Graduate Affairs Committee
January 27, 2004
3:30 p.m. - 5:00 p.m.
UL 1126

AGENDA

1. Approval of the minutes for November 25, 2003 .... Queener

2. Associate Dean's Report .... Queener

3. Purdue Dean's Report .... Story

4. Graduate Office Report .... Queener

5. Committee Business

   a. Curriculum Subcommittee .... O'Palka

6. International Affairs

   a. IELTS vs. TOEFL .... Allaei

7. Program Approval .... Queener

   a. M.S. Health Sciences Education – Name Change

   b. M.A. in Political Science

   c. M.S. in Music Therapy

8. Discussion .... Queener

   a. MSD Thesis Optional

   b. Joint Ph.D. in Electrical and Computer Engineering

9. New Business…………………………………

10. Next Meeting (February 24) and adjournment

Graduate Affairs Committee
January 27, 2004
Minutes

Present: William Bosron, Mark Brenner (co-chair), Ain Haas, Dolores Hoyt, Andrew Hsu, Jane Lambert, Joyce MacKinnon, Jackie O'Palka, Douglas Perry, Sherry Queener (co-chair), Kathryn Wilson

Staff: Monica Henry

The required quorum for the GAC is 51%. This quorum was not met. A draft of the minutes were distributed to those members who were not in attendance in an effort to obtain an electronic vote on action items. Subsequent votes confirmed original votes.

Approval of the minutes - Dr. Queener
The November 25th, 2003 minutes were approved by the members present.

Associate Dean's Report – Dr. Queener
Spring Campus Day will be held on March 7th, from 1 – 4 p.m. in the BS/ES corridors.   Dr. Queener encouraged schools to have a graduate representative available at this recruitment event.

Summer Research Opportunities Program brochures were made available to GAC members. Dr. Queener asked members to encourage any qualified undergraduate student to apply to the program.

Campus Housing brochures promoting the "Graduate and Professional Community" at the new campus apartments were made available to the GAC. This new community can accommodate 88 graduate and professional students. The GAC has been invited to hold a GAC meeting in the facility and take a tour.

School of Liberal Arts proposals have been submitted to the Ford Foundation and funding has been allotted for those projects.

Purdue Dean's Report – Dr. Story
Dr. Story was unable to attend due to the adverse weather.

Vice Chancellor's Report – Dr. Brenner
A new TOEFL test will be implemented in the Fall of 2005. The new test will assess both English speaking and listening skills, and will utilize interactive computer based systems.

Dr. Brenner recently attended a GRE Board Meeting. The main discussion revolved around how to better communicate the proper use of the GRE test scores. Combining scores and using this as a threshold is an inappropriate use of the GRE. Using the GRE scores as an indicator for potential success in the first year of graduate school is appropriate. Combining the GRE scores with undergraduate GPA is a stronger predictor for success. The best indicator for success is

combining the score of the subject test and the undergraduate GPA. Only 1/3 of programs use the subject test due to the expenses incurred and potentially losing students.

Dr. Brenner was recently involved in a conference call with the CIC Big 10 Schools. International Student applications were discussed. Most universities represented are seeing a 20% to 30% decrease in international applications. Sara Allaei stated that as of January 21st IUPUI international applications for Spring 2003 were up nearly 100%, the graduate level was up nearly 85%. The growth in online applications received is substantial. Dr. Brenner noted that Michigan State seems to be losing the less qualified students. Sara noted that there has been a recent effort to promote IUPUI internationally and recruit international students.

The National Research Council is having a difficult time obtaining funding for their study on doctoral programs. When the study is launched there will be difficult questions to answer; and there should be consistency on how the questions are answered throughout the Big 10 Universities. One of the difficult questions that will be asked is the amount of space per faculty member.

Applications for the new Department of Homeland Security (DHS) undergraduate scholarships and graduate fellowships for fall of 2004 are now available. Applications should be postmarked by February 19th. Monica Henry will forward information about the program to the GAC.

Graduate Office Report – Dr. Queener
The automatic download of GRE scores into PeopleSoft has not happened. It was discovered that one school unknowingly had been receiving all the electronic scores, and had deleted all scores not pertaining to their program. Dr. Queener noted that the Graduate Office will be lenient and will try to assist any program with problems pertaining to GRE scores.

Dr. Brenner noted that the difference of 25 points in a GRE score is statistically indistinguishable. Questions on the GRE will be changed over the next two years.

Committee Business
    Curriculum Subcommittee – Dr. O'Palka
Five Course Change requests and 3 New Course requests were approved. Dr. O'Palka noted that the instructional materials on the Curriculum Subcommittee website have been updated. Dr. O'Palka encouraged anyone planning on submitting course requests to visit the website (http://www.iupui.edu/~resgrad/grad/currcomm.htm).

Discussion
    IELTS vs. TOEFL – Sara Allaei
A document explaining the International English Language Testing System (IELTS) vs. TOEFL was made available to the GAC prior to the meeting. Tom Upton authored this document and can answer questions regarding it. Sara Allaei noted that IELTS is the British equivalent to the TOEFL. IELTS is administered by the University of Cambridge and through the British Council in countries throughout the world. The number of institutions that accept the IELTS as a substitute for TOEFL is increasing. It is becoming a recognized standard within U.S. graduate

institutions. Sara noted that it would wise to consider accepting the IELTS to maintain a competitive advantage. Sara noted that a 6.0 overall IELTS band score would be the rough equivalent to a 550 TOEFL score (or 213 computer based TOEFL score), and this has been set as the minimum for graduate admission to IUPUI.   If a program is considering accepting IELTS they would need to evaluate what band score is likely to meet the minimum needs of that particular program. More information about IELTS can be found at:http://www.ielts.org/.   Dr. Queener asked the GAC to share this information with their schools and decide how they would like to utilize this option.

Dr. Brenner noted that a policy will be implemented in the near future that will require anyone working in a lab more than 4 hours a semester to have English competency and to take the Compliance test.

Program Approval – Dr. Queener
      M.S. Health Sciences Education – Name Change
The proposal is to: Change the name to Master of Science in Health Sciences, change credits to 36 instead of 39; add two new cognate options (tracks), one in management/supervision and the other in advanced practice (education would continue to be offered as a cognate); two new courses added to the core; and several courses would be offered in distance format. Two reviews were posted to the GAC website. The reviewers had two primary questions; one had to do with the Master of Science in Medical Science, and whether or not this degree could be confused with it. Dr. Bosron noted that this should not be an issue, and that recruitment materials should address this.   The second concern was about certain School of Nursing courses in the proposal that have been reconfigured, and that special attention should be paid to the courses offered outside of the school. Dr. MacKinnon stated that she met with representatives from the School of Nursing, School of Public and Environmental Affairs, and from the School of Education last summer. The courses outlined under cognate areas in the proposal are meant to be examples of courses that students can take.   At the time of acceptance the student, along with their advisor, has to complete a plan of study, which would accurately reflect the courses that are available at the time. Dr. Queener noted that the IUB Curriculum Committee may need justifications for the new tracks. The present members accepted the proposal with the idea that the cognate issues may need to be addressed. The subsequent electronic vote confirmed this original vote.

      M.A. in Political Science
Two reviews of the proposal and the proposal were presented to the GAC prior to the meeting. One review recommends accepting without revisions. Both reviewers had comments. One overlapping issue had to do with the courses that would house both undergraduate and graduate students. Dr. John McCormick noted that this is a temporary set up, and that in the past they have not had an issue with this. Graduate students will be required to do additional work, and will be dealt with differently by the instructors. One review suggested that the sentencing beginning with "We do not seek information on the individuals who enquire…" on page 8 be deleted to strength the presentation. The proposal was approved by those members present. The subsequent electronic vote confirmed this original vote.

M.S. in Music Therapy

The proposal from the School of Music is for a new Master of Science consisting of 30 credit hours. The degree would have a strong research focus and a strong music pathology component. Specific requirements would be 9 credits in core music technology, 12 credits in music therapy, 3 credits of cognate, 3 credits of graduate electives, and 3 credits of thesis. Both reviews recommended acceptance with some discussed revisions. Both reviewers specifically noted the requirement for a videotaped music therapy session as a requirement for admission and questioned both the role of this videotape and the issues it might raise in patient confidentiality. An apparent inconsistency in language was noted between page 5 where the text states that no internships or practica are required for these board-certified students and text on page 11, where a course involving a practicum (N532) is listed as a requirement. As a research-based degree, this proposal could be either for a Graduate School degree or a professional degree offered through the School of Music. That issue needs to be clarified and made consistent on the face page and the text. Questions were raised as to whether the small number of identified research-based faculty could support a student population of 25 to 30; the effort and support for each student might need to be clarified or the numbers adjusted. The present members voted to accept the proposal with revisions as discussed. The revised proposal can go out for an electronic vote. The subsequent electronic vote confirmed this original vote.

Discussion

MSD Thesis Optional

Currently the School of Dentistry has a variety of MSD degrees, all of which require a thesis. The school is finding that their students are having difficulty finding time to write a thesis due to being heavily involved in research projects and writing manuscripts. The school has submitted a series of letters from all the program directors asking that they be given the option of substituting the thesis with a manuscript for publication in a journal based upon the original research conducted. The option would be determine by the graduate program director of each discipline. The student must prepare the manuscript with no more assistance than would normally be given for the preparation of a thesis. The committee questioned whether the submission of the manuscript alone would fulfill the requirement or if acceptance for publication was a requirement. The second question had to do with the order of authors; could more than one student submit the same paper as fulfilling a degree requirement when there were multiple, significantly contributing authors. The group would like to hear a formal presentation on the topic. The subsequent electronic vote confirmed this original vote.

Joint Ph.D. in Electrical and Computer Engineering

A proposal for Joint Ph.D. program in Electrical and Computer Engineering was made available to the committee prior to the meeting. This is an existing Purdue University, West Lafayette campus degree that would be offered on the IUPUI campus. There is a joint publication to be authored by the student, a faculty member on the West Lafayette campus, and a faculty member on the IUPUI campus, that is required for the degree. The committee noted the potential difficulty of arranging research between two faculty members on two different campuses, and for them to agree to publish together. A second question had to do with the faculty being certified by the Graduate School to serve as a co-chair of an Advisor Committee for one student only.

Dr. Hsu noted that Dr. Contreni has approved this proposal.   Dr. Queener noted that she would work with Dr. Hsu regarding the potential intercampus relationship problems that may be exacerbated by offering this degree on the IUPUI campus.

New Business
Dr. Wilson noted that the Graduate Symposium Information has been posted at the following URL: http://www.science.iupui.edu/wilson/grad.home.html. Abstracts are due on February 13th, 2004.

Next meeting date
        Tuesday, February 24, 2004

Meeting adjourned at 4:46 PM

COURSE CHANGE REQUESTS
School of Health and Rehabilitation Sciences

AHLT   W510   Trends and Issues in Allied Health   3 Credits
Change title to: Trends and Issues in Health Sciences

Justification: More appropriately reflects course content

AHLT   W520   Research Methodology in Allied Health   3 Credits
Change title to: Evidence Based Critical Inquiry in the Health Sciences
Change description to: Course emphasizes fundamental concepts of research grounded in evidence based practice. In keeping with the diversity of research, this course strives to introduce the graduate student to the entire continuum of research paradigms; from qualitative inquiry to quantitative experimental designs. Serves as preparation for AHLT W570 and eventual thesis of project.

Justification: Name changed to reflect new school and department name (health sciences) and a broader focus (evidence based critical inquiry rather than research methodology).

AHLT   W570   Research Communication in Allied Health   3 Credits
Change title to: Research Communication in Health Sciences

Justification: Reflective of school name change to Health and Rehabilitation Sciences

School of Public and Environmental Affairs
SPEA   E510   Hazardous Materials Regulation   3 Credits
Change title to: Environmental Regulations and Compliance
Change description to: This course provides an overview of the principles and practice of environmental law, regulation, and compliance. Topics include introduction to the U.S. regulatory framework, survey of regulations and statutes, and problems/case studies for applying legal and regulatory concepts.

Justification: To more closely reflect course approach and content.

SPEA   E542   Hazardous Materials   3 Credits
Change description to: Provides a technical basis for managing hazardous materials. Topics include properties and chemistry of hazardous materials; recognition of potential hazards associated with the use, storage, and transport of these materials; emergency and spill response; health effects; and transportation regulations.

Justification: To reflect current course content more accurately.

NEW COURSE REQUESTS
School of Informatics
INFO   I575   Informatics Research Design   3 Credits

Prerequisite: undergraduate or graduate course in general statistics. Introduction and overview to the spectrum of research in informatics. Qualitative and quantitative research paradigms, deterministic experimental designs to a posteriori discovery. Issues in informatics research. Conceptual, design, empirical, analytical, and disseminative phases of research.

Justification: No course in informatics research, or anything similar, currently exists.

School of Nursing
NURS   G514 Developmental Physiology/Embryology   2 Credits

Overview of embryology and fetal/neonatal physiology. The embryonic development of body systems, including fertilization, formation of primary germ layers, origination of selected body systems, and common malformation will be presented. Physiology changes occurring during fetal and neonatal life and their influences on perinatal health are examined.

Justification: Revision of Perinatal Clinical Nurse Specialist major to Neonatal Nurse Practitioner major.

School of Public and Environmental Affairs
SPEA   H533   Industrial Hygiene   3 Credits

P: One semester of undergraduate: algebra, organic chemistry, and inorganic chemistry. Survey of technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency responses; occupational hearing loss; radiation; prevention of accidents; cumulative trauma; and personal protective equipment.

Justification: Provides graduate level course for SPEA Hazardous Materials Certificate

IELTS
International English Language Testing System
http://www.ielts.org/

Like the TOEFL, IELTS provides a profile of English language ability in Listening, Reading, Writing and Speaking. (Note: TOEFL does not provide a speaking score.)

A Band Score for each of the four modules as well as an overall score is recorded on the Test Report Form. This allows receiving institutions to clearly identify the candidates' strengths and weaknesses. These Band Scores are recorded on the Test Report Form along with details of the candidate's nationality, first language and date of birth.

The IELTS Handbook can be accessed at: http://www.ielts.org/handbook.htm#5

Interpretation of Results
Each Band corresponds to a descriptive statement giving a summary of the English of a candidate classified at that level. Overall Band Scores can be reported in either whole or half Bands.

Five of the nine bands relevant to graduate work and their descriptive statements are as follows, along with approximate TOEFL comparisons:

IELTS Band Score	Proficiency Description	~TOEFL Equivalent
9 Expert User	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.	
8 Very Good User	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.	
7 Good User	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.	600 250 CBT (6.5 IELTS = 570/230)
6 Competent User	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.	540 207 CBT (5.5 IELTS = 520/190)
5 Modest User	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.	500 173 CBT

Interpretation of Results
Assessment of performance in IELTS depends on how the candidate's ability in English relates to the language demands of courses of study or training, not on reaching a fixed pass mark. The appropriate level required for a given course of study or training is ultimately something which departments/programs must decide in light of knowledge of their own courses and their experience of overseas students taking them.

The table below gives guidance on acceptable levels of performance for different courses. It should be noted, however, that many diverse variables can affect performance on courses, of which language ability is but one.

Departments/Programs are advised to consider both the Overall Band Score and the Bands recorded for each individual module, which indicate the candidate's particular strengths or weaknesses. Language skills can be matched to particular courses. For example, if a course has a lot of reading and writing, but no lectures, listening comprehension might not be quite as important and a score of, perhaps, 5.5/ 6 in Listening might be acceptable if the Overall Band Score was 7. However, for a course where there are lots of lectures and spoken instructions a score of 5.5/ 6 in Listening might be unacceptable even though the Overall Band Score was 7. Receiving institutions should also consider a candidate's IELTS results in the context of a number of factors, including age and motivation, educational and cultural background, first language and language learning history.

The general acceptance levels for Overall Band Score are indicated below. (NOTE: These are IELTS' recommendations to institutions.)

Band	Linguistically demanding **academic** courses eg. medicine, law	Linguistically less demanding **academic** courses eg. agriculture, technology	Linguistically demanding **training** courses eg. air traffic control, industry safety	Linguistically less demanding **training** courses eg. animal husbandry, catering, fire services
9.0 - 7.5	Acceptable	Acceptable	Acceptable	Acceptable
7.0	Probably acceptable	Acceptable	Acceptable	Acceptable
6.5	English study needed	Probably acceptable	Acceptable	Acceptable
6.0	English study needed	English study needed	Probably acceptable	Acceptable
5.5	English study needed	English study needed	English study needed	Probably acceptable

NOTE: IUPUI currently has a minimum graduate admission score of 6.0. However, it should be clearly understood that, just as with our minimum TOEFL requirement of 550/213, some students may still require an ESL class or two at IUPUI. (See IELTS Table listing general acceptance levels for Overall Band Scores provided.) Departments/Programs wanting to be reasonably assured that students will not need any ESL once arriving at IUPUI could choose a higher IELTS score (e.g., 7.0 or 7.5).

IELTS is accepted by most Australian, British, Canadian and New Zealand academic institutions. **IELTS** is jointly managed by University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP Education Australia: IELTS Australia.

Below is a list of US Baccalaureate, Research, Doctoral, Master's, Associate and Specialized Institutions recognizing Cambridge EFL examinations for admissions purposes. The first column after the school and location indicates the "minimum" IELTS score accepted by the institution. Note that different departments/schools within an institution may require higher scores.

The "mode" for graduate schools is 6.5, although the lower score of 6.0 and the higher score or 7.0 are not unusual minimums.

Higher Education Recognition USA

US Research, Doctoral, Master's, Institutions recognizing IELTS for admissions purposes
(N.B. Scores/grades reported below are minimums required for admissions to degree programs. Requirements may vary. Other US institutions may also recognize IELTS, CAE, and/or CPE but may not have registered this recognition.)

Graduate Institutions (Research, Doctoral, Master's), Location

	IELTS
American InterContinental University, Dunwoody Atlanta, GA	7.0
American InterContinental University, Ft. Lauderdale Ft. Lauderdale, FL	7.0
American InterContinental University, Los Angeles Los Angeles, CA	7.0
American University, Washington College of Law Washington, DC	(sp)
Ashland University Ashland, OH	6.5
Berklee College of Music Boston, MA	varies
Boston University Boston, MA	7.0
Boston University, School of Public Health Boston, MA	6.5
Brandeis University, Heller Graduate School, SID Program Waltham, MA	(sp)
Brooks Institute of Photography Santa Barbara, CA	7.0
Butler University Indianapolis, IN	6.0
California Institute of Technology Pasadena, CA	7.0
California State University, Chico Chico, CA 5.0 (r);	6.0
California State University, Long Beach Long Beach, CA	7.0
California State University, Los Angeles Los Angeles, CA	7.0
California State University, Sacramento Sacramento, CA	7.0
City Universityxiv Renton, WA	7.0
Claremont Graduate University Claremont, CA	6.5-7.0
Clarion University of Pennsylvania Clarion, PA	7.0
Cleveland State University Cleveland, OH	6.0
Colorado School of Mines, Business and Economics Golden, CO	6.5
Columbia University Teachers' College, Applied Linguistics/TESOL New York, NY	7.0
Doane College Crete, NB	5.5-6.5
East Carolina University Greenville, NC	6.5
Eastern Washington University Cheney, WA	6.0
Fairleigh Dickinson University Teaneck, NJ	(sp)
George Mason University Fairfax, VA	6.5
Golden Gate University San Francisco, CA	6.5
Graduate Institute of Applied Linguistics Dallas, TX	6.5
Grand Valley State Universityxv Allendale, MI	7.0-8.0
Hawaii Pacific Universityxvi Honolulu, HI	6.0
Indiana Institute of Technology Fort Wayne, IN	6.5
Indiana State University Terre Haute, IN	(sp)
Iowa State Universityxvii Ames, IA	5.0-7.5
Jacksonville University Jacksonville, FL	(sp)
Manhattan School of Music New York, NY	6.0-7.0
Marquette University Milwaukee, WI	varies
Metropolitan State College of Denver Denver, CO	(sp)

Miami University Oxford, OH	7.0
Monterey Institute of International Studies Monterey, CA	(sp)
National University La Jolla, CA	6.0
Northeastern University, Graduate School of Arts and Sciences Boston, MA	6.5
Northwood University Midland, MI	6.5; 7.0
Oklahoma City Universityxviii Oklahoma City, OK	6.0
Old Dominion Universityxix Norfolk, VA	5.5; 6.5
Oregon State University Corvallis, OR	7.0
Pepperdine University, Graziadio School of Business and Management Malibu, CA	6.5
Pittsburg State University Pittsburg, KS	6.5
Point Loma Nazarene University San Diego, CA	6.0
Portland State University Portland, OR	7.0
Rice University Houston, TX	7.0
Rutgers University New Brunswick, NJ	(sp)
Salve Regina University Newport, RI	6.5
San Jose State University San Jose, CA	(sp)
Schiller International University Dunedin, FL	6.0
School for International Training Brattleboro, VT	6.5
School of the Art Institute of Chicago Chicago, IL	6.5
St. Cloud State University St. Cloud, MN	6.5
State University New York (SUNY) at Oswego Oswego, NY	6.5
State University New York (SUNY) at Purchase Purchase, NY	6.5
Trinity University San Antonio, TX	6.5
Troy State University Troy, AL	6.0
Truman State University Kirksville, MO	6.5
Tulane University, School of Public Health and Tropical Medicine New Orleans, LA	(sp)
University at Albany, State University of New York Albany, NY	(sp)
University at Buffalo, State University of New Yorkxx Buffalo, NY	6.5
University of California, Berkeley Berkeley, CA	7.0
University of California, Davis Davis, CA	(sp)
University of California, Los Angelesxxi Los Angeles, CA	7.0
University of Denver Denver, CO	7.0
University of Findlayxxii Findlay, OH	6.0
University of Hartford West Hartford, CT	5.5 (r); 6.5 (ur)
University of Hawaii, Hilo Hilo, HI	(sp)
University of Hawaii, Manoa Honolulu, HI	7.0
University of Idaho Moscow, ID	(sp)
University of Illinois at Springfieldxxiii Springfield, IL	7.0
University of Maryland Baltimore, MD	7.0
University of Maryland College Park, MD	(sp)
University of Minnesota Duluth, MN	6.5
University of Minnesota Minneapolis, MN	6.5
University of Montana Missoula, MT	varies
University of New Orleans New Orleans, LA	6.5
University of North Carolina, Kenan-Flagler Business Schoolxxiv Chapel Hills, NC	7.0
University of North Florida Jacksonville, FL	6.5
University of North Texas Denton, TX	6.5
University of Northern Iowa Cedar Rapids, IA	6.0 (r); 6.5 (ur)
University of San Francisco San Francisco, CA	6.0-7.0
University of Southern California Los Angeles, CA	varies
University of Wisconsin Milwaukee, WI	6.5
University of Wisconsin River Falls, WI	6.5
Utica College of Syracuse University Utica, NY	(sp)
Virginia Commonwealth University Richmond, VA	(sp)
Virginia Polytechnic Institute Blacksburg, VA	7.0
Webster University St Louis, MO	(sp)
West Virginia University Morgantown, WV	6.5
Western Michigan Universityxxv Kalamazoo, MI	6.5

