awareness of the role of English in society and the world.

2. Communicate effectively in English.

3. Demonstrate an awareness of the role of English in society and the world.

Additionally, all BA/BS graduates in English will possess knowledge and skills appropriate to their chosen concentration.

English and American Literature Concentration graduates will demonstrate particular strengths in:

- understanding the history and evolution of the English language
- using the English language effectively in the workplace
- understanding the role of literature in society

English Language and Linguistics Concentration graduates will demonstrate particular strengths in:

- understanding the history and evolution of the English language
- using the English language effectively in the workplace
- understanding the role of literature in society

English Language and Culture Concentration graduates will demonstrate particular strengths in:

- understanding the history and evolution of the English language
- using the English language effectively in the workplace
- understanding the role of literature in society

English Literature Concentration graduates will demonstrate particular strengths in:

- understanding the history and evolution of the English language
- using the English language effectively in the workplace
- understanding the role of literature in society

English Language and Culture Concentration graduates will demonstrate particular strengths in:

- understanding the history and evolution of the English language
- using the English language effectively in the workplace
- understanding the role of literature in society

The Graduate Program
Students who complete the Master's in English with a concentration in:

1. Demonstrate an awareness of the role of English in society and the world.

2. Communicate effectively in English.

3. Demonstrate an awareness of the role of English in society and the world.
Academic Mission and Goals

Department of Geology

Mission

The Department of Geology offers a broad-based general education program in the fields of geology, physical geography, and cartography, and offers a minor in geology, a bachelor of science degree with a major in geology, and a bachelor of science degree with options in geology and environmental geology.

Goals

1. General education courses

Introductory level courses (100). Students successfully completing an introductory-level, 100-level course in geology, physical geography or cartography should:

1. understand the basic core of knowledge appropriate to the discipline and course level
2. show the ability to apply knowledge to problems not explicitly covered in course work
3. be able to apply limited, quantitative solutions to qualitative 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 (200). Students successfully completing an introductory-level, 200-level course in geology, physical geography or cartography should meet the goals listed for 100-level 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 broad core of geological knowledge
2. be able to apply limited, quantitative solutions to qualitative problems
3. be able to show limited knowledge about geological phenomena not encountered in course work
4. be able to evaluate simple field problems
5. 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 broad core of geological knowledge
2. understand aspects of the interconnectedness among geological disciplines
3. be able to apply rigorous mathematical and theoretical solutions to qualitative problems
4. be able to apply rigorous quantitative solutions to qualitative problems
5. be able to present oral and written information in technical and non-technical fields
6. develop an ability to draw conclusions about geological phenomena not encountered in course work
7. be able to solve complex field problems
8. be able to present oral and written information in technical and non-technical fields
9. be able to present oral and written information in technical and non-technical fields
10. be prepared for advanced study in graduate school or for employment in technical and non-technical fields, possibly a professional geologist.

IV. Bachelor of Science in Geology

Students successfully completing the Bachelor of Science in Geology should:

1. have acquired a broad core of geological knowledge
2. demonstrate an understanding of geological sciences
3. understand the interconnectedness among geological disciplines
4. have a background that includes a working knowledge of auxiliary sciences including physics, chemistry and biology
5. be able to apply rigorous mathematical and theoretical solutions to qualitative problems
6. demonstrate an ability to draw conclusions about geological phenomena not encountered in course work
7. be able to solve complex field problems
8. be able to present oral and written information in technical and non-technical fields
9. be able to present oral and written information in technical and non-technical fields
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 geology. It 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

1. GENERAL EDUCATION COURSES

Every student must take a course in geology, physics, or astronomy. Students should complete one course in each of these areas.

2. MINOR IN GEOLOGY

Students successfully completing a minor in geology should:

1. Have a basic knowledge of geology
2. Understand the nature and significance of geology
3. Be able to apply statistical techniques to earth sciences
4. Have the ability to draw conclusions about geological phenomena
5. Be able to write and read short technical reports
6. Be able to communicate effectively in written and oral presentations
7. Be able to solve simple field problems
8. Be able to write a thesis or other summary of original research
9. Be able to make presentations on geological topics
10. Be prepared for employment in technical and non-technical fields
11. Be prepared for graduate study in geological sciences
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. Students 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 the area of statistics and analysis of variance.

5. In addition to 1. and 2. above, students who complete the Mathematics Teaching option should have the courses and experience 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.
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 a major in mathematics should understand the fundamentals of undergraduate mathematics. 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 a major in mathematics and option in applied mathematics/operations research should understand, at both theoretical and practical levels, a variety of areas of the mathematical sciences that have applications in business and industrial settings.

**Mission:** to provide and administer a program leading to the Bachelor of Science Degree in Mathematics.

**Goals:**
1. Students who complete the undergraduate mathematics major should be able to reason mathematically and should be good problem solvers. Students should understand the role mathematics has played in solving important problems in a variety of disciplines (e.g., Physics, Engineering, Business).
2. In addition to 1. above, students who complete the Mathematics option should understand the fundamentals of 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 fundamentals of statistical methods 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.
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 school
- 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 these 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:
  - 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

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 (Y111)

B. Deal with special topics in politics
   1. Women in Politics/Politics/Public Policy (Y200, Y201)
   2. The Media and Politics (Y200, Y201)
   3. Recent Political Trends in Political Campaigning (Y200)
   4. The Process of Grass-Roots for Public Agendas (Y200)
   5. Current Events and Developments in the Balkans, Southeast Asia, Latin America, etc. (Y200, Y201)

C. Offer detailed and specific information regarding the fields listed in I.A. (100-200 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. Y295 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. Y208 Internship in Urban Institutions
   2. Y482 Practicum

F. Continue 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 enable those students to:
- acquire an understanding of the fundamental introductory concepts and principles of physics and be able to explain how these 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 enable those students to:
- acquire a qualitative understanding of the fundamental introductory concepts and principles of physics and 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.

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 (Y200, Y403)
   2. Research Methods in Political Science (Y200)
   3. The American Constitution (Y200)
   4. Process of Political Decision Making (Y200)

C. Offer detailed and specific information regarding the fields listed in A. (100-400 level)

D. Develop skills necessary for the practice of political science (required for majors)
   1. Y205: 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. Y390: Internship in Urban Institutions
   2. Y482: Research Seminar

F. Contribute 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, fulfilling, 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 of 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.
See Senate secretary for further pages of SD 93-10.
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)

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Approving

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