Key to Abbreviations

IELTS=International English Language Testing System
ug=undergraduate
g=graduate
p=professional schools (MBA, law, etc.)
sp=score pending
varies=check with admissions officers and individual departments
r=restricted (students with IELTS scores at this level are not permitted to enroll in regular credit-bearing courses, and may be required to take ESL/EFL courses for a specified period of time or until their scores reach the unrestricted level)
ur=unrestricted (students with IELTS scores at this level may enroll in regular, credit bearing courses)

xv Grand Valley State University health-related master's degrees require 8.0 overall
xvi Hawaii Pacific University requires an IELTS score of 6.5 in writing
xvii Iowa State University graduate programs set their own admission requirements; only 4 use 5.0 as a graduate college minimum; all others are all higher and will require at least a 5.5 to 7.5 for the Rhetoric and Professional Communication program
xviii Oklahoma City University accepts no subscore score below 5.0 for g admissions
xix Old Dominion University requires a score of 5.5 for admissions to Undergraduate and Graduate Bridge Programs. An IELTS score of 6.5 is required for full-time academic studies
xx University at Buffalo, SUNY, accepts no subscore below 6.0 for g admissions
xxi University of California, Los Angeles, MA and Ph.D. programs in Applied Linguistics require 8.0
xxii University of Findlay recognizes FCE Grade 'C' for Foundations Program, ENIN majors only; BEC Higher Grade 'C' recognized for ug, g, p, MBA admissions
xxiii University of Illinois at Springfield accepts IELTS scores upon applicant request. No subscore accepted below 6.5 for g admissions
xxiv University of North Carolina-Chapel Hill, Kenan-Flagler Business School requires no score lower than 7.0 for speaking and writing
xxv Some Western Michigan University g programs require higher scores

SUMMARY OF PROPOSED CHANGES TO EXISTING DEGREE PROGRAM

I.   Campus: IUPUI

II.   Existing degree: Master of Science in Health Sciences Education

III.   Proposed name change: Master of Science in Health Sciences

IV.   Projected date of implementation of changes: fall 2004

V.   List the major changes proposed:
        The name of the degree would be changed from Master of Science in Health Sciences
        Education to Master of Science in Health Sciences. Education would be a cognate
        option, along with other cognate options such as management/supervision and advanced
        practice. Two courses would be added to the core curriculum; the number of credits
        required for degree completion would change from 39 to 36. Several of the courses
        would be offered in a distance format.

VI.   Rationale for changes:
        Last year, the School of Health and Rehabilitation Sciences (SHRS) experienced a shift in
        emphasis as reflected in its new name (former name was the School of Allied Health
        Sciences). The change in school name is one reason for the request to change the name of
        the current degree to more accurately reflect the scope and breath of the school. In
        addition, the school is undergoing two major changes in the next few years. First, the
        undergraduate occupational therapy program will transition to a master's degree in fall
        2005, as mandated by national accreditation standards. Occupational therapist program
        alumni have been asking the program director and the administration if opportunity exists
        for them to obtain formal advanced degrees; the MS in Health Sciences degree would
        permit them to do so, particularly with a concentration in advanced practice. Second, the
        School's MS in Health Sciences Education (MSHSE) degree will be discontinued in 2006
        due to the retirement of its primary instructor and the subsequent decision of the school to
        use resources in a cost-effective manner. There are currently 39 students in the MSHSE
        program; a similar number could be served with the implementation of the Health
        Sciences degree with a cognate option in education. Using cognate options consisting of
        courses already offered at IUPUI will be cost effective for the University; existing
        programs would accrue additional revenues from enhanced student enrollment and the
        SHRS would not have to hire faculty in specific areas of expertise.

VII.   Describe the student population to be served.
        The current degree is "designed for credentialed health care practitioners intending to
        work in educational or clinical settings" and "accommodates the needs of students
        employed full time as health care practioners". That focus would not change.

VIII.   How does this program complement the campus or departmental mission?
        This program will continue to reside in the Department of Health Sciences in the School

of Health and Rehabilitation Sciences on the IUPUI campus and will continue to be administered by Karen Gable, EdD. The Department will offer a new certificate program consisting of four courses to be presented in a distance format; the MS in Health Sciences is structured so that all four of those courses could be used to fulfill degree requirements. The other master's degree that is offered in the Department is an MS in Therapeutic Outcomes Research. Many of the courses in that degree program could be used in this proposed degree, although the focus of the former is different and the curriculum is more highly structured. All of the programs in the SHRS are at the post baccalaureate level and focus on health disciplines; this program would continue that trend. The IUPUI campus has a strong health component and mission; this proposed degree would complement other schools and programs on the campus and reflect the mission of the campus. Finally, by using existing course work in other schools as part of the degree program, we can foster interdisciplinary education.

IX.   Describe any relationship to existing degree programs within the IU system.
The proposed program will have a relationship to the new certificate to be offered in the SHRS in that all courses in the certificate could be used in the degree program. Many of the courses in the MS in Therapeutic Outcomes could be used to fulfill degree requirements in the MS in Health Sciences. Courses offered through other schools or programs, such as education, nursing, and informatics could be used to satisfy cognate area requirements. We have had conversations with all three of these schools before proposing additional cognate areas; all schools are supportive of this change in degree and their inclusion. This degree does not duplicate any existing degree program in the IU system.

X.   List and indicate the sources (including reallocation) of any new resources (personnel, financial, learning, etc) required to implement the new program.
All courses included in this revised configuration are already being offered, either through the SHRS or through other schools, so no new personnel would need to be hired. However, a student who chose a cognate area in advanced practice might need to designate an expert in the area of specialization who would be willing to structure an experience for a student and would have appropriate credentials to do so. Particularly in occupational therapy, these experts exist in Indianapolis and several of them have been involved in student education within the current program. In additiion, as the Deaprtment of Occupational Therapy transitiions to offering a master's degree rather than a baccalaureate degree, 8 new faculty will be hired, and these faculty would be qualified to participate in the M.S. in Health Sciences degree.

        An SBC grant has been received to convert some of the courses to be offered in the degree program to an online delivery format. No new resources will be required for this conversion..

XI.   Describe any innovative features of the program (eg, involvement with local or regional agencies offices, etc; cooperative efforts with other institutions; opportunities for students, etc).

One of the innovative features of this degree is that at least one third of the course work will be offered on line. Students will have the opportunity to receive a certificate for course work completed as they progress to degree completion. Also, the degree will foster interdisciplinary cooperation as the students go outside the SHRS to obtain courses for their cognate areas.

Abstract

Master of Science in Health Sciences

to be offered by
University Graduate School, Indiana University
IUPUI

Objectives: To provide credentialed health care professionals information about current trends and issues in health care to include the growing use of technology, the use of evidence to inform practice decisions, and the use of outcome measures focused on the individual patient/client while permitting the student to develop a concentration in a related cognate area such as education, management or advanced practice.(**adds the ability to choose a cognate area outside of education, although education would be a recognized cognate area as well.**)

Clientele to be served: The degree is designed for working health care professionals intending to work in educational or clinical settings who want to pursue advanced formal education that would encompass new technologies and ways of informing practice as well as permit flexibility in exploring particular cognate areas of interest. (**adds flexibility by adding cognate areas**)

Curriculum:
A total of 36 credit hours (**current degree requires 39 credit hours**) would be required to complete the degree, allocated as follows:

Health sciences core courses (12 credit hours):
AHLT W510 Trends and Issues in Health Sciences	3
AHLT W520 Evidence Based Critical Inquiry in the Health Sciences	3
AHLT W540 Patient Centered Outcomes Research	3
INFO I530 Seminar in Health Informatics Applications	3

(**AHLT W540 and INFO I530 would be added to the existing core**)

Research (9 credit hours)
GRAD G651 Introduction to Biostatistics I (or equivalent)	3
AHLT Z599 Thesis/Non-thesis option	6

(**no change**)

Cognate Area (15 credit hours)

Examples of cognate areas and possible courses:

Management/supervision (9 credit hours)
NURS L573 Organizational Behavior		3
NURS L574 Administrative Management		3
NURS L575 Corporate/Public Policy	3	
NURS L651 Financial Management		3
SPEA H514 Health Economics		3
SPEA H508 Managing Health Accounting Information for Decision-Making		3
SPEA H623 Health Care Applications of Strategic Management		3

Education (9 credit hours)
EDUC P575 Developing the Human Potential		3
EDUC H520 Sociology of Education	3	
EDUC H530 Philosophy of Education		3
ACE D500 Adult Learning Theory		3
ACE D505 The Adult as a Client of Education		3
AHLT Z Evaluation in Health Sciences		3
AHLT Z530 Clinical Education in Health Sciences		3
AHLT Z526 Application of MBTI in Health Sciences		3
NURS T615 Nursing Curriculum		3
NURS T670 Teaching of Nursing		3
NURS D742 Legal and Ethical Issues in Nursing Education	3	

Advanced Clinical Concentration (9 credit hours)
AHLT N550 Human Nutritional Pathophysiology I	3
AHLT N552 Human Nutritional Pathophysiology II	3
AHLT N570 Pediatric Nutrition I	3
AHLT N572 Advanced Pediatric Nutrition	3
AHLT P570 Pharmacology for Physical Therapists	3
AHLT T580 Graduate Elective in Occupational Therapy	3

(deletion of an elective; addition of other areas of concentration to include but not limited to education)

Course instructors for the core courses:
AHLT W510	Karen Gable, EdD (designated as program chair)
AHLT W520	Joyce Mac Kinnon, PT, EdD
AHLT W540	Neil Oldridge, PhD
INFO I530	Sara Hook, MLS, MBA, JD

Admissions Requirements:
Students admitted into the program must meet all the requirements of both the Graduate School and the School of Health and Rehabilitation Sciences. Applicants must submit the following:
1. Evidence of licensure or health care credential or eligibility for such.
2. Official undergraduate transcripts.

3. A 300-500 word personal statement of academic and professional goals.
4. Two letters of recommendation from those familiar with the applicant's academic and professional performance

The minimum admissions requirements are:
1. Bachelor's degree from an accredited institution.
2. Eligibility for licensure or credential in a health profession.
3. Total undergraduate GPA of at least 3.0 on a 4.0 scale.

Students must complete all course work with a grade of B or better.

28Jun07C:\Joyce's WP Files\Administrative\new degree proposal MSHS.wpd

I have read the proposal for changes in the Master of Science in Health Sciences Education.

My recommendation is for approval of the proposal.

This is a well written proposal and each of the 11 issues that are addressed are well documented and justified. I do have one minor concern, though. Is it possible that the Master of Science in Health Sciences be confused with the Master of Science in Medical Science program that already exists in the Medical School? If a student who would normally be eligible for the MSMS program mistakenly looks at the prerequisites and requirements for the MSHS program, they could easily be discouraged and then be lost from the MSMS program. The converse could also be true, but somewhat unlikely.

Outline for Reviewers Comments

Review of Proposal for Master of Science in Health Sciences

Documents reviewed: Summary of proposed changes to existing degree programs

Summary:
The School of Health and Rehabilitation Sciences is proposing to change the name of their MS in Health Sciences Education to MS in Health Sciences, and to make education a cognate option in the program, along with management and advanced practice. Required credits for the degree decrease from 39 to 36.

Recommendation: **Four possible recommendations**

     X Accept without revision
     Accept with discussed revisions
     Defer, pending extensive revisions
     Not accepted

Discussion:
This is a reasonable request that brings the degree into better alignment with the changes already occurring in the SHRS, while allowing health education to remain as a cognate area for the degree in Health Sciences. The reliance on using courses from other schools to fulfill cognate requirements is not a problem, though frequent monitoring of course availability will be necessary. For example, the courses in management from the School of Nursing (L573, 574, and 575) have been reconfigured for use in their weekend PBL format program, and are not currently offered as stand alone courses. I could not identify any significant omissions in the proposal, and believe it should be approved.

SUMMARY OF NEW DEGREE PROGRAM PROPOSAL

I.   Campus: IUPUI

II.   Proposed degree: Master of Science in Music Therapy

III.   Projected date of implementation: Fall 2004

IV.   List the major objectives of the proposed program, and describe its chief feature
        briefly.

- The Master of Science in Music Therapy (MSMT) program is designed to
  provide professional music therapists with advanced research and clinical
  practice in music therapy within the context of medicine and allied health.
- The MSMT program will teach music therapists how to utilize the array of
  tools available in music technology for such purposes.
- The MSMT degree will serve as a new degree model in music therapy
  through the incorporation of music technology as part of the graduate
  education of its students.
- It is the integration of music technology available through the School of
  Music with research and clinical practice in music therapy that distinguishes
  it from virtually any graduate music therapy program in the United States.

V.   Why is the degree needed? (Rationale)

     The field of music therapy is growing in the United States, the Midwest and
Indiana. In Minnesota, Indiana, Ohio, Illinois, Wisconsin, and Michigan, there were
23 new full time music therapy positions in the past year. St. Vincent's Hospital,
Methodist, University Hospital/IU Cancer Center, and Riley Hospital for Children
have created new music therapy positions within the past three years. Inquiries to
members of the Indiana Music Therapy Association for music therapists to provide
services within school, adult independent living, and hospital settings occur on a
monthly basis. The demand for qualified music therapists outweighs their
availability.
     Music therapists, as is the case in many professional fields, are increasingly
employing electronic technologies in their work. The tools of music technology are
becoming important resources for music therapy research and clinical practice.
There is no other graduate music therapy program in the Midwest, let alone the US,
that has the magnitude of music technology available than IUPUI.

VI.   Describe the student population to be served.

Graduates with a Bachelor's degree in music therapy and who are Music Therapist – Board Certified (MT-BC) comprise the population of students to whom this degree is directed. The MT-BC is the certification standard overseen by the Certification Board of Music Therapists.

VII. How does this program complement the campus or departmental mission?

The mission of the Indiana University School of Music at IUPUI, which follows within the greater mission of the university, is to improve the quality of life for students and the citizens of Indiana through enhancing music with contemporary technologies; to develop student knowledge and appreciation of music and its role in society; to provide leadership to advance the educational and research agendas of music and music technology; and to foster excellence in music experiences for the composer, the listeners and the performer. Music therapy is an accepted discipline within music. This degree program represents a corresponding extension of the School of Music's mission.

VIII. Describe any relationship to existing degree programs within the IU system.

There are no graduate music therapy programs in the IU system. There is an undergraduate music therapy program at IUP-Fort Wayne. Students who complete that program and are Board Certified will be eligible for this graduate program.

IX. List and indicate the sources (including reallocation) of any new resources (personnel, financial, learning, etc.) required to implement the proposed program.

Personnel: One new faculty member with expertise in music therapy will be required for this program. The School of Music already employs the other faculty who would teach courses leading the MS Music Therapy degree.

Financial: No new funds are being sought for personnel. Employment costs will be covered within the School of Music budget. Library and music technology resources are either already available or purchasable within existing budgets. Some new resources will be needed for the new faculty member and related supplies and expenses.

Learning (Existing resources): The School of Music facilities are already equipped to serve the technology needs of music therapy students. Students will have access to support services and curricular offerings through the symbiotic partnership among the Schools of Medicine, Nursing, Engineering, and Computer Technology. The IUPUI library is already electronically linked to major databases in medicine and other fields allied to music therapy – fundamental resources for current research and clinical practice.

Learning (New resources): There will be some need to increase holdings on music therapy in the IUPUI library in the areas of books and periodicals over time. However, these can be accommodated within existing library budget allocations.

X.   Describe any innovative features of the program (e.g., involvement with local or regional agencies, offices, etc.; cooperative efforts with other institutions; opportunities for students; etc.).

The combination of resources in medicine, nursing, computing technology, medicine, and music technology for music therapy students, and in turn, they opportunity to work with professors from different disciplines is an innovative feature of this program. There is no other combination of expertise of this range on one campus for the music therapist anywhere in the country.

The exceptional physical plant of the IUPUI medical complex,   with its close proximity to the Schools of Nursing, Computer Technology, Engineering, and Music enables the music therapy program to engage in research and clinical practice in ways that are unavailable on other campuses.

This degree will enable graduates from the three undergraduate music therapy programs in the state (i.e., IUP-Fort Wayne, the University of Evansville, and St. Mary College to engage in advanced study with emphasis in research and clinical practice (St. Mary offers the only other graduate music therapy program and it is solely clinically-based)

Graduates will be qualified to work in community centers, educational institutions, hospital settings, and adult independent living centers, throughout Indianapolis and Indiana.

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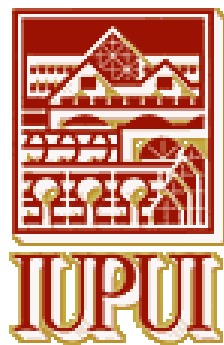
MASTER OF SCIENCE DEGREE
in
MUSIC THERAPY

Indiana University School of Music
at
Indiana University-Purdue University Indianapolis

Master of Science Program in Music Therapy

to be offered by Indiana University-Purdue University Indianapolis

A.   Abstract

Objectives:

The Master of Science in Music Therapy program is designed to provide professional music therapists with advanced research skills and clinical practice in music therapy, and to teach music therapists how to utilize the array of tools available in music technology for such purposes. The MSMT degree will serve as a new degree model in music therapy through the incorporation of music technology as part of the graduate education of its students. Within music therapy clinical practice and research, music technology will: 1) facilitate the collection and analysis of data generated during clinical sessions; 2) apply compositional and improvisational techniques with patients, and; 3) exploit the multi-mediated environment of the MIDI workstation where visual, auditory, and tactile senses can work interchangeably to support therapeutic strategies. With the substantial presence of health professions on the IUPUI campus, the music therapy program will promote involvement in interdisciplinary research projects. The curriculum for this program does not duplicate any existing degree programs in the Indiana University system.

Clientele to be Served:

Graduates with a Bachelor's degree in music therapy and who are Music Therapist - Board Certified (MT-BC), comprise the population of students to whom this degree is directed. The MT-BC is the certification standard overseen by the Certification Board of Music Therapists.

Curriculum:

Students in the Master's program are required to take thirty hours of courses including music technology, music therapy, cognate and elective courses, and a thesis. Nine hours are from music technology (shared with the existing Master of Science in Music Technology program) twelve hours focus on music therapy and music therapy-related, advanced research and clinical competencies, a total of six hours apply to a cognate and elective respectively, and three hours are given to the thesis. The music technology core includes principles of production using music technology, Music Instrument Digital Interface (MIDI)-based music applications for composition and improvisation, and multimedia production including visual and sound resources. Music therapy courses focus on research methods, theory and scholarship as they relate to research, clinical practice, statistics, and to the thesis.

There are no internships or practica required of this program. Students would have successfully completed field experiences to qualify for the Board Certification exam prior to entering the program.

The Master's program is unique among graduate music therapy programs in the United States. Access to technology courses in music that are a part of the Masters of Science in Music Technology degree and to the medical community at IUPUI places it in a strategic position to generate graduates with skills and knowledge that stand at the forefront of the music therapy profession. No other graduate program in this discipline has been structured to incorporate such resources and expertise.

Employment Opportunities:

The American Music Therapy Association (AMTA) states the following at its website:

"Opportunities for Employment are available to the Music Therapist, not only in traditional clinical settings, such as agencies serving individuals with emotional, developmental, or physical disabilities, but in new and expanding areas of health care delivery. For example, music therapists are now employed in hospice care, substance abuse programs, oncology treatment centers, pain/stress management clinics, and correctional settings. Additionally, many music therapists work in special education settings where they provide either direct services to students with disabilities or function as consultants for music educators and special educators. A recent hearing before the U.S. Senate's Special Committee on Aging and the subsequent passage of the Older Americans Act of 1992 has increased the recognition of music therapy's value, as well as employment opportunities."
(http://www.musictherapy.org/career.html#OPPORTUNITIES)

According to AMTA's membership directory, more new jobs were created in music therapy in 2001 than those that were lost. Additionally, there was substantial growth in the number of music therapy positions in the Great Lakes Region of AMTA (Minnesota, Indiana, Ohio, Illinois, Wisconsin, Michigan), with a total of 14 new full time music therapy positions. Indiana has seen an increase in new music therapy positions in the past 3 years, with five new positions occurring within the Indianapolis metropolitan area (St. Vincent's Hospital, 2 positions at Methodist Hospital, University Hospital/IU Cancer Center, and Riley Children's Hospital). Inquiries to members of the Indiana Music Therapy Association for music therapists to provide services within school, adult independent living, and hospital settings occur on a monthly basis. At this point in time, the demand for music therapists outweighs availability of qualified professionals.

B.   Program Description

1.   Describe the proposed program and state its objectives:

As the profession of music therapy continues to mature, the cultivation of a research baseline which has impact on clinical practice is paramount to building a body of knowledge that can be applied with authority and confidence. The Master of Science in Music Therapy is designed to foster the development of skills and expertise among its students toward this goal. Students will be expected to become knowledgeable regarding the current body of literature in music therapy and related studies in medicine and allied health. They will be expected to acquire research skills so they can begin the program of research to conduct informative studies that extend the existing body of scholarship in the field. They will employ tools and resources from music technology that will enhance their capabilities for conducting research and engaging in effective clinical practice.

Educational setting and mission:

IUPUI is a rich environment in which a graduate music therapy program can flourish. Access to numerous medical facilities on its campus and the established graduate music technology program (with its continually updated resources and expertise) provides an exceptional opportunity for this program to provide leadership in the profession through its graduates and professional activities. Within Indiana, this program provides opportunity for advanced work among those students completing their undergraduate studies in music therapy from Indiana University-Purdue University Fort Wayne and the University of Evansville (neither of which have a

music therapy graduate program) and as a complement to the clinical-based graduate music therapy program at St. Mary of the Woods College.

The mission of the Indiana University School of Music at Indiana University-Purdue University at Indianapolis is to improve the quality of life for students and the citizens of Indiana through enhancing music with contemporary technologies; to develop student knowledge and appreciation of music and its role in society; to provide leadership to advance the educational and research agendas of music and music technology; and to foster excellence in music experiences for the composer, the listener and the performer. Music therapy is an accepted discipline within music. This degree program represents a corresponding extension of the School of Music's mission.

Program background and development

In the medical field, use of electronic technology has revolutionized the way research and practice is undertaken. The sheer volume of scholarship, information, and innovative clinical practices that can be directly linked to applications of current technology attests to the importance of using such resources productively. Given the numerous medical facilities, the established music technology program at IUPUI, and the application of technology for research and education as part of the university's mission, it was a logical, if not a compelling matter to consider the establishment of a graduate music therapy program through the School of Music.

In February of 2001, there was initial discussion with Dr. Debra Burns, a music therapist and researcher fellow with the Walther Cancer Institute, about the prospect of a graduate music therapy degree program through the School of Music. A review of music therapy programs nationally revealed that none explicitly stated the priority of using music technology as a research or clinical tool in their programs of study. While, likely, there are individual initiatives by graduate students and music therapists to integrate music technology in some capacity into music therapy practice, the lack of curricular attention to a domain that is has an increasing impact on the field of music and holds potential for therapeutic uses related to mental and physical health prompted a closer investigation of starting a graduate music therapy program at IUPUI.

The music technology resources at the School of Music and the importance of research in its mission suggested that it would be a good place to house this kind of degree.

Letters of support for this program (see Appendix 3) further encouraged the music faculty to design a curriculum that integrated music therapy and music technology. Using the Master of Science in Music Technology core of courses (see pages 6-8 of this proposal) as a backbone for the degree (9 credit hours) one cognate (3 credit hours), four music therapy courses (12 hours), an elective (3 credit hours) and the thesis (3 hours), for a total of 30 hours, this degree was devised. The program of study, which ultimately will need the approval of the American Music Therapy Association, meets their degree requirements for developing advanced clinical and research competencies.

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

       a.   Admission requirements

       Applicants must have earned a Bachelor's degree and be Board Certified (MT-BC). Board certification assures that the student possesses the necessary musicianship requirements

and clinical skills needed to practice music therapy. Students must possess a grade point average of 3.0 (on a 4.0 scale). They must submit three letters of recommendation and participate in an interview with music technology and music therapy faculty. A videotaped music therapy session including session plans (goals, objectives, procedure, explanation of the use of music as a therapeutic medium, and assessment/evaluation procedures) must be submitted for evaluation. Three standard popular songs, sung and played by the applicant on piano or guitar is also to be submitted review. Non-native speakers must demonstrate English language proficiency with a minimum TOEFL score of 550. International students will also need to meet the application requirements of the IUPUI Office of International Affairs.

   b.   Anticipated student clientele

   The proposed degree program is envisioned to serve 25-30 students each year at the graduate level. Although students may come from a variety of musical and/or educational backgrounds, their Board Certification will insure that they have the requisite training and education to be enrolled in this program. Students may participate part-time or full-time in this program.

   c.   Student financial support

   Limited financial support is envisioned for part-time students. Full-time students selected for admission may apply for financial aid through normal University channels. International students are expected to demonstrate capacity to support themselves financially during their course of study. Graduate assistantships may be available to domestic and international students depending on educational background, departmental need, and available finances.

3.   Describe the proposed curriculum

   a.   The requirements

      1)   Total hours required

   A total of thirty (30) hours are required for completion of the degree including:
         9 credit hours in core music technology courses (at the 500 level or above);
         12 credit hours in music therapy (at the 500 level or above);
         3 credit hours of cognates (at the 500 level or above)
         3 credit hours of graduate electives
         3 credit hours of Thesis
      2)   Transfer credits

   Upon recommendation of the School and with the approval of the Director of the IUPUI music program and/or the Head of the Graduate Program, no more than six credits may be transferred. No course may be transferred unless the grade was "B" or better and was completed within the seven-year time limit prescribed by the School of Music.

   3.   Grade requirements

   A minimum grade point average of 3.0 must be maintained throughout the program. In addition, grades must be no lower than "B" in all courses to be counted toward the degree.

4.   Residency requirements

Students must maintain residency for at least two consecutive semesters.

5.   Time limits for completion

All course work and the thesis must be completed within a seven-year period. A student can seek to revalidate a course taken prior to the seven years by petitioning the School of Music and demonstrating "current knowledge" in that subject area.

6.   Thesis

The thesis is the final academic requirement for the degree. All required coursework must be successfully completed and thesis proposal approved by a faculty committee before enrollment in the thesis will be permitted.

b.   Sample curriculum

Students have the option of completing the degree coursework during Fall and Spring semesters, and when available, during summer sessions.

Core courses:	N512	Foundations of Music Production (3 cr.)
	N513	Principles of Multimedia Technology (3 cr.)
	N514	Music Technology Methods (3 cr.)
Music Therapy:	N530	Philosophy and Theory in Music Therapy (3 cr.)
	N531	Music Therapy Quantitative and Qualitative Research (3 cr.)
	N532	Music in Medicine (3 cr.)
	N533	Advanced Clinical Techniques in Music Therapy (3 cr.)
Cognates:	N521	Research Methods in Arts and Music Technology (3 cr.)
Electives:	(3 cr.)	
Thesis	N600	Music Therapy (3 cr.)

FALL	SPRING
N512	N513
N521	N514
N530	N531
N532	N533
Elective	N600

c.   Existing courses

Core graduate music technology courses, and the cognate N521 (Research Methods in Arts and Music Technology) are existing courses. There are no other graduate music therapy courses available in the current catalog.

N512 Foundations of Music Production (3 cr.) P: Consent of instructor. Examines foundations and principles of music production. Topics include publishing, print media, music composition, methods, textbooks, multimedia, computer and electronic transmission of computer imaging, sound, and video. Other aspects covered are broadcast media; televideo graphics; background audio; script credit approval; clearances; recording; CD audio; sampling and reproduction of sound and images; multimedia; and computer applications, including network and broadband transmission of media. Business affairs, arts management, live performance, and legal aspects of the commercial music industry are assessed.

N513 Principles of Multimedia Technology (3 cr.) P: Consent of instructor. Examines theories and research in the use of computer technology with special focus on curriculum design and implementation of technology in the classroom; learning and training theory paradigms applied to technology; technology selection and assessment for learner-centered, individualized instruction and training; implementation and resource allocation; assessment designs for specific instructional models; technology and assessment database manipulation; curriculum design and media-optimized instruction; training curriculum models; and multimedia motivation.

N514 Music Technology Methods (3 cr.) P: Consent of instructor. An in-depth study of sequencing and music notation technology. This course also explores the history of Music Instrument Digital Interface (MIDI) development and related uses of MIDI with multimedia, including history and development of music; computer graphics and video technology; multimedia methods and techniques applied to training and instruction; music applications of sound-based stimuli in methods; graphic design applications for visual stimuli; video graphics; and storyboard methods. Current and emerging digital arts technologies will be assessed.

E521   Research Methods in Arts and Music Technology (3 cr.) P: Consent of instructor. This course serves as an introduction to the underlying principles and concepts of technology-based studies in the arts. Emphasis is on techniques of educational research, including integration of scientific methodology, descriptive and inferential methods, and multimedia instrumentation in project development.

N600   Thesis in music therapy (3 cr.)

d.   New courses to be developed

N530   Philosophy and Theory in Music Therapy (3 cr.) This course covers the philosophical and theoretical foundations of the use of music in therapy. Philosophical positions concerning science, knowledge development, theory construction, and values augment critical thinking skills. Theories, models, and conceptual frameworks guide to topical inquiry.

N531   Music Therapy Quantitative & Qualitative Research (3 cr.) This course is designed to stimulate thinking concerning scientific methodology in relation to music therapy theory and practice. Students will have the opportunity to integrate theoretical concepts and practice standards into scientifically sound research proposals. Philosophical differences between qualitative and quantitative research paradigms will be discussed. This class will also cover technological advances in research data collection and

intervention delivery. Students will design and research proposal investigating a music therapy intervention in their specialization area.

N532   Music in Medicine (3 cr.) This course is a survey of literature describing medical applications of music. Students will have the opportunity to collaborate with healthcare professionals caring for various client populations.

N533   Advanced Clinical Techniques in Music Therapy (3 cr.) This course articulates, tests, and refines theoretically derived music therapy protocols with a client population of choice. Students will work in consultation with music therapy, nursing, and medical staff.

e.   Courses delivered by another institution

None.

4.   <u>Form of recognition</u>

A student who has successfully completed the degree requirements for the M.S. degree will receive a Master of Science degree in Music Therapy from Indiana University, to be conferred at an IUPUI graduation ceremony.

5.   <u>Program faculty and administrators</u>

a.   Existing faculty and administrators

The following IUPUI faculty is available to support the proposed program in music therapy. They are listed with the courses they will teach:

Faculty member	Courses Taught	# Credits
Peters, G. David	Foundations of Music Production (N512)	3
"	Principles of Multimedia Technology (N513)	3
Nardo, Rachel	Music Technology Methods (N514)	3
"	Research Methods in Arts and Music Technology(N521)	3
Burns, Debra	Philosophy and Theory in Music Therapy (N530)	3
	Quantitative and Qualitative Research in Music Therapy (N531)	3
	Music in Medicine (N532)	3
	Advanced Clinical Techniques (533)	3
Burns, Peters, Nardo, Rees	Thesis	3

(See curriculum vitae of existing faculty, Appendix I, page 14).

<u>Student Advising:</u>

Drs. Peters, Rees, and Nardo are qualified to advise graduate students in this program. All are full-time faculty members and experienced in administrative details and student affairs. Systematic counseling would be undertaken by the Head of the Graduate Program. Students will be assigned to an academic advisor upon admission to the program. The same faculty member may also advise or direct the student's thesis (L600). Other faculty will be available to assist in the supervision of the major project or the internship as assigned by the Head of the

Graduate Program and approved by the Director of the Indiana University School of Music at IUPUI.

        b.   New faculty needed

A music therapy specialist would complete the roster of instructors for the degree. This colleague would teach the following new courses and would participate on thesis committees. Costs to support this position would come from the School of Music budget.

Faculty member	Courses Taught	# Credits
Burns, Debra	N530 Philosophy and Theory in Music Therapy	3
	N531 Music Therapy Quantitative & Qualitative Research	3
"	N532 Music in Medicine	3
	N533 Advanced Clinical Techniques in Music Therapy	3

(See curriculum vitae for new faculty in Appendix II.)

6.   <u>Learning resources</u>:

        a.   <u>Existing resources</u>

The IUPUI campus features educational resources that support the proposed Master of Science in Music Therapy program. These assets include specific equipment purchased by and for the School of Music, general campus resources and University system-wide resources. Important IUPUI resources for music therapy include:

        (1)   the <u>existing IUPUI School of Music facilities for technology</u>; the computer-based music laboratory, the multimedia equipped music classrooms, the digital piano laboratory, digital recording studio and the campus-wide electronic classrooms which utilize the touch-panel multi-media access units for informational access.

        (2)   the <u>symbiotic partnership among the Schools</u> of Medicine, Nursing, Engineering and Technology, Public Health and University Hospital which provide support services and curriculum offerings to students registered in the School of Music and will benefit the proposed MS degree program;

        (3)   the <u>IUPUI library which is electronically-linked to the State</u> library system, the IU Bloomington library system, and research databases through the world-wide web; and:

        (4)   the existing relationship between IUPUI and Clarian Health Systems (Riley, IU, Methodist). Currently, there are two strong research teams exploring the benefits of music therapy in various clinical populations. These research teams are composed of senior research scientists from the School of Nursing, nurse practitioners at Riley Hospital and University Hospital, psychologists, music therapists, social workers, and physicians at both Riley and University Hospitals. The collaborative relationship provides a rich opportunity for research that will be both timely and clinically relevant.

There will be some need to increase the holdings on music therapy in the IUPUI library in the areas of books and periodicals.

        b.   <u>Needed resources:</u>

Existing facilities and equipment are adequate to support the graduate program in music therapy, particularly with the opening of the new computing and classroom building that will house the School of Music, starting the Fall of 2004. The IUPUI School of Music has focused on equipment acquisition for all of its courses with special and dedicated music technology resources for graduate students. These should easily accommodate music therapy students from music therapy. Some new resources will be needed for the new faculty member and related supplies and expenses.

7.   Program strengths

The unique combination of music technology, medical school and hospital resources, and music therapy make this graduate program distinctive and potentially on the forefront of the field. It affords a curricular design that capitalizes on the research, clinical, and technological resources of IUPUI that could become a model for other music therapy programs to emulate

C.   Program rationale

1.   Institutional factors

    a.   Compatibility with institutional mission

The emphasis on research, technology, and teaching coupled with continual encouragement for interdisciplinary and collaborative activities make this program an inherent part of IUPUI's mission. This is a program defined for a new population of students in a rapidly changing culture. Academic study of students and their prospective research projects could well extend into the surrounding health care community, thus providing a dividend for our students and the greater public interest.

    b.   Planning process

This proposed program has been under construction since the Spring of 2001. In addition to the prospect of adding an adjunct faculty member with expertise and board certification in music therapy, a new School of Music full-time faculty member who joined the faculty in Fall 2001, Rachel Nardo, has experience in working with colleagues in music therapy. Coursework selected for the MS in music therapy degree, both existing and proposed, has been reviewed for need, quality, and focus, to ensure that the curriculum would be coherent and appropriate to the expertise of the faculty and School of Music resources.

Dr. Burns hosted the Indiana Music Therapy Association conference on the IUPUI campus this past fall. There were many expressions of appreciation regarding the facilities and resources that were available for music therapists from attendees (who numbered 70 music therapists and current undergraduate music therapy majors). At the Indiana Music Educators Association state conference held in January of 2001 and 2002, there were several inquiries among music educators who visited the IUPUI display booth regarding either their or their students' interest in pursuing studies in music therapy. There have also been numerous telephone and email inquiries about whether we have of a graduate program in music therapy, according to the Head of the Graduate Program. All of this interest has been leading the existing music faculty to seek a graduate degree that would integrate well with music technology. It is desired for the Master of Science in Music Therapy to beginning in the Fall semester of 2004.

    c.   Impact on other programs

The interdisciplinary nature of music therapy is expected to have a positive impact on other institutional areas of IUPUI. The connections with the health professions, music, and music technology provide a sizeable opportunity for collaboration and cooperation in the areas of research and clinical practice. This opportunity to provide reciprocal service and sharing of expertise should be mutually beneficial to other campus programs.

d. Utilizing existing resources

Two areas of existing resources can be exploited by this degree program; first the faculty at IUPUI are highly qualified to teach graduate level courses and to direct graduate theses . Secondly, the four music laboratories and equipment in the School of Music are "state of the art" and are constantly being updated as a necessary investment in the existing MS in Music Technology program. This circumstance provides a benefit to the music therapy program without imposing additional costs on the School of Music.

2. Student Demand

The combination of requests by email, telephone, and informal conversation suggest that there is a substantial amount of interest in having a graduate music therapy program on the IUPUI campus.

3. Transferability

Up to six hours of academic credit that relate to the MS in music therapy program of study can be transferred from other institutions. All transferees would have to take the music technology core and music therapy courses.

4. Access to graduate and professional programs

This program will prepare graduates for doctoral study in music therapy and interdisciplinary programs that can incorporate music technology and music therapy.

5. Demand and employment factors

a. Needs analysis

The general interest in complementary and alternative medicine (CAM) therapies has grown considerably over the past ten years. The average use of these therapies in the United States is estimated at 42.1%, which is an increase of approximately 10% over the past seven years. During the past year, there were 14 new music therapy positions created in the Great Lakes Region (Minnesota, Michigan, Ohio, Illinois, Wisconsin, and Indiana) of the American Music Therapy Association (AMTA). Consumer demand for music therapy services continues to increase. Greater visibility of music therapy through television, radio, and print media has served to educate the general population about the benefits of music therapy to address a variety of health care concerns. Increased consumer demand and the need to standardize and empirically validate practice protocols increase the need for a post-graduate, research-oriented degree. Empirically validated intervention protocols provide practice standardization assuring greater therapeutic effectiveness. (See letters of support, Appendix IV)

b. Literature review- national trends

Sources for discussion of national trends in music therapy can be found in the following journals:

- The Journal of Music Therapy
- Music Therapy Perspectives
- The Australian Journal of Music Therapy
- The British Journal of Music Therapy
- The Arts in Psychotherapy: An International Journal
- The Irish Association for Counselling and Therapy Journal
- Music Psychology
- Music Perception
- Psychomusicology

They can also be discussed in these conference proceedings:

- Northern Ireland Music Therapy Trust
- Music Therapists in the Republic of Ireland
- American Music Therapy Association Inc
- Canadian Association for Music Therapy
- World Congress of Music Therapy
- Australian Music Therapy Association Inc.
- World Federation of Music Therapy
- European Music Therapy Conferences

    c.   Potential employers

Although traditionally associated with jobs in hospitals, music therapists can find employment in a growing number of settings, ranging from private practice to sub-contracted practice with independent health providers and educational institutions with special learning needs.

6.   Regional State and national factors

    a.   Comparable programs

Currently, there are 70 undergraduate and 26 graduate degree programs in the United States according to a listing posted by the American Music Therapists Association. Of these, there are three undergraduate programs in the state of Indiana at Indiana University-Fort Wayne, University of Evansville and St. Mary of the Woods College. St. Mary has the only graduate music therapy program in the state, and its focus is clinically-based. There is no evidence that music technology plays a sizeable presence in any other graduate music therapy program in the United States.

    b.   External agencies

The American Music Therapy Association is the principal agency that oversees the credibility of music therapy programs. It also provides a program review that coincides with the ten-year review undertaken by the National Association of School of Music.

D. Program implementation and evaluation

    1.   Implementation

Pending approval by the Indiana Higher Education Commission, this degree program will be announced for students to begin studies as early as the semester before the final approvals.

Should approval be received by summer of 2004, students could begin studies as early as the Fall semester. Faculty would be hired or all ready on staff to provide instruction at that time. The Head of Graduate Studies would oversee all aspects of the program and delegate duties to other faculty as needed. The Graduate School at IUPUI and International Studies would provide application and graduation oversight.

2.   Evaluation

In addition to institutional program reviews, the graduate program in music therapy will be reviewed every ten years by the National Association of Schools of Music and the American Music Therapy Association for recertification. The School of Music will also engage in ongoing program assessment through peer review of teaching, student evaluation of courses, and Department Head observation and review.

Curriculum Vitae of Existing Faculty

G. David Peters
Curriculum Vita

ADDRESS: 302 East Seventh Street
Indianapolis, IN 46202

TELEPHONE: 317-278-2591
gpeters@iupui.edu

EDUCATIONAL RECORD:
1960-1964   University of Evansville (Indiana)
Bachelor of Music Education, June
1964-1965   University of Illinois at Urbana-Champaign
Master of Science in Music Education, June
1969-1974   University of Illinois at Urbana-Champaign
Doctor of Education in Music Education, January
Dissertation topic: Feasibility of Computer-Assisted Instruction for
Instrumental Music Education

EMPLOYMENT:
1965-1969   Texas Southern University, Houston, Texas

	Band Director and Brass Instructor
1970-1995	University of Illinois at Urbana-Champaign
	Professor of Music Education
1972-1977	University of Illinois at Urbana-Champaign
	Assistant Dean, College of Fine and Applied Arts
1977-1989	University of Illinois at Urbana-Champaign
	Chairman, Music Education Division
1985-1969	University of Illinois at Urbana-Champaign
	Chairman, Graduate Committee in Music Education
1992-1995	University of Illinois at Urbana-Champaign
	Associate Dean, College of Fine and Applied Arts
1992-1994	Co-Director, National Arts Education Research Center
1994-1999	Indiana University and Purdue University at Indianapolis
	Head of Graduate Studies in Music
	Director, Donald Tavel Digital Arts and Technology Research Center
1999-2000	Indiana University and Purdue University at Indianapolis
	Professor and Director, School of Music
	Director, Donald Tavel Digital Arts and Technology Research Center

RELEVANT EMPLOYMENT:

1965-2000	Private tutor – brass instruments
1976-2000	Educational Consultant-Computer-based instruction and music education
1981-2000	Founder and President, Electronic Courseware Systems, Inc.
	Publisher of instructional software and music technology

PUBLICATIONS:

Music compositions and method books:

Sight-reading Method for Snare Drum, Colin – 1967
Neumes Treiben, M.M. Cole – 1969
Dactylsung, M.M. Cole – 1970
Anapaestic Distortions, M.M. Cole – 1971
Formula 315, M.M. Cole – 1973
Reflectus #4, M.M. Cole – 1975
Air and Dance for Timpani, Southern – 1975
Fourteen Concert Etudes for Trombone, Boonin – 1976
Six Advanced Etudes for Snare Drum, M.M. Cole – 1971
Newburgh Interludes for Four Timpani, Boonin – 1976

Computer-Assisted Instruction Programs in Music:

Instrumental Music Methods Series: (twenty lessons) Computer-Based Education Research Laboratory, 1975. Series includes pedagogy programs on band and orchestral instruments.
Music Fundamentals Program Series: G. David Peters and Robert Placek, NovaNet Publishing, 1985. Notation, rhythm and time signature drills.
Music Terms for Conducting Students: Control Data Publishing, 1976. Elementary and Advanced music terms referring to tempo, style, articulation, expression, dynamics.
Key Identification: Computer-Based Educational Research Laboratory, 1977. Music game for students to drill on quick recall of keys and key relationships.
Spell and Define: Electronic Courseware Systems, 1982, 1999. Terminology drill-and-practice shell program.

Clef Notes: Electronic Courseware Systems, 1983, 1999, Note reading in treble, alto, tenor, and bass clefs.

Keyboard Blues Electronic Courseware Systems, 1984, 1999. Introduction to blues chords with listening and performance skills sections.

Keyboard Intervals: Electronic Courseware Systems, 1985, 1999. Listening and keyboard performance approach to interval study.

Keyboard Chords: Electronic Courseware Systems, 1985, 1999. Listening and keyboard performance approach to the study of triads and inversions.

Keyboard Fingerings: Electronic Courseware Systems, 1986, 1999. Practice and presentation of standard piano/keyboard fingering patterns.

Tap-it: Electronic Courseware Systems, 1987, 1999. Rhythm pattern drill program.

Tap-it II: Electronic Courseware Systems, Inc., 1988. Advance rhythm pattern recognition.

Audio Mirror: Electronic Courseware Systems, 1992, 2000. Pitch-judging tutoring for student singers.

Digital Music Mentor: Electronic Courseware Systems, 1994, 2000. computerized digital recorder for private music instruction.

Textbooks:
G. David Peters and Robert Miller, Music Teaching and Learning, Schirmer, Inc. 1982
G. David Peters and John Eddins, A Planning Guide to Successful Computer Instruction, Electronic Courseware Systems, Inc., 1961, 1997, 2000.
G. David Peters, Musical Skills: A Computer-Based Assessment. University of Illinois: Journal of Research in Music Education, 1992.

Chapters In Books:
"The Fourth Revolution and Music Education, "Music Education Symposium.
    University of Illinois: Journal of Research in Music Education, 1982.
"Convergence: Music Technology and Education, "Basic Concepts in
    Music Education II. University of Colorado Press, 1991.
"Technology in the Music Classroom, "The Electronic Classroom: A
    Handbook for Education in the Electronic Environment. Learned
    Information, Inc., 1995.
"Music Instruction Software," Intermediate Piano Repertoire: Guide for Teaching,
    Fourth Edition, Frederick-Harris Music Publishers, 2000.

Articles:
"Computer-Based Music Education – Present and Future, "Dial-a-Tape
    Program. Illinois State Office of Public Instruction Project, 1971.
"Brass: What About That Pressure?". The Instrumentalist Magazine; Vol. xxv,
No.5, 1970."Double-Tonguing on Brass Instrument," The Instrumentalist
    Magazine; Vol. xxiii, No.8, 1969.
"Computer-Assisted Instruction of Instrumental Methods, "The Instrumentalist
    Magazine; Vol. xxx, No2, 1976.
"Audio Interfacing of the PLATO Computer-Assisted Instructional System for

Music Performance Judging, "Proceedings of Computer Consortium II University of Illinois, 1975.

"Percussion Methods Instruction by Computer," The Instrumentalist Magazine: Vol. xxxii, No 6. January 1978.

"Hardware Development for Computer-Based Instruction, "Symposium Magazine: Vol. 21, No 2, Fall, 1981.

"Computer Technology in Instrumental Music Instruction," Instrumental Magazine, Vol. xxxvi, No 3, November 1982.

"High Technology and Music Teach Training." National Education Association. Tape narrative and instruction manual, November, 1982.

"A Complete Computer-Based Music System: A Teach System – A Musician's Tool," ADCIS Conference Proceedings, 1977; Wilmington, Delaware,1977.

"Computer-Assisted Instruction: Applications to Standardized Music Achievement Tests,: ADCIS Conference Proceedings, 1976; Dallas,   Texas, 1978.

"Courseware Development for Micro-Computer Based Education in Music," ADCIS Conference Proceedings, 1979, San Diego, California, 1979.
"Technology as Part of Music Teacher Preparation," Music Educators Journal. January, 1983.

"Using MIDI-TUTOR Laboratories: Keyboard instruction with Computers", National Jazz Educators' Journal, Vol XIX, No.1, Oct/Nov. 1966.

"MIDI Music Project Overview: Computer-Based Applications to Instruction, "ADCIS International Conference Proceedings, February, 1986.

"Computer-Based Music Performance Judging: A Review of Technology and Pitch Extraction," Symposium, College Music Society, 1989.

"Computer-Based Music Skills Assessment Project," ADCIS International Conference Proceedings, October, 1990.

"Computer-Based Assessment of Music Performance Skills," National Arts Leadership Symposium Proceedings. CRME, October, 1992.

"Performance and Pitch Judging with Computers, "Minnesota Music Technology Conference Proceedings, July, 1993.

"New College Curriculum for Music and the Arts," International Society for Music Education Proceedings, July 1994.

"What Chief School Administrators Should Know About Music Technology, "Music Technology Resources Guide. Sound Tree Publication, Melville, NY, 2000.

"Applying the Opportunity-to-Learn Standards to the Music Curriculum, "Music Technology Planning Guide, Lentine Music Publications, 2000.

CURRICULUM VITAE

Name: Fred Joseph Rees

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                   525 N. Blackford Street, SI 118
                   Indianapolis, IN 46202 USA

Work Telephone: 1 (317) 274-4610
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E-mail Address: frees@iupui.edu

Home Address: 8423 Sandpiper Court
                   Indianapolis, IN 46256-1639 USA

Home Telephone: 1 (317) 913-9368

EMPLOYMENT HISTORY

Current Appointment:

Fall 1999:   Head, Graduate Studies in Music, Indiana University School of Music
               at IUPUI/dual appointment with the School of Informatics

Administrative Duties - Coordinator of the graduate music program, graduate program
advisor

Teaching Duties - Graduate courses in music technology, supervision of student final projects, music for film

Research interests - Interdisciplinary studies in music education; interactive televised instruction for distance learning; interactive computer-based instruction in string instruction; curricular integration

Previous Appointments:

1996-1999:   Associate Director, School of Music, Graduate Studies, University
                     of Northern Iowa

1991-1996:   Chair of Music Education, School of Music, Associate Professor,
                     University of Northern Iowa

1986-1991:   Program Director of Music Education, Associate Professor of Music and
                     Music Education, New York University (teaching included dissertation
                     supervision, doctoral courses in music education research, research and
                     bibliography, music technology, foundations of music education)
1978-1986:   Lecturer in Music, University of Queensland, Australia (teaching duties
                     included string pedagogy, school conducting and orchestration, music
                     history, music theory, and music education research methods)

1977-1978:   Assistant Principal Bass, Orquesta Sinfonica de Puerto Rico, San Juan.

EDUCATIONAL BACKGROUND

Degrees:

1977: Doctor of Musical Arts in music education, University of Southern
            California, School of Music, Los Angeles

1971: Bachelor of Music in music education, Performer's Certificate in double bass,
            SUNY College at Potsdam, Crane School of Music New York

Teaching Certifications:

1977: State of New York: Music K-12 (Permanent Certification)
1977: State of California: Music 1-12, Standard Secondary (Life credential)

PROFESSIONAL AFFILIATIONS

Association for Technology in Music Instruction (ATMI)
College Music Society
International Society for Music Education (ISME)

Indiana Music Educators Association (IMEA)
Kappa Delta Pi
Music Educators National Conference (MENC)
Phi Delta Kappa
Phi Mu Alpha Sinfonia
Pi Kappa Lambda

Recent Professional Offices:

2000:   Acting Board Chair (representing music education), College Music
                 Society
1999-present: IUPUI Campus Representative for the College Music Society
1998-present: Advisory Board Member for Music Education, College Music Society
1993-1999:   Music in our Schools Month Chair, Iowa Music Educators Association
1993-1999:   Music Technology Chair, Iowa Music Educators Association

RESEARCH AND SCHOLARSHIP

Grants for Research and Professional Development:

June 1999:   University of Northern Iowa (UNI) Summer Mini-Grant: An Exercise in
                Curricular Integration: Redesigning the course, Introduction to Music
                Education (570:050) (value of $1200)

Fall 1997:   UNI Graduate College Project Grant: Interactive Televised
                Instruction - An Emerging Mode of Instructional Delivery (value of
                $500), book project

June 1997:   UNI Summer Mini-Grant: Integrating Web-Based Teaching Applications
                with Two Graduate Music Education Courses over the Iowa
                Communications Network (value of $1200)

June 1996:   UNI Summer Integrating Musical Acoustics Principles into Music
                Education Mini-Grant Curricula (Co-investigator, Dr. Peter Hoekje -value
                of $1100)

June 1995:   College of Humanities and Fine Arts Dean's Summer Research Grant: An
                Analysis of UNI Graduate Programs offered through the ICN with the
                Objective of Developing an Instrument for Identifying Student Learning
                Effectiveness (value of $300)

June 1994:   UNI Research Grant Music: Technology for the School of Music

Curriculum Project (shared grant value of $2000):

June 1993:   UNI Summer Mini-Grant: A Multimedia Instructional Template for the
               General Education Course, Our Musical Heritage (value of $1100):

1988-1991:   Whitaker Foundation: Tracking Violinists' Vibrato Technique Using
               Electromyographic, Videotape, and Computer-based Digitizing Technology (Co-
               investigator, Dr. Fadi Bejjani-value of $149,605):

1987-1988:   National Endowment for the Arts awarded to the New York University
               School of Education, School-based Secondary Arts Teacher as Researcher,
               for which this researcher was a consultant (value of $1.4 million)

Recent and Vetted Publications:

Rees, F. J. (2002). Distance learning and collaboration in music
education.. In R. Colwell & C. Richardson (Eds.), *Second
Handbook of Research for Music Teaching and Learning* (pp. 257-
273). New York: Oxford University Press.

Rees, F. J. (2001). Delivering a graduate music degree program online
Using Real-Time Video. *Syllabus Fall 2001 Proceedings*, Boston,
Massachusetts.   www.syllabus.com/fall2001/proceedings.asp

Gordon, D. G., Rees, F. J. & Leong, S. (2000). An evolving technology:
Interactive televised instruction's challenge to music education.
Australian Journal of Music Education, (1), 40-51.

Hickey, M., & Rees, F. J. (Fall 2000). Designing a blueprint for curricular
reform in music teacher education. College Music Symposium, 40.
http://www.music.org/ProfActiv/Pubs/Sym/Vol40/mhickeyarticle/index.htm

Rees F. J. (1999). A status check on music education. *Iowa Music
Educator*, *52* (2), 22, 24, 28.

Rees, F. J. (1999). Algona receives exemplary music program award
Iowa Music Educator, *52* (2), 12.

Rees, F. J. (1999). New software and a twist that paid off. *Iowa Music
Educator*, *52* (2), 18.

Rees, F. J. (1999). Ruth Ann Tobey is honored as outstanding
administrator. *Iowa Music Educator*, *52* (2), 12, 18.

Rees, F. J. & Fanelli, M. (Summer 1997). ITVI as a tool for cultivating
teacher observation skills. *American String Teacher*, *47* (3), 35-   37.

Rees, F. J. & Fanelli, M. (Winter, 1997). Using interactive televised
instruction to extend our work in string education. *Stringendo:
Journal of the Australian String Teachers Association Ltd.*, *19,* (1)
21-25.

Rees, F. J. (1995). Being on the cutting edge if not the center of attention:
Post-graduate music education on the Iowa Communications
Network. In Oliver, R. & Wild, M. (Eds.), *Learning without
limits: Proceedings of the Australian Computers in Education
Conference 1995*, (Volume I, pp. 119-127), Perth, Western

Australia.

Rees, F. J. & Downs, D. A. (1995). Interactive television and distance
    learning. *Music Educators Journal*, *82* (2), 21-25.

Rees, F. J. & Ripp Safford, B. (1995). Iowa's approach to distance
    learning. *Technological Horizons in Education Journal*, *22* (11),
    63-66.

Rees, F. J. & Michelis, R. M. (1991). Identifying musical performance
    behavior in instrumentalists using computer-based sound spectrum
    analysis. *Bulletin of the Council for Research in Music Education*, Fall
    (110), 53-66.

Rees, F. J. & Michelis, R. M. (1990). The description of a process for
    identifying musical performance behavior in instrumentalists using
    computer-based sound spectrum analysis, with implications for an
    interactive acoustic musical system. In G. Goos, & J. Hartmanis (Eds.).
    *Lecture Notes in Computer Science: Vol. 438. Computer
    Assisted Learning* (pp. 453-466). Berlin: Springer-Verlag.

Rees, F. J. (1985-86). A PLATO-based videodisc self-instructional
    program for directing the development of string vibrato technique.
    Journal of Educational Technology Systems, *14* (4), 283-296.

Rees, F. J. (1982). The use of self-paced televised instructional
    programming in music and its implications for Australian   education.
Bulletin of the Council for Research in Music   Education, (70), 12-26.

Manuscript Accepted for Publication:

Rees, F. J. Research using the Internet for teaching music at a distance in
the United States. *National Australian Association for Research in
Music Education Conference Proceeding*s. Newcastle, New South
Wales, University of Newcastle, 21-24th September, 2001.

Book Contracts:

Rees, F. J. *Technology for music educators*. Prentice-Hall
(for publication, 2004).

Recent Papers Given at Conferences:

Rees, F. J. Delivering a graduate music degree program online using
    real-time video streaming and a course management system.
Syllabus Fall 2001, Danvers, Massachusetts, November 29-
  December 2, 2001.

Rees, F, J. Using Internet-based streaming video and course management
    tools to address the need for student/teacher interaction in distance

learning. Forty-Fourth Annual Meeting, Association for
Technology in Music Instruction, Santa Fe, New Mexico,
November 15-18, 2001.

Rees, F. J. & Gilbert, J. V. Distance Collaboration for Making, Teaching,
and Learning Music. Association for Technology in Music
Instruction/Toronto 2000 Conference, November 2-5, 2000.

Rees F. J. & Fanelli, M. Implications of Using Distance Learning
Technologies for Teaching at a Distance and On-Campus   Teaching.
International Society for Music Education 2000   Conference, Edmonton,
Canada, July 17-22, 2000.
Rees, F. J. Distance Learning: Successes and Pitfalls. Music Educators
National In-Service Conference. Washington D.C., March 2000.

Rees, F. J. & Fanelli, M. Using Interactive Televised Instruction for
On Campus Teaching: Fostering Student Observation Skills for String
Instruction, Association for Technology in Music Instruction, Denver,
Colorado, October 14-17, 1999.

Rees, F. J. & Hickey, M. An Open Forum: Designing a Blueprint
for Curricular Reform in Music Teacher Education. College Music Society
National Conference, Denver, Colorado, October 14-17, 1999.

RECENT PROFESSIONAL ACTIVITIES

Workshops, Seminars, and Panels:

Clinician with Maud Hickey, *CMS/MENC Summer Institute on Music Education – Results and Reforms*, Music Educators National Conference, Nashville, Tennessee,
April 13, 2002

Presenter, *Using Distance Learning In Today's Classrooms: A Discussion and Illustration of Internet-Based Tools*, Indiana Music Educators Association,
January 18, 2002

Presenter with Timothy Brimmer, *The High School Musician's Electronic Portfolio: Results not Excuses*, Indiana Music Educators Association, January 18, 2002

Presenter, *Distance Learning Technologies for Corporate Communication and Training*,
ConnectTech Conference, Indiana University-Purdue University at Indianapolis, Indiana,
December 6, 2001.

Director and Session Presenter, 11th International Conference/Institute on Music Technology, Indiana University School of Music at IUPUI, Indianapolis, Indiana, June 18-22, 2001

Co-Coordinator with Maud Hickey, *Music Teacher Education for this Century: A Working Institute for Change and Innovation in our Profession*, co-sponsored by the College Music Society and the Music Educators National Conference/Society for Music Teacher Education, Northwestern University, June 9-13, 2001

Clinician, *The Role of Distance Learning for Music Teaching and Learning*, Texas Music Educators Association, San Antonio, February 8, 2001

Clinician, *Tools for Teaching Music at a Distance*, Texas Music Educators Association, San Antonio, February 8, 2001

Clinician, *Collaboration as a Discipline in the Academy*, Federation of North Texas Universities, Texas Womens University, Denton, Texas, February 6, 2001
Clinician, Recent Research on Studies in Distance learning in Music, Federation of North Texas Universities, University of North Texas, Denton, Texas, February 6, 2001

Panelist, Open Forum in Music Education, College Music Society/Toronto 2000 Conference, Toronto, Canada, November 4, 2000
Seminar Presenter, *Music and Distance Education*, Federation of North Texas Universities, Texas Women's University, Denton, Texas, August 31, 2000

Seminar Presenter, *Research in Distance Education*, Federation of North Texas Universities, University of North Texas, Denton, Texas, August 31, 2000

Co-Coordinator with G. David Peters and Session Presenter, 10th International Conference/Institute on Music Technology, Indiana University School of Music at IUPUI, Indianapolis, Indiana, June 26-30, 2000

Panelist, *Distance Learning for Music*, chaired by Alan Henderson, Association for Technology Association for Technology in Music Instruction, Denver, Colorado, October 17, 1999

Seminar Presenter, *Lectures on American Music Education*, St. Petersburg Pedagogical University, St. Petersburg, Russia, October 1-14, 1998

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Email: rnardo@iupui.edu

Education

1996	**Doctor of Musical Arts**, Music Education
	University of Southern California (USC)
	Cognates: Electroacoustics; Educational Psychology and Technology
1990-91	Graduate coursework—Psychomusicology
	University of Washington, Seattle
1986	**Master of Science**, Music Education
	University of Illinois, Urbana—Champaign
	Cognate: Music Technology
1978	**Bachelor of Arts**, Music, Vocal Arts
	California State University, Northridge
	Cognate: Education
1974	**Associate of Arts**, Music
	Moorpark College, Moorpark, CA

Credentials

1989	California Community College Credential
1978	California Single Subject Credential, Music Specialist Pre-K-14

RelatedTraining

2000	CSU Institute for Teaching and Learning: Teaching with Technology
1999	Rose-Hulman Institute of Technology Assessment Workshop, SFSU

1998	California Community College Chancellor's Worksite Experience Program: 240 hours job shadowing internship music/ multimedia industry
	Sound Design; Basic Animation Techniques, American Film Institute, Los Angeles, CA
	Macromedia Advanced Authorware Course, Multimedia Workshop, Culver City, CA
1997	Sound & Music for Digital Media, American Film Institute, Los Angeles

Recent Experience

2001--	**Indiana University-Purdue University Indianapolis**
	Associate Professor, Music, School of Music
	Associate Director, Tavel Center for Research Arts Technology
1999-2001	**San Francisco State University,** San Francisco, CA
	Assistant Professor, Music Education,College of CreativeArts
	San Francisco State University, San Francisco, CA
2000	Coordinator, Child & Adolescent Development Program (CAD)
	The Marian Wright-Edelman Institute for the Study of Children, Youth and Families, College of Behavioral & Social Sciences
1989-99	**Pasadena City College**, Pasadena, CA
	Associate Professor; Coordinator, Music Technology Lab; Coordinator, ECE Music Specialist Certificate Program.
1997-98	**California State University, Northridge**
	Assistant Professor, Adjunct, music technology, music education.
1993-97	**University of Southern California**, Los Angeles, CA
	Adjunct Lecturer, Graduate Assistant; music education.

Selected Professional Activities

2000-2002	**Creative Kids Foundation and KUSC Radio**, Los Angeles, CA
	Senior Consultant; Children's Websites
	California Music Educators Conference, Ontario, CA
	Website Coordinator: New Teachers Bootcamp
2000	**International Society of Music Education World Conference,**
	Commission on Early Childhood, Kingston, Ontario, Canada
	Paper: From Research to Practice: Training Preschool Music Teachers at California Community Colleges
	Santa Fe Chamber Music Festival, Santa Fe, NM
	Consultant and Facilitator: National Training Institute
	Music Educators National Conference, Washington, D.C.
	Clinician: Linking Software to Piano Instruction
	Moderator: SRIG Early Childhood Research Session
	California Music Educators Conference, Sacramento
	Clinician: General Music Resources on the World Wide Web
1996-99	**Pasadena City College**, Ed>Net Multimedia Consortium of the California Community Colleges

Grants

2000	**National Academy of Recording Arts**
	Project: Evaluation of Cognitive and Perceptual Processes Elicited by Interactive Music Software Using Electroencephalographic (EEG) Recording Techniques.
2000	**Center for the Enhancement of Teaching, Technology Enhanced Course Delivery Initiative, San Francisco State University**
	Project: *eMUSE:* A Learning Community for Large-Lecture GE Music Courses.
1999-2000	**Vice President's Award of Assigned Time for Research, Scholarship and Creative Activity, San Francisco State University**
	Project: A comparative study of two methods for teaching music fundamentals.
	Office of Research and Sponsored Programs, San Francisco State University.
	Project: Support of research.
1998	**President's Award for Innovation in Teaching, Pasadena City College**
	Project: Online Music Fundamentals
1994-95	**Chancellor's Office of the California Community Colleges— Fund for Instructional Improvement.**
	Project: A New Paradigm for Music in Early Childhood
1993	**Pasadena Area Community College District Competitive Grants for Innovation in Teaching.**
	Project: Music Fundamentals Remediation via Computer.
1997-1999	**National Science Foundation - ATE Program, CoPI**
	Interdisciplinary Project: Academy for Creative Arts

Selected Peer-Reviewed Articles

2001	**Early Childhood Connections Journal:** (Winter)
	"From Research to Practice:Training Preschool Music Specialists at California Community Colleges."
2000	**The Recording Academy:** http://grammy.com/gateway
	"Music in the Sandbox: Children and Computers."
1996-98	**Music Educators National Conference, Special Interest Research Group (SRIG)***Newsletter***.** Co-editor.

Professional Organizations

American Educational Research Association (AERA)
American Association of Higher Education (AAHE) & TLT group
International Society Technology in Education (ISTE)
International Society of Music Education (ISME-Unicef)

Curriculum Vitae of New Faculty

VITA

Name: Debra S. Burns, Ph.D., M.T.-B.C., FAMI

Home :   5515 Ridgehill Way
              Avon, IN 46123
              (317) 745-0089

Business: Center for Nursing Research
              School of Nursing
              1111 Middle Dr., NU 338
              Indianapolis, IN 46202-5107

Email: desburns@iupui.edu
Phone: (317) 278-2544
Fax: (317) 278-0468

EDUCATION

2000   Postdoctoral Research Fellow   Behavioral Cooperative Oncology
     Group
            Behavioral Oncology   Walther Cancer Institute
                                          Indianapolis, IN

1999   Doctor of Philosophy   The University of Kansas
            Music Education and Music Therapy Lawrence, KS

1991   Master of Music   Illinois State University
            Music Therapy   Normal, IL

| 1987 | Bachelor of Arts | Glenville State College |
| | Music Education | Glenville, WV |

PROFESSIONAL EXPERIENCE

2001-current	Program Coordinator, Prostate Intervention Project, Walther Cancer Institute, Indianapolis, IN
2001-current	Assistant Research Scientist, Mary Margaret Program for Cancer Care Research, Indiana University School of Nursing, Indianapolis, IN
1999-2000	Study Coordinator, Oncology Symptom Control Research, Community Cancer Care, Indianapolis, IN
1996-1999	Graduate Teaching Assistant, Music Therapy, University of Kansas, Lawrence, Kansas
1993-1996	Music Therapist, Via Christi Regional Medical Center, Behavioral Health, Wichita, Kansas
1991-1993	Music Therapist, BroMenn Regional Medical Center, Normal, Illinois
1988-1990	Graduate Teaching Assistant, Department of Music, Illinois State University, Normal, Illinois

TEACHING EXPERIENCE

Substitute Teacher, Braxton County, WV
MUS 121 Class Instruction Piano
MEMT 116 Band/Orchestral Instruments
MEMT 116 Beginning Guitar
MEMT 150 Principles of Music Therapy
MEMT 251 Music for the Exceptional Child
MEMT 296 Music Therapy Clinical Techniques
MEMT 396 Music Therapy Practicum

PROFESSIONAL CERTIFICATIONS

West Virginia Teaching Certificate, K-12 Music Comprehensive 1987-1992
Registered Music Therapist #7340
Board Certification, Certification Board for Music Therapists #04036
Facilitator, Association for Music and Imagery

PROFESSIONAL ASSOCIATIONS

American Music Therapy Association, 1991 - current
        Undergraduate faculty authorization, August 27, 1997
Association for Music and Imagery, 1995 - 2002
        Education committee 1995 - 1999,
        Editor, AMI newsletter, 1998 – 1999
Behavioral Cooperative Oncology Group, 2000 - current

PUBLICATIONS

Burns, D. (1998). Review of *Olga Samaroff Stokowski: An American Virtuoso on the World Stage.* by Donna Staley Kline. College Station, TX: Texas A&M University Press, 1996. *The Bulletin of Historical Research in Music Education*. The University of Kansas, 149-152.

Robb, S., de l'Etoile, S., & **Burns, D**. (1998). The facilitation of self-evaluation skills of practicum students through music listening. Unpublished manuscript. University of Kansas.

Burns, D. (2000). The effect of classical music on absorption and control of mental imagery. *Journal of the Association for Music and Imagery 7,* 39-50.

Burns, D. (In process). The relationship between musical selections and changes in imagery experiences: An exploratory investigation. The University of Kansas.

Burns, D. (1999). The effect of the Bonny Method of Guided Imagery and Music on the Quality of Life and Cortisol Level of Cancer Patients. Unpublished doctoral dissertation. The University of Kansas, Lawrence, KS.

Burns, D. (2001). The effect of the Bonny Method of Guided Imagery and Music on the Mood and Life Quality of Cancer Patients. *Journal of Music Therapy, 38*, 51-65.

de l'Etoile, S., Robb, S., Schunk, H., & **Burns, D**. (2001). Future directions in music therapy: Towards a training model of clinical supervision in music therapy. In D. Burns & K. Harding (Eds.). *Contemporary Practice and Future Trends in Music Therapy: A Celebration of Fifty Years of Music Therapy at the University of Kansas*. Lawrence, KS: The University of Kansas.

Burns, D. (In press). Addressing quality of life in patients with chronic illnesses with the Bonny method of guided imagery and music. In D. Grocke & K. Bruscia (Eds.). *Guided Imagery and Music: The Bonny Method and Beyond.* Philadelphia: Barcelona Press.

PRESENTATIONS

Burns, **D**., Maddux, R. (November, 2001). America's Interest in Complementary and Alternative Therapy: What it means to music therapy research and practice. American Music Therapy Association National Conference, Pasadena, CA.

Champion, V., Rawl, S., Giesler, B., Given, C.W., Given, B., Kozachik, S., **Burns, D**. (September, 2001). The Influence of Depression and Treatment Type on QOL Indicators in Newly Diagnosed Prostate Cancer Patients. Submitted for presentation at the Annual Meeting of the Society of Behavioral Medicine to be held April 3-6, 2002 in Washington, DC.

Giesler, R., Given, B., Given, C., Rawl, S., **Burns, D**., Kozachik, S., Weinrich, S., Champion, V. (September 2001). Morbidity and Bother Associated with Brachytherapy for Prostate Cancer. Poster presentation at the Behavioral Cooperative Oncology Group Colloquium to be held October 9, 2001 in Indianapolis, IN.

Weinrich, M., Weinrich, S., Giesler, R., Given, B., Given, C., Rawl, S., Osborne, S., Miller, B., Musick, B., **Burns, D**., Kozachik, S., Champion, V. (August 2001). Patient and Partner Perceptions of Sexual Functioning Following Treatment for Early-Stage Prostate Cancer. Poster presentation at the Behavioral Cooperative Oncology Group Colloquium to be held October 9, 2001 in Indianapolis, IN.

Weinrich, S., Weinrich, M., Giesler, B., Given, B., Given, B., Rawl, S., Osborne, S., Miller, B., Musick, B., **Burns, D**., Kozachik, S., Champion, V. (August, 2001). Sexual Functioning Following Prostate Cancer Treatment. Submitted for poster presentation at the Behavioral Cooperative Oncology Group Colloquium to be held October 9, 2001 in Indianapolis, IN.

Burns, D. (2000 Spring). America's interest in complementary and alternative medicine: What it means to music therapy research and practice. Great Lakes Region of American Music Therapy Association Spring Conference, Cleveland, OH.

Burns, D. (2000 Fall). The relationship between musical selections and changes in imagery experiences: An exploratory investigation. Poster presentation. American Music Therapy Association National Conference, St. Louis, MO.

Abrams, B., Logan, H., **Burns, D**. (1999 Spring). The Bonny Method of Guided Imagery and Music in Cancer Care. Association for Music and Imagery Conference. Chicago, IL

Bonny, H. & **Burns, D**. (1996). Guided Imagery and Music (GIM) One-Day Introductory Training. Wichita, Kansas.

Bonny, H., Kasayka, R., & **Burns, D**. (1996). Guided Imagery and Music (GIM) Level I Training: A Five-Day Experiential Workshop. Wichita, Kansas.

Burns, D. (2000 February). Music therapy and cancer care. Cancer Control Monthly Meeting. Indiana University Cancer Center, Indianapolis, IN.

Burns, D. (1999 Fall). The effect of the Bonny method of guided imagery and music on the quality of life and cortisol levels of cancer patients. Poster presentation. 9th World Congress of Music Therapy, Washington, D.C.

Burns, D. (1998 Spring). Historical research in Guided Imagery and Music: Keeping the legacy alive. Association for Music and Imagery Conference, San Juan Bautista, CA.

Burns, D. (1998 Fall). Reaching the Outer Limits: LSD Psychotherapy Research and the Development of the Bonny Method of Guided Imagery and Music. American Music Therapy Association National Conference. Cleveland, OH.

Burns, D. (1998 Fall). The effect of Classical music on the absorption and control of mental imagery. Poster presentation. American Music Therapy Association National Conference, Cleveland, OH.

Burns, D. (1998 Fall). The Bonny Method of Guided Imagery and Music (GIM) and Cancer Treatment. Clinical practice forum. American Music Therapy Association National Conference, Cleveland, OH.

Burns, D. (1995). Benefits of music therapy and guided imagery and music in the hospital setting. February Nursing Forum, Wichita, KS.

Burns, D. (1995). Working with the challenging adolescent: Conduct disorder and oppositional defiant disorder. Continuing education presentation for Via Christi Regional Medical Center, Wichita, KS.

Burns, D., Clark, M., McKinney, C., & West, T. (1999 Fall). The Bonny method of GIM in the treatment of persons with cancer. 9th World Congress of Music Therapy, Washington, D.C.

Cohen, N. & **Burns, D**. (2000 Fall). Music and Relaxation Techniques: Implications for the Music Therapist. American Music Therapy Association National Conference, St. Louis, MO.

de l'Etoile, S., Robb, S., **Burns, D**., & Schunk, H. (1997 Spring). Theoretical foundations of a clinical supervision model in music therapy, Midwest Regional Music Therapy Conference, Iowa.

Robb, S., de l'Etoile, S. & **Burns, D**. (1997 Fall). The facilitation of self-evaluation skills of practicum students through music listening. Poster presentation. National Association of Music Therapy National Conference, Los Angeles, CA.

GRANTS

The effect of the Bonny Method of Guided Imagery and Music on the quality of life and cortisol levels of cancer patients. $100.00 funded, The Bonny Foundation, Salina, KS. (Principal Investigator)

Passik, S., Theobald, D., Donaghy, K., Lundberg, J., Lundberg, E., Dugan, W., Anderson, R. Aberrant Drug-taking and Untreated Pain in Cancer and AIDS. $95,000 funded National Institute on Drug Abuse, Washington, D.C. (Study Coordinator)

Giesler, R., Given, B., Given, C., Weinrich, S., Champion, V., Rawl, S., Kozachik S. Quality of Life of Prostate Cancer Patients and their Spouses. $750,000, Conducted in affiliation with the Walther Cancer Institute. (Program Coordinator)

Cancer Patients' Interest in and Use of Music Therapy. $29,524 funded. Mary Margaret Walther Program for Cancer Care, Walther Cancer Institute. (Principal Investigator, 10% time)

A Music Imagery Intervention for Cancer Patients' in Protected Environments. $46,192 funded. National Research Service Award, National Center for Complementary and Alternative Medicine, National Institutes of Health.

DataMuse: Digital Audio Data Systems for Music Therapy. $497,166, submitted February, 2002. Information Technology Research Small Project. National Science Foundation. (Co-Investigator, 20%)

Music Intervention for Coping and Resilience Enhancement. $225,000, submitted February, 2002. R21 Exploratory/Pilot Mechanism. National Cancer Institute/National Center for Complementary and Alternative Medicine, National Institutes of Health. (Co-Investigator, 20% time)

A Music Video Production for BMT Patients. $2,000,000, submit date June 1, 2002. R01 Research Project Mechanism. National Cancer Institute/National Center for Complementary and Alternative Medicine, National Institutes of Health. (Co-Investigator, 10%, time)

AWARDS

Fall (1998) Nominated for Outstanding Graduate Teaching Award, The University of Kansas, Lawrence, KS.

Summer (1999) Honors, dissertation defense.

APPENDIX III

New Music Therapy Course Descriptions

APPENDIX IV

Letters of Support for the
Master of Science in Music Therapy Degree Program

INDIANA UNIVERSITY

January 29, 2002

SCHOOL OF NURSING

G. David Peters, EdD
Director, School of Music, IUPUI
Indianapolis, IN

Dear David,

I am writing in strong support of the Master of Science Program planned for the
IUPUI campus in music therapy and music technology. The person who has been
heavily involved in the development of that program is Dr. Debra Burns, who has
been a postdoctoral fellow in our Mary Margaret Walther Program in oncology
care.

As program director of Indiana University School of Nursing (IUSON)'s
institutional research training grant, I have worked closely with Dr. Debra Burns,
and have observed the quality of her research over time. A research proposal that
she submitted to the National Institutes of Health has been favorably scored, and
she is planning additional grant submissions in collaboration with one of our
faculty, Dr. Joan Haase. One project is entitled "Music Improvisation for
Adolescents with Cancer" and another project is entitled "A Music Video
Production for Adolescents Receiving Bone Marrow Transplant."

I mention this work of Dr. Burns because it would be foundational to the
development of the proposed new program, and I can testify from personal
knowledge regarding the complementary nature of her research with the scientific
focus of IUSON. I have also observed how music therapy has enhanced the lives
of cancer patients, so individuals with those skills would be highly valued.
Getting to know Dr. Burns has convinced me that the new program would be very
important in Indiana University's development of complementary and alternative
medicals strategies, so I enthusiastically support this development.

Sincerely,

Angela Barron McBride, PhD, RN, FAAN
University Dean and Distinguished Professor

OFFICE OF THE
UNIVERSITY DEAN

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46202-5107

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*Located on the campus of
Indiana University
Purdue University
Indianapolis*

UNIVERSITY OF EVANSVILLE

1800 Lincoln Avenue
Evansville, Indiana 47722

January 28, 2002

Dr. G. David Peters, Chair
Indiana University School of Music at IUPUI
525 North Blackford
Indianapolis, IN 46202

Dear Dr. Peters,

I have reviewed the proposed Masters of Science in Music Therapy and Music Technology degree program, and I am writing to support the program. I am the Director of the Music Therapy program at the University of Evansville, and I am in my 11th year of teaching at UE. Previously, I directed the music therapy program at Eastern Montana College in Billings, MT. In addition, I am President of the Great Lakes Region of the American Music Therapy Association (a six state region), and I am on the Executive Board of the American Music Therapy Association.

As a leader in the region, I know there are few masters level programs in the Midwest, and there is definitely a need for Masters programs in music therapy in Indiana. Our profession emphasizes continuous professional growth for the music therapy clinician, and this degree would provide wonderful professional training. We need clinicians with advanced training; we also need researchers who continue to scientifically investigate the therapeutic effects of music, and this proposed degree would offer the necessary courses and training to meet both needs.

The Masters of Science in Music Therapy and Music Technology degree program is unique and will provide graduates with the ability to use the latest technology, resources, and equipment to answer clinical questions. The knowledge and skills gained by combining music therapy research and music technology would be beneficial to the student and to the status of music therapy in Indiana.

Another strong feature of this program is the fact it will be in Indianapolis. There are numerous educational and health care facilities to provide a rich training environment and situations to develop advanced clinical skills with various client populations. Plus, there are several music therapists in the area with which to set up training experiences or research projects. I also feel the unique features of the degree and the opportunities available in Indianapolis will attract graduate students from around Indiana and the Midwest.

I know several of our music therapy seniors plan to attend graduate school in the future. I feel our students would easily be attracted to the degree program at IUPUI. With recent changes in clinical training adopted by our national organization, there may be future opportunities for IUPUI and UE to collaborate in training students as well.

A music therapy masters level degree program in Indianapolis would benefit so many. I support the initiation of this program with enthusiasm. If you have questions, feel free to contact me.

Sincerely,

Mary Ellen Wylie

Mary Ellen Wylie, PhD, MT-BC
Director of Music Therapy
Associate Professor

mew

From: Hannan, Ann [mailto:AHannan@clarian.org]
Sent: Monday, April 15, 2002 10:27 AM
To: 'frees@iupui.edu'
Subject: Masters of Music Therapy and Music Technology--Letter of Support and Intent

Dear Dr. Rees

My name is Ann Hannan, and I am a board certified music therapist working at Riley Hospital for Children in Indianapolis. I am writing to you in support of the proposed Masters of Science in Music Therapy through the Indiana University School of Music at Indiana University - Purdue University Indianapolis.

As a music therapy clinician, I rely on the research of my colleagues to guide my therapeutic interventions and the development of my own research. As Dr. Burns has noted in her proposal, there is a documented need for researched music therapy protocols to effectively serve the needs of all music therapy clients.

I have discovered a limited availability of strong research in certain areas of music therapy clinical practice including pediatric healthcare. As a result, I have become involved in music therapy research initiatives through the Indiana University School of Nursing and the American Music Therapy Association. Many of these initiatives are multi-site in nature and involve an interdisciplinary team of researchers.

I am interested in not only participating in these projects, but also in developing my own research based on the clinical needs of my patients. Completing a Masters of Science in Music Therapy, such as the one proposed by Dr. Burns, would give me the skills and experience I would need to contribute to the research literature in the field of music therapy and to more effectively serve the needs of the pediatric population.

If you have any questions regarding my support of this proposal or my interest in participating in the program if it is established, please feel free to contact me at the address noted below, by pager at (317) 212-6835, or by email at AHannan@clarian.org. Thank you for your time and your attention to this unique proposal.

Sincerely,

Ann M. Hannan, MT-BC

Board Certified Music Therapist

Riley Hospital for Children; 702 Barnhill Drive RM 4561; Indianapolis, IN 46202

From: Emily Meyer [mailto:meyeremc@earthlink.net]
Sent: Monday, April 15, 2002 12:49 PM
To: frees@iupui.edu; gpeters@iupui.edu
Cc: desburns@iupui.edu
Subject: M.S. in Music Therapy and Music Technology proposal

Dr. Peters and Dr. Rees:

I believe that the proposed Masters of Science in Music Therapy degree would be an excellent addition to the graduate programs available to music therapists. I am particularly impressed with the health care resources that would be available through the IUPUI network. They would be a great source of research and clinical opportunities as well as provide avenues to further educate medical professionals and the public about the effectiveness of music therapy. The music technology part of the degree would equip students with up-to-date information about current and emerging technologies and their impact on the practice of music therapy. The music therapy profession needs to further expand its research and knowledge base and creating graduate programs such as the one proposed are an important step in addressing that need. Thank you for your consideration.

Respectfully,

Emily C. Meyer, MT-BC

Music Therapist

Columbus Music Therapy Center

TABLE 3:
NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY
7 January 2004

I. Prepared by Institution

Institution/Location: Indiana University-Purdue University Indianapolis
Program: Master of Science in Music Therapy
Proposed CIP Code: 512305
Base Budget Year: 2003-04

	Year 1 2004-05	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
Enrollment Projections (Headcount)	10	15	20	20	20
Enrollment Projections (FTE)	9	11	13	13	13
Degree Completion Projection	5	5	10	10	10
New State Funds Requested (Actual)	$ 0	$ 0	$ 0	$ 0	$ 0
New State Funds Requested (Increases)	$ 0	$ 0	$ 0	$ 0	$ 0

II. Prepared by Commission for Higher Education

New State Funds to be Considered for
Recommendation (Actual) $ _____ $ _____ $ _____ $ _____ $ _____

New State Funds to be Considered for
Recommendation (Increases) $ _____ $ _____ $ _____ $ _____ $ _____

CHE Code: Comment:
Campus Code:
County Code:
Degree Level:
CIP Code:

Campus: Indiana University-Purdue University Indianapolis
Program: Master of Science in Music Therapy
Date: 7 January 2004

TABLE 1: PROGRAM ENROLLMENTS AND COMPLETIONS
Annual Totals by Fiscal Year (Use SIS Definitions)

	Year 1 2004-05	Year 2 2005-06	Year 3 2006-07	Year 4 2007-08	Year 5 2008-09
A. Program Credit Hours Generated					
1. Existing Courses	120	150	180	180	180
2. New Courses	90	120	120	120	120
Total	210	270	300	300	300
B. Full-time Equivalents (FTEs)					
1. Generated by Full-time Students	6	6	6	6	6
2. Generated by Part-time Students	3	5	6	6	6
Total	9	11	13	13	13
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	9	11	13	13	13
C. Program Majors (Headcounts)					
1. Full-time Students	5	5	5	5	5
2. Part-time Students	5	10	15	15	15
Total	10	15	20	20	20
3. On-Campus Transfers	0	0	0	0	0
4. New-to-Campus	10	15	20	20	20
5. In-State	10	15	20	20	20
6. Out-of-State	0	0	0	0	0
D. Program Completions	5	5	10	10	10

Campus: Indiana University-Purdue University Indianapolis
Program: Master of Science in Music Therapy
Date: 7 January 2004

TABLE 2A:
TOTAL DIRECT PROGRAM COSTS AND SOURCES OF PROGRAM REVENUE

	Year 1		Year 2		Year 3		Year 4		Year 5	
	FTE	2004-05	FTE	2005-06	FTE	2006-07	FTE	2007-08	FTE	2008-09
A. Total Direct Program Costs										
1. Existing Departmental Faculty Resources	0.0 $	0	0.0 $	0	0.0 $	0	0.0 $	0	0.0 $	0
2. Other Existing Resources		0		0		0		0		0
3. Incremental Resources (Table 2B)		71,400		91,800		102,000		102,000		102,000
TOTAL	$	71,400	$	91,800	$	102,000	$	102,000	$	102,000
B. Sources of Program Revenue										
1. Reallocation	$	0	$	0	$	0	$	0	$	0
2. New-to-Campus Student Fees		40,800		52,400		58,200		58,200		58,200
3. Other (Non-State)										
4. New State Appropriations										
a. Enrollment Change Funding		30,600		39,400		43,800		43,800		43,800
b. Other State Funds		0		0		0		0		0
TOTAL	$	71,400	$	91,800	$	102,000	$	102,000	$	102,000

Campus: Indiana University-Purdue University Indianapolis
Program: Master of Science in Music Therapy
Date: 7 January 2004

TABLE 2B:
DETAIL ON INCREMENTAL OR
OUT-OF-POCKET DIRECT PROGRAM COSTS

		Year 1		Year 2		Year 3		Year 4		Year 5
	FTE	2004-05	FTE	2005-06	FTE	2006-07	FTE	2007-08	FTE	2008-09
1. Personnel Services										
a. Faculty	0.5	35,000	1.0	70,000	1.0	70,000	1.0	70,000	1.0	70,000
b. Support Staff	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
c. Graduate Teaching Assistants	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Total Personnel Services		35,000		70,000		70,000		70,000		70,000
2. Supplies and Expense										
a. General Supplies and Expense		16,400		21,800		27,000		27,000		27,000
b. Recruiting		0		0		0		0		0
c. Travel		0		0		0		0		0
d. Library Acquisitions		0		0		0		0		0
Total Supplies and Expense		16,400		21,800		27,000		27,000		27,000
3. Equipment										
a. New Equipment Necessary for Program		20,000								
b. Routine Replacement						5,000		5,000		5,000
Total Equipment		20,000		0		5,000		5,000		5,000
4. Facilities		0		0		0		0		0
5. Student Assistance										
a. Graduate Fee Scholarships		0		0		0		0		0
b. Fellowships		0		0		0		0		0
Total Student Assistance		0		0		0		0		0
Total Incremental Direct Costs		$ 71,400		$ 91,800		$ 102,000		$ 102,000		$ 102,000

Outline for Reviewers Comments
Review of Proposal for Master of Science in Music Therapy

Documents reviewed: Summary of New Degree Program Proposal
                                  Master of Science Degree in Music Therapy (Full Proposal)
                                  Tables 1-3 (Excell Spreadsheet)
                                  Appendix I –Faculty CVs

Summary:

        This proposal is for a 30-credit hour Master of Science in Music Therapy (MSMT) degree program that will offer training in advanced research and clinical practice in music therapy with an emphasis on the use of music technology. The emphasis on music technology is touted as a cutting edge feature that will distinguish this program from existing graduate programs in music therapy. The program would complement the existing Masters Degree in Music Technology offered by the IU School of Music. The proposal also emphasizes the unique opportunities for interdisciplinary collaboration available to potential MSMT students at IUPUI, stating "there is no other combination of expertise of this range on one campus for the music therapist anywhere in the country" (p. 3). While some new resources are needed, the proposal emphasizes that the program builds on existing interdisciplinary resources at IU. The connection with Clarian Health, and particularly, the two "strong research teams exploring the benefits of music therapy in various clinical populations" (p. 13) is an attractive feature of the proposal.

Recommendation:

        Accept pending revisions

Discussion: While the proposal makes a strong pitch for the unique nature of the proposed program, there are a number of issues I would like to see clarified.

1. Fall 2004 is noted as the projected date of implementation. This seems overly ambitious considering the time needed to: develop and approve 4 new courses, recruit for and hire a new faculty member, and recruit students into the program. What is the anticipated timeframe for completing these developmental tasks?
2. There are some inconsistencies in different parts of the proposal. On p. 1, for example, the demand for the program is justified by the availability of 23 music therapy positions in the Midwest in the past year. Elsewhere in the document (p. 6 & p. 15) the demand was noted to be 14 positions. Which is accurate? Also, on pp. 1-2 there is a statement claiming "there is no other graduate music therapy program in the Midwest," yet later it is noted that there is a graduate music therapy program at St. Mary's College in Indiana (p. 3). A third inconsistency has to do with the need for new financial resources. On p. 2 the statement appears "No new funds are being sought for personnel" alongside the statement "Some new resources will be needed for the new faculty member…" Is the proposal implying that the current School of Music budget can handle the salary costs of a new faculty member, but not the supplies and other resource costs for the new faculty member?

3. A 30-credit hour Masters program seems kind of "light." (at least in comparison to the Masters degree in Social Work which is 60 credit hours). I wonder how this number of credits compares to other MSMT programs.

4. Partly in relation to number of credit hours, I was curious to note the lack of an internship and the requirement of only 1 course in clinical skills. This seems sketchy in terms of preparation for clinical practice and considering that the title of the degree includes the word "therapy." Perhaps the comparison is not fair, but in Social Work the undergraduate students complete 10 credit hours (720 clock hours) of internship and the Masters students complete 12 credit hours (960 clock hours) of internship. In Social Work, having completed an internship at the Bachelor's level is not taken as justification for omitting an internship at the Masters level. It seems the standards are different in music therapy and perhaps I am comparing apples to oranges. Nonetheless, I would like to know more about why an internship is seen as not necessary. The connection with Clarian Health seems like a great opportunity for clinical and/or research internships that could greatly enhance student learning.

5. Under "New Courses to be Developed" on p. 11, I did not see "cultural competence" listed as a topic covered in any of the courses. Assuming that music therapists work with clients from a range of backgrounds, wouldn't this be critical content to address?

6. Just a point of clarification, who is considered part-time and who is considered full-time? Does a student need to register for 15 credit hours to be considered eligible for financial assistance in the proposed program?

7. Given that the 3 existing undergraduate music therapy programs in Indiana are presented as the major source of applicants, I was curious to know how many students graduate from these three programs annually. I also wondered why the proposal stated on p. 3 that the graduates of the proposed program would be qualified to work in various settings "in Indiana." Would graduates not be qualified to work in other states?

8. I think it would be helpful to have more concrete data about Student Demand (p. 14) for the program. Has there been any type of market survey?

9. I am not sure if a literature review of national trends in relation to music therapy graduate programs is required for this proposal; however, I think it would have been much more useful to provide a brief overview of those trends instead of simply listing the journals that might address this topic (p. 15).

10. Under "Comparable Programs" on p. 16, the proposal states that there are currently 26 graduate degree programs in music therapy in the US. It would be helpful to know if the existing graduate programs are in high demand, or if they have steady or declining enrollments.

11. The program director might consider assembling a community advisory board of music therapy professionals to advise the program.

12. The letters of support that were noted to be in Appendix IV were absent.

Outline for Reviewer's Comments
Review of Proposal for a Master of Science in Music Therapy at IUPUI

Documents reviewed: The proposal and appendix; related web sites.

Summary: The proposal describes a new Master of Science degree in Music Therapy, which would require a total of 30 credit hours. The degree would have a strong research focus and a strong music technology component. The specific requirements are:

    9 credits in core music technology courses above 500 level
    12 credits in music therapy courses above 500 level, e.g. N531 Music Therapy
Quantitative and Qualitative Research
    3 credits of cognates, e.g. N521 Research Methods in Arts and Music
    3 credits of graduate electives
    3 credits for the thesis

Recommendation: Accept with discussed revisions

Discussion:
    If no internships or practica are required for these board-certified students (p. 5), why does the curriculum include N532, which seems to involve a practicum (p. 11)?
    What is the purpose of the videotaped music therapy session (p. 8) as a requirement for admission?
    The research supervision needed for 25 to 30 students (p. 8) is far beyond what the number of faculty listed could provide, it appears. If these numbers of students are required for financial stability of the program, the ability of the existing faculty to accommodate these large numbers of students should be more explicitly stated.

PROPOSAL FOR
A MASTER OF ARTS
IN POLITICAL SCIENCE
AT IUPUI

November 2003

COVER PAGE

INSTITUTION: IUPUI

COLLEGE: Liberal Arts

DEPARTMENT: Political Science

DEGREE PROGRAM TITLE: MA in Political Science

FORM OF RECOGNITION
TO BE AWARDED: Master of Arts (MA)

SUGGESTED CIP CODE: POLS

LOCATION OF PROGRAM: Indianapolis

PROJECTED DATE OF
IMPLEMENTATION: Fall 2005

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)

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A. ABSTRACT

MA in Political Science
to be offered on-campus by IUPUI

1. Objectives

The major goal of this program will be to afford students the opportunity to study the forces, institutions, and values that shape and drive politics and government at the state and local level in the United States. Specifically, the program will: (1) offer residents of central Indiana the opportunity to undertake graduate work in political science at a major public university; (2) improve the professional abilities and understanding of those already employed in state, local, or urban government; (3) provide students with skills that will help them find positions in an appropriate professional setting; and (4) provide a foundation for those wishing to pursue a PhD in political science at another institution.

2. Clientele to be Served

We anticipate that most students in the program will study part-time, will live in the nine-county central Indiana area, and will probably be working in – or wishing to work in – state, local, or urban government in Indiana. Only a few are likely to be traditional full-time students, so the program will be designed primarily to serve the needs of part-time students and currently-employed professionals. We also anticipate that it will attract students enrolled in other graduate programs at IUPUI, who are seeking elective courses.

3. Curriculum

A total of 33 hours will be required for completion of the program. These will be made up of (1) a set of four integrated core courses (12 cr.) that will provide students with a grounding in political science at the graduate level, in relevant research skills, and in the different facets of state, local, and urban politics in the United States; (2) a choice of electives that will allow students to develop a particular specialty and/or field of application (9-12 cr.); (3) an internship through which students will be able to apply and supplement classroom learning (3-6 cr.); and (4) a thesis written under the supervision of a team of full-time faculty members (6 cr.). No special prerequisites will be set, other than the qualifications normally needed to enter a graduate program at IUPUI. Students in the program will be encouraged to take core courses first.

4. Employment Possibilities

Potential options for our graduates will include employment in state, local, and urban government (in Indiana and elsewhere), non-governmental organizations, think-tanks, private corporations with an interest in the activities of state, local, and city government, local political party organizations, political campaigns, and professional lobbying organizations. Some of our graduates may also go on to complete further study at a PhD-granting institution.

<div align="center">**B. PROGRAM DESCRIPTION**</div>

1. Objectives and Features

The major goal of this program will be to afford residents of Indianapolis and central Indiana the opportunity to study the forces, institutions, and values that shape and drive politics and government at the state, local, and urban level in the United States.

Approximately 235 colleges and universities in this country offer master's degrees in political science, according to the American Political Science Association's (APSA) Directory of Graduate Faculty and Programs in Political Science, 2001-03.[1] However, not one of these programs is identified in the APSA Directory as having a primary emphasis on state and local politics, nor are any of us in the Political Science department aware of a program in the country with such an emphasis.

Furthermore, Indianapolis today holds the dubious distinction of being the largest city in the United States lacking a master's program in political science.[2] In no other city of our size (and certainly no state capital of comparable size) are prospective students without the option of studying for an MA in political science.[3]

Our proposed program not only would establish the first course of study of its kind anywhere in the United States, but would allow Indianapolis finally to join the ranks of major US urban areas in offering a graduate program in political science.

a. Objectives

The proposed MA program will have four major objectives:

Objective 1: offer residents of central Indiana the opportunity to undertake graduate work in political science at a major public university. While five institutions within the state currently offer graduate programs in political science (IU Bloomington, Purdue University, Ball State University, the University of Notre Dame, and Indiana State University), they are all some distance from Indianapolis, demanding an onerous commute for Indianapolis residents in search of graduate training in political science.

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[1] This publication is both the most recent and most comprehensive source of information on graduate programs in political science in the United States and Canada.

[2] The U.S. Census Bureau's *Statistical Abstract of the United States 2000* shows 12 cities with larger populations than Indianapolis—in descending order they are New York, Los Angeles, Chicago, Houston, Philadelphia, San Diego, Phoenix, San Antonio, Dallas, Detroit, Honolulu, and San Jose. The APSA Directory shows at least one MA program in political science (and in most cases, more than one) available in each of those 12 cities, and in most of the large cities that are smaller than Indianapolis, such as Boston and San Francisco.

[3] The Department of History and Political Science at the University of Indianapolis offers an MA in International Relations, but it is multidisciplinary in nature, and political science is only one of several academic elements in the program, which includes courses in history and economics.

<div align="center">5</div>

Objective 2: improve the professional abilities and understanding of those already employed in state, local, or urban government. We anticipate demand for this program from staff members of the Indiana State Legislature, the Governor's Office, City-County government departments, township government, non-governmental organizations, and private corporations that have relationships to state, local, and urban government, think-tanks, state, and local political parties and campaigns, and professional lobbying organizations. The presence of such students in our seminars will be a valuable resource in itself, but the program will also provide them with opportunities to interact in an academic setting, thus improving their professional abilities.

Objective 3: provide students with skills that will help them find positions in an appropriate professional setting. The applied dimension of the courses offered in the program will combine with the real-world experience offered by the mandatory internship to train a cohort of graduate students with the skills and knowledge needed to make them more competitive in their search for full-time employment in the field.

Objective 4: provide a foundation for those wishing to pursue a PhD in political science at another institution. Although we do not expect that many of our graduates will go on to seek the PhD, instead seeking – or continuing – employment in state and local government, the program will provide those interested in continuing their graduate education elsewhere with the necessary tools to do so. In terms of credits required, courses offered, and the rigor of preparation, our program will be equivalent to the MA programs of institutions offering the PhD.

b. Features

The MA in Political Science will integrate a group of four core courses with a cluster of electives, an internship experience, and a thesis. Together, these will offer students the opportunity to study the structure of state and local government institutions, the forces that come to bear on those institutions and influence the decisions they reach, and the norms and values that color state, local, and urban government in the United States. The program will focus on the US experience, but courses will also be offered that will

- give students a grounding in the study of political science at the graduate level
- allow students to compare state and local politics in different countries
- allow students to study the implications for state and local government in the US of developments in the global political and economic system.

Students will be able to apply their classroom learning to real-world experiences offered through internships with state and local government and/or institutions that work with government (such as interest groups and lobbying firms). Furthermore, students will complete a thesis under the supervision of faculty members that will allow them to combine their classroom and real-world learning in an intensive study of a particular problem or phenomenon. The thesis will be designed as a capstone exercise that will allow students to integrate multiple themes explored in their classroom and internship experiences.

Over the last few years, changes in the personnel of the Department of Political Science have not only increased the proportion of faculty qualified in the fields of state, local, and urban politics, but – by bringing in new faculty with stronger interests in research - have also strengthened the abilities of our faculty to offer graduate courses and oversee the writing of graduate theses.

In terms of the impact that the program will have on departmental faculty resources, some of the graduate courses will initially be cross-listed with courses offered at the undergraduate level, and faculty will teach both at the same time (with an additional set of requirements for graduates). Furthermore, the program will include courses taught by part-time faculty, the costs of whom will be met with tuition income. True, there will be an increased advising and mentoring load on full-time faculty, as well as the new demand of overseeing the writing of theses. However, we are prepared to undertake the additional work, and we believe that the program will have longer-term benefits in that it will help attract to the Department high-quality full-time faculty who might not apply to come to IUPUI were we to remain purely an undergraduate Department. In three recent job searches, the fact that we were considering the development of an MA program was of considerable interest to all candidates.

We are confident that there will be no significant adverse impact on our undergraduate course offerings, or on our offerings of required courses for the major. We can continue to offer our full range of undergraduate courses – while also offering as many as 4-6 graduate courses per year – with our existing full-time faculty resources, supplemented by part-time faculty. Over the medium term, we hope that full-time faculty will offer all of the courses as discrete graduate courses, especially as we are confident that the steady rise in undergraduate enrollments and in majors and minors that the department has seen in recent years will – if sustained – allow us in due course to add new full-time faculty lines.

2. Admissions and Clientele

a. Admission Requirements

In line with the criteria established by the Indiana University Graduate School, students wishing to be admitted to the MA program in Political Science would – at a minimum – have to have a Bachelor's degree from an accredited institution, with a GPA of at least 3.0 (on a scale of 4.0). We would also require GRE scores averaging 500 with at least one score of 550 or better. Appropriate work experience and undergraduate coursework would be taken into account in making decisions about admission. Thus preference would be given to students with an undergraduate major in political science or a closely related discipline. If students did not have sufficient preparation in political science (that is, at least 15 hours of undergraduate political science credits), they might be admitted conditionally and/or required to take foundation courses in political science. Students could avoid taking additional undergraduate courses by entering the Graduate Continuing Non-degree Program and taking graduate courses from our department before entering the MA program. Also, incoming students would be required to take

Y570 – Introduction to the Study of Politics to ensure that all students in the program had a foundation course in political science.

For applicants whose native language is not English, or who have not received a degree from a certified American university, a minimum TOEFL score of 550 or equivalent would be required.

Applicants would be required to submit a statement of interest, three letters of recommendation, and GRE scores. Admission decisions would be made by a three-member Political Science Graduate Committee (see 5c below). Final decisions, of course, would be made by the Graduate Office at IUPUI.

b. Anticipated Student Clientele

The Department has maintained a record of requests from alumni and from others in the community enquiring as to whether and/or when we have/will have a graduate program. We have typically received 8 to 12 such requests each year, by letter, phone call or e-mail. We do not seek information on the individuals who enquire, or their motivation and career plans, nor have we systematically recorded all the inquiries (not all faculty have remembered to file the requests received). It does, however, indicate a significant potential level of demand. A representative selection of such inquiries can be found in Appendix I.

We anticipate that most students in the program will be part-time and will be based in Marion County and the eight surrounding counties, and that a significant number may be working in – or wish to work in – state and local government in Indiana, or for organizations that lobby or have other links with state and local government.

The program will be designed to meet the needs of part-time and currently-employed professionals, and that is why many courses will be offered in the evenings and on weekends. We anticipate that only a few students will be traditional full-time students. Some may wish to use the program as the foundation for pursuing PhD-level graduate training at another institution, but we anticipate that a significant number will go no further than this program, instead seeing it as a means to career development.

We also anticipate that the program may be of interest to students in professional and pre-professional programs at IUPUI, such as law and health care.

c. Enrollment Limits

Based on the numbers of inquiries received over the years from students about our plans for a graduate program, and on enrollments in other MA programs offered by the IUPUI School of Liberal Arts, we believe it will be most practical to initially limit enrollments to ten new students per year, while realistically expecting no more than five students per year to meet the qualifications. Limits will be achieved by selecting only the ten best students from the applicant pool each year. As the program progresses, the number of new admissions may be increased, although we will make sure that the quality of admitted students remains the same.

d. Financial Support

It is anticipated that – at least initially - there will be only limited financial support available for part-time students, since it is assumed that most will be employed outside the university, and thus will either be able to pay their own way, or may even receive financial support from their employers**.** For full-time students, meanwhile, several sources of potential funding are possible:

- employment as research assistants by faculty with grants

- support from campus block grants to schools designed to assist faculty with their research or with the development of grant proposals

- partial scholarships funded by IU Foundation accounts. While only one such scholarship currently exists – the Kirch Scholarship, which makes annual awards of $750 to two political science students – the department will actively explore additional sources of support for graduate students

- employment as interns on campus, notably in the Indiana University Public Opinion Laboratory, or the receipt of matching funds from institutions with which students are undertaking internships

- paid internships with any one of a number of government or non-governmental agencies based in Indianapolis.

3. Proposed Curriculum

a. Requirements

Students in the MA program in Political Science would be required to complete 33 credit hours, including four required *core courses* that would provide broad-based training in state, local, and urban government and politics, and *electives* that would allow students to develop a particular specialty. The coursework would be complemented by an *internship* that would provide the opportunity for an intensive applied learning experience in state or local government, and the graduate experience would be capped by the writing and defense of a *thesis*, supervised by full-time political science faculty.

All students would have to receive a grade of B- or better in any course for it to count toward the MA. In order to continue enrollment in the program and to receive the degree, students would have to maintain a grade point average of B (3.0) or better. No undergraduate courses could be applied to this MA program.

Based on the personal experience of full-time faculty in the department, we think that motivated full-time students could complete the program in 18 months, although two years is more likely to be the norm. Meanwhile, part-time students – assuming they completed one course per semester – could complete the program in three years. All requirements would have to be completed within five consecutive years.

- *Core courses* (12 cr.) – Take all four courses:

    POLS Y570 - Introduction to the Study of Politics (3 cr.)
    POLS Y580 - Research Methods in Political Science (3 cr.)
    POLS Y620 - State Politics (3 cr.)
    POLS Y622 - Urban Politics (3 cr.)

- *Electives* (9-12 cr.) - Select three or four of the following courses (of which at least two should be political science courses):

    POLS Y575 – Political Data Analysis (3 cr.)
    POLS Y628 – State Electoral Politics (3 cr.)
    POLS Y630 – State Executive Politics (3 cr.)
    POLS Y640 – State Parties and Interest Groups (3 cr.)
    POLS Y642 - Comparative Federalism (3 cr.)
    POLS Y661 – American Politics (3 cr.)
    POLS Y680 – Readings in Political Science (3 cr. max.)
    SOC S612 – Political Sociology (3 cr.)
    SPEA V564 - Urban Management (3 cr.)
    SPEA V597 - Land Use Planning (3 cr.)
    SPEA V622 - Seminar in Urban Economic Development (3 cr.)
    SPEA P540 - Community and Neighborhood Development Planning (3 cr.)
    SPEA V571 - State and Local Environmental Management (3 cr.)

- *Internship* (3-6 cr.)

    POLS Y881 – Internship in Political Science (3-6 cr.)

    For this element of the program, a student would be placed with a state, local, or urban government institution, or with an organization having operational ties with such an institution (for example, an interest group or a lobbying organization). Students already employed as state or local government officials could petition the Political Science Graduate Committee to allow new work experience with their existing employer to fulfill this requirement.

    Depending on whether they are taking 3 or 6 credit hours, interns would be expected to work 5 to 10 hours per week with the institution (or 10 to 20 hours in the summer), and would be evaluated and graded on the basis of the nature and quality of their work with that institution (as measured by their employer) (50% of the grade) and of a research paper tied to their on-the-job experience (50% of the grade). The Political Science Graduate Committee would be responsible for approving the placement of the student and the requirements of the internship.

    The Department has for many years run an undergraduate internship program, and thus has contacts in state and local government, and experience with finding positions and placing students.

- ***Thesis*** (6 cr.)

>   POLS Y880 – Thesis (MA) (may be taken in blocks of 1-6 cr.)
>
>   For this element, a student would develop and write a thesis supervised by a three-member committee of full-time faculty. The thesis would be at least 75 pages in length, would explore a research question related to some aspect of state, local, or urban politics, and would demonstrate the ability of a student to work independently on that topic, and to apply both theoretical insight and methodological skills to a substantive issue. A student would be required to successfully defend the thesis before his/her committee.
>
>   The thesis is not specifically intended to prepare students to go on to complete a PhD, but is rather designed to allow the student to bring together themes from their course of study in the MA into a significant research exercise.

b. Sample curricula

i. Full-time student (three semesters plus summers)

Fall I	Y570 – Introduction to the Study of Politics (3 cr.)
	Y622 – Urban Politics (3 cr.)
	V564 – Urban Management (3 cr.)
Spring I	Y580 – Research Methods in Political Science (3 cr.)
	Y620 – State Politics (3 cr.)
Summer I	Y881 – Internship in Political Science (6 cr.)
	Y880 – Thesis (3 cr.)
Fall II	Y640 – State Parties and Interest Groups (3 cr.)
	S612 – Political Sociology (3 cr.)
	Y880 – Thesis (3 cr.)

ii. Part-time student (six semesters plus summers)

Fall I	Y570 – Introduction to the Study of Politics (3 cr.)
Spring I	Y580 – Research Methods in Political Science (3 cr.)
Summer I	Y881 – Internship in Political Science (6 cr.)
Fall II	Y622 – Urban Politics (3 cr.)
Spring II	Y642 – Comparative Federalism (3 cr.)
Fall III	Y630 – State Executive Politics (3 cr.)
	V564 – Urban Management (3 cr.)
	Y880 – Thesis (3 cr.)
Spring III	Y620 – State Politics (3 cr.)
	Y880 – Thesis (3 cr.)

c. Course descriptions

All these courses already exist, except those marked * (proposals for which were approved by the IUPUI School of Liberal Arts Graduate Curriculum Committee in

spring 2003, and which are currently working their way through the Indiana University approval process), and those marked ** (proposals for which will be submitted to the IUPUI School of Liberal Arts Graduate Curriculum Committee in spring 2004).

i. Required courses

POLS Y570 - Introduction to the Study of Politics (3 cr.)

Problems of graduate study and professional scholarship; central organizing concepts and the use of theory in political science and related disciplines; specialized areas of research and scholarship in political science; conditions of scientific inquiry and methodological problems in the study of political phenomena; central importance of theory in explanation.

POLS Y580 – Research Methods in Political Science (3 cr.)

This course examines the many different methods used in undertaking research in political science, from quantitative methods such as statistical analysis, to qualitative methods such as interviewing and gathering material from primary sources. Includes computer processing of data.

* POLS Y620 – State Politics (3 cr.)

This course examines the institutions and processes by which state governments carry out their responsibilities. Examines their place in the broader national system of government, and the structure of government and administration at the state level.

* POLS Y622 – Urban Politics (3 cr.)

This course looks at the problems and possibilities of city and metropolitan government in the United States. Examines the structure of urban government, and the political and administrative challenges posed by metropolitan issues.

ii. Electives

**POLS Y628 – State and Local Electoral Politics (3 cr.)

This course examines the role of state and local government in the electoral process (including redistricting, the organization of elections, and the tabulation and release of results), and the structure of elections, voter participation patterns, and the impact of elections on politics and government.

*POLS Y630 – State Executive Politics (3 cr.)

This course examines the role in state politics of governors. Surveys the historical development of the office of governor, then looks at the many roles of governors: political, party, legislative, and administrative.

*POLS Y640 – State Parties and Interest Groups (3 cr.).

This course examines the structure and role of parties and interest groups at the state level. Examines the relationship between state and national parties and groups, and between state parties and groups and local government.

**POLS Y642 – Comparative Federalism (3 cr.).

This course investigates the nature of federalism by comparing its structure and effects in the United States with federalism as practiced in selected other countries or entities, such as Canada, Germany, India and the European Union.

SPEA V564 – Urban Management (3 cr.).

This course deals with the management of public policy in American urban government, with special attention to the relationships between structure, process, and policy. Examines urban management problems relating to leadership, planning, and operations.

SPEA V597 – Land Use Planning (3 cr.).

This course examines the theoretical basis and practical need for land use planning. Emphasis is placed on the institutional context in which land use planning occurs. The course provides an in-depth analysis and exercise in plan preparations.

SPEA V622 – Seminar in Urban Economic Development (3 cr.).

Reading, discussion, and research into problems of urban economic development in the US. Case study approach used to investigate job creation, financial incentives, development corporations, and other factors that have led to successful economic development plans and projects.

SPEA P540 – Community and Neighborhood Development Planning (3 cr.).

Examination of the role of neighborhoods in planning; methods of neighborhood analysis; government intervention; issues in community development; planning for neighborhood and community development, including citizen participation and institutional mechanisms; and implementation.

SPEA V571 – State and Local Environmental Management (3 cr.).

This course examines a mix of management and policy issues. Included are civic environmentalism, alternatives to environmental regulation, unfunded mandates, environmental justice, public relations, outsourcing, ethical challenges, and managing scientific and technical personnel.

NOTE: There are no appropriate courses offered by the School of Business, the School of Law, or the Center on Philanthropy.

4. Form of Recognition

a. A student who has successfully completed the requirements for the MA degree will receive a Master of Arts degree in Political Science from the Indiana University Graduate School, to be conferred at the IUPUI graduation ceremony. This form of recognition is consistent with those offered by other graduate programs in the School of Liberal Arts at IUPUI.

b. The CIP code for Political Science is 451001.

c. The student's diploma will read Master of Arts, Indiana University, Indianapolis.

5. Program Faculty

a. Existing Faculty

The Department has 11 full-time faculty, who cover a wide range of substantive and methodological specialties. Most publish actively, and several have external research grants. While every member of the Department (except our two lecturers, who are required to teach only gateway undergraduate courses) would be able to contribute in some way to the MA program, the bulk of offerings initially would come from faculty with particular interests in state, local, and urban politics.

Dr. Ellen Andersen, Asst. Professor (PhD, University of Michigan)
Research and teaching interests: Parties and interest groups, political behavior, public law. Prof. Andersen would bring her particular focus on parties and interest groups to the MA program, having taught this topic several times at the undergraduate level.

Dr Ramla Bandele, Asst. Professor (PhD, Northwestern University)
Research and teaching interests: Black politics, urban politics, public policy. Prof. Bandele would bring to the program many years of real-world experience in Illinois state government and Chicago city government, and has teaching and research interests in urban politics.

Dr. William Blomquist, Assoc. Professor (PhD, Indiana University)
Research and teaching interests: Indiana state politics, urban politics. Prof. Blomquist has taught our undergraduate courses in Indiana state government, state politics, and urban politics. Further, the nature of state politics in the US has been at the core of his ongoing research interests.

Dr. Margaret Ferguson, Assoc. Professor (PhD, University of North Carolina)
Research and teaching interests: State politics, state executives and legislatures. Prof. Ferguson is the department's primary expert in state politics, having taught our undergraduate course on that topic for several years, and having undertaken extensive research into gubernatorial politics in the US. She is also director of our undergraduate internship program, and can lend her knowledge and skills to the proposed graduate internship program.

Susan Erickson, Lecturer (MA, University of California, Berkeley)
Teaching interests: US politics, media and politics, women and politics.

Dr. Johnny Goldfinger, Asst. Professor (PhD, Duke University)
Research and teaching interests: Political theory and philosophy. Prof. Goldfinger's primary contribution to the MA – at least initially – would be with Y570 and Y580.

Colleen Long, Lecturer (MPA, Ohio State University)
Teaching interests: US politics, public policy.

Dr. John McCormick, Professor and Chair (PhD, Indiana University)
Research and teaching interests: Comparative politics. Prof. McCormick will bring a comparative element to the program, having a particular interest in the different models and principles of federalism around the world.

Dr. Scott Pegg, Asst. Professor (PhD, University of British Columbia)
Research and teaching interests: International relations, globalization. Prof. Pegg has more experience of teaching graduate courses than any other member of the department; before joining the faculty he taught at a university with a PhD program, taught a number of graduate courses in international relations, and supervised a number of graduate theses. His primary contribution to the MA – at least initially – would be with Y570.

Dr. Brian Vargus, Professor (PhD, Indiana University)
Research and teaching interests: Indiana state and local politics, research methods, elections and campaigns. Former Director, Indiana University Public Opinion Laboratory. Prof. Vargus has many years of direct experience of Indiana state government and politics through his work in survey research, has taught numerous undergraduate and graduate courses in survey research at IUPUI, and has a strong reputation as a media expert on Indiana state politics.

Dr. James Wallihan, Professor (PhD, Indiana University)
Research and teaching interests: Mediation, negotiation, public policy. Anticipated retirement year is 2005.

(Note: Blomquist, McCormick, Pegg and Vargus are full members of the Indiana University Graduate Faculty, Wallihan is an associate member, Andersen and Ferguson will have applications submitted in Spring 2004, and Bandele and Goldfinger will have applications submitted once they qualify. The lack of Graduate Faculty status, however, does not prevent faculty from teaching graduate courses or serving on MA thesis committees.) (See Appendix II for CVs.)

In addition, the Department will use appropriately qualified part-time faculty for selected courses, including several who have already taught for us; they include **John Sweezy**, former chair of the Indiana Republican Party, **Paula Parker-Sawyers**, a former deputy mayor of Indianapolis, and **Andy Jacobs**, a former member of the US House of Representatives, who is interested in developing a team-taught course with Prof. Bill Blomquist. The advantage of having such faculty in the program is that they can bring important and valuable real-world experience into the classroom. It should be

emphasized, however, that they will be used only in a supplementary fashion, and that the bulk of courses will be taught by full-time faculty.

b. New faculty needed

We have concluded that no new full-time faculty are needed immediately for this program, for the following reasons:

- All graduate courses will (at least initially) be taught either (a) by full-time faculty for combined undergraduate/graduate credit or (b) by appropriately qualified part-time faculty.

- According to the American Political Science Association's *Survey of Political Science Departments, 2000-01*, of 82 political science departments offering the MA as highest degree, 41 had 11 or more FTE faculty, and 41 had 10 or fewer. With 11 full-time faculty, the Department has almost exactly the median number of FTE faculty among political science departments offering the MA as highest degree.

- Departments within the IUPUI School of Liberal Arts that have fewer or similar numbers of FTE - Geography, Philosophy, and Spanish - already offer MA programs.

Having said this, however, we will need to recruit a few additional part-time faculty to (a) teach or team-teach some graduate courses and (b) supplement our introductory undergraduate offerings, replacing full-time faculty who are teaching graduate courses. By planning strategically, we are confident that the costs of part-time faculty can be met out of tuition. Over the longer term, however, we would hope to given the opportunity to recruit additional tenure-track faculty to help meet anticipated growing demand for our undergraduate and graduate offerings.

c. Program administration

The program will be administered by a Director of Graduate Studies, who will chair the Graduate Committee, which will be composed of the Director and two other full-time faculty members within the Department. The Director (who cannot also be Chair of the Department) will be a tenured faculty member, will be appointed by the Chair with departmental approval, and will be given one-course release per year in order to administer the program. He/she will serve as liaison with the IU Graduate School, become familiar with university procedures, and formulate new departmental guidelines.

The Graduate Committee will oversee the general administration of the program, including such tasks as publicizing the program and recruiting new students, reviewing applications and admitting students to the program, monitoring student achievement, and assisting students in the selection of thesis directors and committee members. The committee will also approve all internships, with the help of our undergraduate internship coordinator. The Director will have the principal duties of the placement and advising of students, overseeing and ensuring the maintenance and smooth operation of the program, and advising the Department Chair on issues such as scheduling courses.

6. Needed Learning Resources

No new resources are needed. The University Library already has significant holdings in the field of state, local, and urban politics, including a substantial collection of texts and subscriptions to several top journals (such as *Comparative State Politics and Policy*, *Publius: The Journal of Federalism*, and *Governing*). During 2002, the Department worked with the Library to close subscriptions to journals that were no longer considered of value, and to use the not inconsiderable savings to open subscriptions to more useful journals. It will continue to work with the Library to ensure a greater focus on the development of appropriate and relevant holdings.

Most importantly, however, the greatest resource that the university enjoys – and the one area in which IUPUI most obviously has an advantage over almost every other institution of higher learning in the state of Indiana – is its proximity to the offices (and the resources) of state government and of the city government of the state capital. The documentary and library holdings of both institutions represent a substantial resource for students enrolled in the program.

7. Program Strengths

There are four special features that inform the character of the proposed program and give it particular distinction:

1) the strengths of the full-time faculty in the Department of Political Science. With retirement replacements, we have undergone significant changes in the past few years, as faculty who were know primarily for their teaching have been replaced by faculty who are both good teachers and productive researchers. This has resulted – among other things – in a strengthening of our ability to service a graduate program in general, and a program in state and local politics in particular.

2) the proximity of IUPUI to the institutions of the state government of Indiana and the city government of Indianapolis. Of all the colleges and universities in the state, IUPUI is best placed to offer a program of this kind.

3) the absence of any other graduate programs in state and local politics anywhere else in the state of Indiana, and, indeed, in the United States. This provides an opportunity that IUPUI is well placed to exploit.

4) links between the Department and the IU Public Opinion Laboratory (POL). An interdisciplinary survey research center, the POL undertakes research for state and local government and for the private sector in Indiana, and would offer valuable opportunities for the education of students in the MA program.

These factors combine to create the opportunity to establish a leading MA program in state and local politics, which will complement the growing family of MA programs in the School of Liberal Arts.

C. PROGRAM RATIONALE

1. Institutional Factors

a. Compatibility with institutional mission

The development of graduate programs at IUPUI has been a goal of the state since 1973, when the Indiana Higher Education Commission issued a report (*Indiana Plan for Post-Secondary Education: Phase One*) recommending the continued development of graduate programs at IUPUI "to meet the special and changing needs of the state's most populous area." The report also urged IUPUI to "develop new graduate programs that are uniquely suited to its urban needs, are built on academic strengths of the campus, and meet specialized statewide needs not satisfied elsewhere."

IUPUI's *Development Plan: 1987-2000* (published 1987) argued that the university "had evolved to the point where the development of graduate programs in the basic academic areas was recognized as essential to the further development of both the medical center and the other professional schools."

Under the leadership of deans such as James East, William Plater, John Barlow, and Herman Saatkamp, the IUPUI School of Liberal Arts has expanded its graduate programming. It has been capitalizing on the strengths of the School to offer new educational opportunities for students in the central Indiana area, as illustrated by the master's programs in Communication Studies, Economics, English, Geography, History, Philosophy, Sociology, and Spanish, and the PhD program in Philanthropic Studies.

At the campus level, the proposed MA in Political Science responds to and reflects the mission of IUPUI outlined in the 1996 *Strategic Directions Charter*; this calls for provide "strong programs in … graduate education that complement undergraduate programs and serve local, state, and national constituencies," a strengthening of partnerships with area organizations, and contributions to "the economic and human development of the local community."

The program would build on the academic strengths of IUPUI by utilizing the location and resources of a department of political science on a campus in a dynamic urban setting. Indianapolis figures prominently in studies of the changes that have taken place in recent years in the government of large metropolitan areas. Furthermore, IUPUI's location minutes away from the offices of state, county, and city government makes it the logical site for a program of this kind. The presence in the Department of Political Science of faculty with specialties in state, local, and urban politics rounds out the benefits of such a program.

This proposal is in keeping with the guidelines of the Commission on Higher Education, the mission of Indiana University as a whole, and the most recent plans for the IUPUI campus and the School of Liberal Arts. It is uniquely suited to the urban needs of Indianapolis; is built on the academic strengths of the campus, the School of Liberal Arts, and the Department of Political Science; and meets specialized statewide needs not satisfied elsewhere.

b. Planning process

The possibilities of a graduate program in Political Science at IUPUI have been under discussion for a decade or more, but the Department has been reticent until now to proceed because of concerns about inadequate full-time faculty resources; for many years the Department had just six full-time faculty. However, recent changes have not only brought FTE numbers to 11, but have seen new prominence among those faculty of specializations in state, local, and urban politics. We believe that we now have enough qualified full-time faculty to offer a graduate program.

The content of this proposal has been thoroughly discussed at several department meetings and in conversations among faculty, and it represents a consensus of the views of the full-time faculty members of the Department.

The national office of the American Political Science Association has been consulted on the institutions that currently offer graduate programs in political science, and its *Directory of Graduate Faculty and Programs in Political Science* and *Survey of Political Science Departments* have been used as sources of information and data on those programs. The Web sites of some of these institutions were consulted with a view to understanding how these programs were structured, comparing requirements, and learning about the courses they offered.

We have also been in close contact with Ball State University (BSU), which offers a limited number of graduate courses in political science in Indianapolis as part of its MA program in political science. During the 1994-95 academic year, representatives of BSU and IUPUI signed a Memorandum of Understanding (MOU) concerning graduate education in political science within Indianapolis-Marion County. Under the MOU, IUPUI and BSU agreed to establish a plan for a joint MA degree under which teaching resources would be combined, faculty members from the two political science departments would have adjunct status, the two departments would coordinate course offerings and faculty resources, distance education offerings would be explored, and the two departments would integrate internship offerings.

In discussions during 2003, the chairs of the two departments agreed on a more modest level of cooperation, given that the BSU MA program covers the political science discipline more broadly defined, while the IUPUI program intends to focus on state and local politics – thus there is little overlap between the two in terms of course offerings. At the same time, the two chairs agreed to coordinate course offerings and faculty resources, so that courses of interest that were offered by one program would be cross-listed with the other. They agreed that this would be an ongoing process.

During the summer of 2002, early drafts of this proposal were discussed with Dean Herman J. Saatkamp Jr. of the School of Liberal Arts and with Dr. William Schneider, Associate Dean for Research and Graduate Programs in the School. They both made a number of suggestions that are reflected in this finished document.

Also during the summer of 2002, a copy of a draft of this proposal was discussed with the Prof. Jim Perry, Associate Dean of the School of Public and Environmental

Affairs, with Prof. Sam Nunn, Director of Graduate Programs for Planning and Public Affairs in SPEA, and Dr. Cynthia Baker, Director of the Program on Law and State Government at the IU School of Law in Indianapolis. None raised objections or concerns.

The Resources and Planning Committee of the IUPUI School of Liberal Arts three times reviewed the proposal during 2003, and significant changes were made – and further elaboration offered – at their suggestion. The budget was developed by the Indiana University Budget Office in Bloomington, and was reviewed by Rick Hanson, Business Officer of the School of Liberal Arts.

c. Impact on other programs

No other program at IUPUI offers the equivalent of a master's program in political science. The Department of Political Science has for several years offered undergraduate courses in State and Local Politics, Indiana State Politics, and Urban Politics, but these do not offer students the same opportunities as would a graduate program.

The IU School of Public and Environmental Affairs (SPEA) offers an MPA program, but we believe that the MA and MPA programs can coexist and prosper on the same campus. The MA and MPA combination on a single campus is a common occurrence; according to the APSA Directory, 48 campuses in the United States are home to both a political science MA and a public affairs or public administration MPA.

Just as important, however, are the enrollment patterns that appear on those campuses. Of the 45 campuses for which the APSA Directory has enrollment data, the MPA program had the greater enrollment at 38 (84.4%). At only four campuses (8.9%) did the MA program have more students than the MPA program, and three campuses (6.7%) reported equal enrollment in both programs. These data make it clear that MPA programs have nothing to fear from the presence of MA programs in political science at the same campus.

In the particular case of IUPUI and our proposal for an MA program in political science, there is even further assurance of a positive impact on the MPA. Appropriate graduate courses in SPEA could be taken by MA students in political science and applied toward their degree. Thus our MA program may provide our colleagues in SPEA with a modest number of additional students in those courses.[4]

We do not believe that the program will have any significant negative impact on other graduate departments of political science in the state, because (a) our program will cover an area of study not currently offered by any other institution in the state and (b) most of those other institutions have PhD programs, and thus mainly attract students

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[4] Furthermore, our faculty and the SPEA faculty have established an increasing number of collegial relationships and interactions. Three SPEA faculty at IUPUI (Jim Perry, Sheila Kennedy, and Les Lenkowsky) currently hold adjunct appointments in political science. The Political Science department and SPEA jointly offer undergraduate courses, and they collaborate on the biennial Bulen Symposium on American Politics. The establishment of graduate courses and an MA in political science at IUPUI are sure to provide additional opportunities for such collaboration.

interested in a PhD rather than a terminal MA. Such impact as it might have would be positive, in the sense that it might feed students who decide – on the basis of their experience with us – to complete a PhD in those other programs.

As noted earlier, Ball State University offers a limited number of graduate political science courses in Indianapolis as part of its MA program, but we are cooperating with Ball State in order to ensure that there is no overlap or competition between the two programs.

d. Utilization of existing resources

The program would make better use of the skills of Departmental faculty. While servicing the needs of undergraduates is clearly our overwhelming priority, the relationship between a faculty member and a graduate requires the exercise of a different set of abilities. Several faculty are engaged in research which – while useful to the courses they teach at the moment – is not as fully utilized as it would be before an audience of graduate students.

2. Student Demand

Based on current inquiries to the Department, discussions with professionals, a review of enrollment figures in existing MA programs within the School of Liberal Arts, and an analysis of regional employment in state and local government, we anticipate that the goal of admitting no more than ten students per year, while expecting only five students to qualify, is realistic. We also expect that the level of interest will rise as the program progresses.

Consider the following figures. According to the Census Bureau's Statistical Abstract of the United States 2000, an estimated 403,000 Indiana residents were employed by government in 1999, accounting for nearly 14% of all employment in the state. Nearly half of that total government employment in Indiana is at the level of state and local government. The state is one of the largest employers in Indianapolis-Marion County, while city-county government employs more than 11,000 people. Although our MA program will appeal to many students who are not directly employed by local, state, or urban government, such figures provide some indication of the dimensions of the public sector in our city and region.

Also, our program will attract some of the students enrolled in other graduate programs at IUPUI who need electives, thus making our courses more viable as stand-alones.

3. Transferability

Because approval for the graduate courses in this program has been and will be secured through the normal curriculum committee procedures of the IU Graduate School, there should be no difficulty transferring credit within the Indiana University system, nor to

other institutions within the state. Course numbers are standardized throughout the IU system, and – while we do not expect that many students will want to transfer between campuses, given that many of those in our program will be professionally-oriented – there should be no problems making transfers.

4. Demand and Employment Factors

We expect that demand for the program will be steady, and will rise as it becomes better established. Potential employers include state, local, and urban government (in Indiana and elsewhere), non-governmental organizations, think-tanks, private corporations with an interest in the activities of state, local, and urban government, political party organizations, political campaigns, and professional lobbying organizations.

5. Regional, State, and National Factors

There is nothing similar to the proposed program in the state, the region, or indeed the country. We believe this may well be a ground-breaking venture, which – in addition to closing the gap presented by the absence of an MA program in political science in central Indiana (and especially Indianapolis) – promises to have long-term benefits for students, the School of Liberal Arts, IUPUI, Indianapolis, and the central Indiana region. Every member of the Department of Political Science is excited at the prospect that, after many years of discussion and reflection, we are now in the position to offer a graduate program of national significance.

D. PROGRAM IMPLEMENTATION AND EVALUATION

1. Implementation

We believe that, once approved, this program could be fully implemented within 18 months. The faculty to teach the necessary courses are already on the staff of the Department, or are working part-time with the Department, and all the key courses either are already in the IU system, or are working their way through the approval process. Once the program is approved, a Director of Graduate Studies will be selected, and members of the Graduate Committee will be appointed.

We would plan to offer four graduate courses in the first year, growing to a maximum of six courses from the second or third year, depending upon demand. We anticipate that some of these courses will initially be crosslisted with their undergraduate equivalents. Thus *Y620 – State Politics* might be crosslisted with *Y306 – State Politics in the US*, *Y622 – Urban Politics* might be crosslisted with *Y308 – Urban Politics*, and so on. As the program progresses, however, the graduate courses will become free-standing, and we would hope that there would very quickly be no crosslisted courses remaining.

2. Evaluation

The Graduate Committee will continually monitor enrollments, student grades and progress, the quality and completion of theses, and the transition of students to professional life. Exit interviews will be conducted with all graduating students to determine the effectiveness of the program and to help identify needed changes and improvements. Follow-up interviews will also be conducted after three and five years to learn how graduates feel about the role the program has played in their professional development. Once a sufficient body of graduates has accumulated, the Department will also seek out the views of employers regarding the structure of the program. With time, an alumni board will be created to advise the Department. The success of the program will be defined in terms of demand (as measured by enrollment), the responses of students to exit and follow-up interviews, and comments from employers.

E. PROGRAM BUDGET

See attachment for details. The primary costs of the program will be as follows:

1) time taken away from existing full-time faculty teaching obligations, as they offer selected courses for both graduate and undergraduate credit, teach free-standing graduate courses, and oversee the writing of graduate theses.

2) the costs of hiring part-time faculty to teach selected graduate courses. Faculty with a doctoral degree (PhD or JD, for example) are currently paid approximately $2400 per section.

3) the costs of hiring part-time faculty to teach the undergraduate courses that would otherwise have been taught by those full-time faculty who are instead teaching graduate courses. The Director of the program will be given one course release per year, and full-time faculty will be teaching a maximum of one graduate course each per year.

We believe that these costs can be covered primarily by tuition income.

F. APPENDICES

I.   Sample inquiries from students.
II.   Faculty accomplishments (copies of faculty CVs).
III.   Letters of support from faculty and community members.

WTG

Winston/Terrell Group
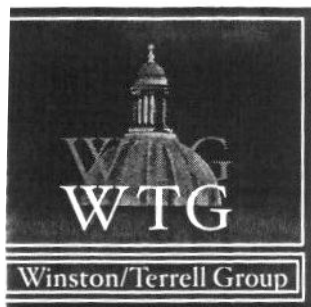
August 6, 2003

Dr. Brian Vargus
Indiana University Purdue University-Indianapolis
435 University Boulevard
504C Cavanaugh Hall
Indianapolis, IN 46202

Dear Dr. Vargus:

I hope that all is well at IUPUI.

I want to commend you and the faculty of IUPUI for establishing a Master of Arts in
Political Science with a concentration on State and Local Government. With the
implementation of this degree program, IUPUI will play a fundamental role in the
development of government professionals and public servants. I believe that successful
partnerships with State, City and County governments will be the result of the Masters
program.

In addition, the program has the potential to serve as an excellent conduit for the training
of those interested in campaigns. Your background in survey research coupled with
additional coursework relative to the impact of media could generate a cadre of talented
professionals. As the former Chairman of the Indiana Democratic Party, I look forward to
a new generation of leaders receiving their degrees from the IUPUI program.

Dr. Vargus, your work continues to be an inspiration to those of us who work in
government service and politics. Good luck on the program!

Sincerely,

Robin Winston
President

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Brian C. Bosma
Republican Leader

Website: www.in.gov/h88
E-mail: H88@in.gov

August 18, 2003

Brian Vargus
Professor of Political Science
Indiana University/Purdue University-Indpls
504 C Cavanaugh Hall
425 University Blvd
Indianapolis, IN 46202

Dear Professor Vargus,

I am writing in support of the Master of Arts Degree in Political Science that has been proposed at Indiana University/Purdue University-Indianapolis (IUPUI). Thank you in advance for your time.

As a state legislator and a person with a strong interest in government and politics, I believe a Master of Arts Degree in Political Science at IUPUI is long overdue. With similar degrees being offered at other universities in our state, it only makes sense that a degree should be offered by IUPUI in our state's capitol. I believe this program could appeal to many people employed at the Statehouse and in state government and could increase educational opportunities for our government employees.

Furthermore, I believe this program could be of interest to many of my constituents and other central Indiana residents. I constantly strive to make Indiana a place where our children will want to stay and increasing the educational opportunities that are available in our state is one way to make sure this happens. I truly hope this program will be implemented.

Again, thank you for your time. Please do not hesitate to contact me if I can be of assistance to you.

Sincerely,

Brian C. Bosma
Republican Leader
113th General Assembly

BCB:AB/bn

INDIANA UNIVERSITY

August 26, 2003

SCHOOL OF PUBLIC
AND ENVIRONMENTAL
AFFAIRS

Professor John McCormick
Professor and Chair
Department of Political Science
Indiana University
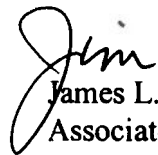425 University Blvd.
Indianapolis, IN 46202

Dear John:

I am pleased to write in support of your proposed MA in Political Science.
I believe this is an important step forward for the Department of Political
Science. I noted from your proposal that Indianapolis is the largest
metropolitan area in the country that lacks an MA in Political Science. It
is now time to redress this gap.

From the standpoint of my own unit, The School of Public and
Environmental Affairs, I believe your proposed degree is a appropriate
complement to our graduate curriculum in public affairs, planning, and
urban management. I envision constructive synergy between your new
degree and our existing programs. Your listing of several SPEA courses
as part of your elective curriculum is but one example of the potential for
synergy.

I strongly endorse your MA in Political Science degree proposal. I look
forward to working with you on its implementation.

Sincerely,

James L. Perry
Associate Dean
Chancellor's Professor

OFFICE OF THE DEAN

801 West Michigan Street
Business/SPEA Building, 3025
Indianapolis, Indiana
46202-5152

317-274-2016
Fax: 317-274-5153

Located on the campus of
Indiana University
Purdue University
Indianapolis

INDIANA UNIVERSITY

September 3, 2003

PUBLIC OPINION LABORATORY

Brian Vargus, Ph.D.
Department of Political Science
IUPUI
425 University Boulevard
Indianapolis, IN 46202-5140

Dear Brian:

I am pleased to extend my support for the creation of a Master's degree in Political Science here at IUPUI. I am particularly interested in the emphasis in survey research methods. As the new director of the IU Public Opinion Laboratory I am assuming the responsibility of ensuring that students not only find work at the POL but also find this is a meaningful learning experience.

Should this program develop and Political Science graduate students begin working at the POL I would want to work with an advisor in your department to ensure we can optimize the student's learning experience here. At the same time, the POL will certainly benefit from having quality graduate students spend time here and perhaps consider working here in the future.

Please keep me informed as this degree proposal progresses. I'm very hopeful the POL can play a role in making it a great experience for your students.

Sincerely,

Jim Wolf
Director
IU Public Opinion Laboratory

Madame Walker Plaza
719 Indiana Ave., Suite 260
Indianapolis, Indiana
46202

317-274-4104
Fax: 317-278-2383
http://polecat.iupui.edu

*Located on the campus of
Indiana University
Purdue University
Indianapolis*

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

JOHN J. DAY
937 WOODRUFF PLACE E. DRIVE
INDIANAPOLIS, IN 46201

COMMITTEES:
ENVIRONMENTAL AFFAIRS
HUMAN AFFAIRS
PUBLIC HEALTH
WAYS AND MEANS

September 4, 2003

Mr. John McCormick, Ph-D., Chair
Dept. of Political Science, IUPUI
425 University Blvd.
Cavanaugh Hall, Room 503H
Indianapolis, IN 46202

Dear Dr. McCormick:

Having reviewed the proposal for a Master of Arts in Political Science at IUPUI I am pleased to endorse the plan.
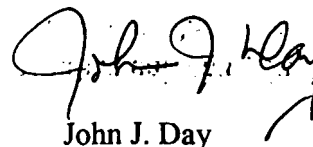
It seems like a natural development, a large urban university in the capital city offering an advanced degree in the study of state and local government. As we know there are considerable research possibilities here (Indianapolis) and establishing such a graduate degree fills a long standing unmet need.

Having such a program within walking distance of the statehouse will be an asset for both the students and the community. It could also be a valuable resource for both state and local governments and for those in public service.

Those of us in government service, past and present, could be resource persons, part-time faculty and advisors for this new program which has considerable potential.

All the best to you as this innovative, well thought out proposal moves forward.

With best regards,

John J. Day

JJD/ktc

CURRICULUM VITAE

ANDERSEN, ELLEN ANN

EDUCATION:

A.B.   Government, Cornell University, 1988
M.A.   Political Science, University of Michigan, 1994
Ph.D.   Political Science, University of Michigan, 1999
        Fields: American Politics, Law and Politics, Methods
        Dissertation: *Courting Political Opportunity.*
        Committee: M. Kent Jennings and Mark Brandon (co-chairs),
                   Kim Lane Scheppele, and Mayer Zald.

ACADEMIC APPOINTMENTS

Assistant Professor, Department of Political Science, Indiana University Purdue University Indianapolis,
        1999-present.
Assistant Professor, Department of Political Science, Texas Tech University, 1998-1999
Teaching Assistant, Department of Political Science, University of Michigan, 1994-1995

PROFESSIONAL ORGANIZATIONS:

American Political Science Association (Law and Courts and Women and Politics sections).
Law and Society Association.

HONORS AND AWARDS:

Outstanding Advisor, School of Liberal Arts Student Council, IUPUI, 2001.
Nominated for the American Political Science Association's E.E. Schattschneider award for best
        dissertation in American Politics, 2000.
High Honors conferred in Government, Cornell University, 1988.

TEACHING ASSIGNMENTS:

Course Number	Course Title	Term	Enrollment
Y305	Constitutional Law II	Spring 2003	
Y320	Judicial Politics	Spring 2003	
Y301	Political Parties and Interest Groups	Fall 2002	
Y304	Constitutional Law I	Fall 2002	
Y490	Senior Seminar: Law and Society	Spring 2002	16
Y320	Judicial Politics	Spring 2002	20
Y481	Field Experience	Spring 2002	1
Y301	Political Parties and Interest Groups	Fall 2001	25
Y103	Introduction to American Politics	Fall 2001	45
Y103	Introduction to American Politics	Fall 2001	26
Y481	Field Experience	Fall 2001	1
Y480	Undergraduate Readings	Summer 2001	1

Y320	Judicial Politics	Spring 2001	22
Y320 H-option	Judicial Politics	Spring 2001	1
Y103	Introduction to American Politics	Spring 2001	44
Y301	Political Parties and Interest Groups	Fall 2000	19
Y103	Introduction to American Politics	Fall 2000	47
Y320	Judicial Politics	Spring 2000	19
Y103	Introduction to American Politics	Spring 2000	28
Y103	Introduction to American Politics	Fall 1999	29
Y103	Introduction to American Politics	Fall 1999	27

Masters Thesis Advising and Committee Assignments

Eloise Scroggins, "What's All This Fuss About? The Equal Rights Amendment in Indiana" (MA Thesis Committee Member, Department of History, IUPUI, Defended: May 2003).

Jim Nelson, "From Ottawa Treaty to Southern Africa Development: Non-Governmental Organizations and the Global Movement to Ban Landmines" (MA Thesis Committee Member, Interdisciplinary Studies Program, Texas Tech University, Defended: June 2000).

Advising Assignments

Lead Advisor, Department of Political Science, IUPUI, 2001-present
Pre-law Advisor, Department of Political Science, IUPUI, 2001-present

PROFESSIONAL SERVICE:

Occasional Reviewer, *Journal of Politics* and *American Journal of Political Science*

UNIVERSITY SERVICE:

Faculty Council, IUPUI, 2002-present
Nominating Committee, School of Liberal Arts, IUPUI, 2001-2003
Teaching and Advising Committee, School of Liberal Arts, IUPUI, 2000-2002
       Chair, Advising Subcommittee, 2001-2002
Technology Mentor, Political Science Department, 2001-present
Search Committee, Dept of Political Science, IUPUI, 2001-2002
Master's Proposal Committee, Dept of Political Science, IUPUI, 1999-2000
Graduate Affairs Committee, Department of Political Science, Texas Tech University, 1999

OTHER PROFESSIONAL ACTIVITIES:

Ellen Ann Andersen. 1993. "When Mommy is Bad: Judicial Conceptions of Aberrant Motherhood." Paper presented at the Annual Meeting of the Law and Society Association, Chicago, IL.

M. Kent Jennings and Ellen Ann Andersen. 1993. "Traumatic Life Events and Political Participation: the Case of AIDS." Paper presented at the Annual Meeting of the American Political Science Association, Washington, D.C.

Ellen Ann Andersen and M. Kent Jennings. 1994. "ACTing UP or ACTing Respectably: AIDS Activists Assess Disruptive Behavior." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL.

Ellen Ann Andersen. 1994. "Bad Blood: AIDS, Hemophiliacs, and the Presentation of Legal Claims in the American System." Paper presented at the Annual Meeting of the Law and Society Association, Phoenix, AZ.

Ellen Ann Andersen. 1994. "Born v. Made: How the Construction of Queer Identity Affects Legal Claims and Understandings." Paper presented at the Annual Meeting of the Law and Society Association, Phoenix, AZ.

Ellen Ann Andersen. 1995. "AIDS and Abortion: Theorizing Lesbian Activism." Paper presented at the Annual Meeting of the Law and Society Association, Toronto, Canada.

Ellen Ann Andersen. 1996. "Sexual Politicking: The Impact of Identity Politics on Mobilization to Collective Action." Paper presented at the Center for Lesbian and Gay Studies, New York.

Ellen Ann Andersen. 1996. "[Ap]parent Contradictions: Gay Rights Litigation and the Question of Parental Status." Paper presented at the Annual Meeting of the Law and Society Association, Glasgow, Scotland.

Ellen Ann Andersen. 1997. "In the Best Interests of the Child: Courts, Custody, and Openly Lesbian/Gay Parents." Paper presented at the Annual Meeting of the American Political Science Association, Washington, D.C.

Ellen Ann Andersen. 1997. "Before and After *Hardwick*: Framing Sodomy Law Litigation." Paper presented at the Annual Meeting of the American Political Science Association, Washington, D.C.

Ellen Ann Andersen. 1998. "Out of the Closets and Into the Courts." Paper presented at the Annual Meeting of the Law and Society Association, Aspen, CO..

Ellen Ann Andersen. 1999. "Sex in Texas: The Past, Present (and Future?) of Sodomy Reform." Paper presented at the All-University Conference on the Advancement of Women in Higher Education, Texas Tech University.

Ellen Ann Andersen and M. Kent Jennings. 2000. "Participation in Movement." Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago, IL.

Ellen Ann Andersen. 2000. "The Structure of Legal Opportunities." Paper presented at the Annual Meeting of the Law and Society Association, Miami Beach, FL.

Ellen Ann Andersen. 2001. "Vermont v. the United States: Same-Sex Marriage and the Structure of Legal Opportunities." Paper presented at the Annual Meeting of the Law and Society Association, Budapest, Hungary.

Ellen Ann Andersen. 2001. "Litigation and its (Un)Intended Consequences." Annual Meeting of the American Political Science Association, San Francisco, CA.

Ellen Ann Andersen. 2003. "For Better, For Worse: Local-National Tensions in the Litigation for Same-Sex Marriage." Annual Meeting of the Law and Society Association, Pittsburgh, PA.

GRANTS AND FELLOWSHIPS:

Summer Faculty Writing Forum, IUPUI, $1,500, Summer 2002

Overseas Conference Fund Award, Indiana University, $750, Summer 2001

Professional Travel Award, School of Liberal Arts, IUPUI, $375, Summer 2001

Summer Research Grant, School of Liberal Arts, IUPUI, $5,038, Summer 2000

Gerald R. Ford Dissertation Fellowship, University of Michigan, tuition plus stipend, 1997-1998

Gerald R. Ford Research Expense Grant, University of Michigan, $3,500, 1996-1997

Law and Society Association Graduate Student Workshop Grant, 1996

Law and Society Association Graduate Student Workshop Grant, 1994

Rackham Research Partnership Award, University of Michigan, (with M. Kent Jennings), tuition plus stipend, 1993-1994

Regents Fellow, University of Michigan, tuition plus stipend, 1991-1993, 1994-1995

PRINT AND ELECTRONIC PUBLICATIONS:

Research Publications

Peer Reviewed

1. M. Kent Jennings and Ellen Ann Andersen. 1996 "Support for Confrontational Tactics among AIDS Activists: A Study of Intra-Movement Divisions." *American Journal of Political Science* 40:311-34.

Other Research Publications (Not Peer Reviewed)

2. Ellen Ann Andersen. 1998. "The Stages of Sodomy Reform." *Thurgood Marshall Law Review* 23 (2):283-319. [publication date actually in 2000]

Research Under Submission

1. Ellen Ann Andersen. *Out of the Closets and Into the Courts*. Forthcoming, University of Michigan Press.
2. M. Kent Jennings and Ellen Ann Andersen. "Activism Among the Activists." Forthcoming, *Political Behavior*.

Ramla M. Bandele
5551 Nighthawk Way
Indianapolis, IN 46254
(317) 280-9322
rbandele@iupui.edu

EDUCATION

2002	Ph.D., Political Science Northwestern University, Evanston, IL Dissertation: *Diaspora Movements in the International Political Economy: African Americans and the Black Star Line*
1983	Master's, Urban and Regional Planning, University of Illinois, Champaign-Urbana, IL Thesis: *The Underdevelopment of Black Towns*
1981	Bachelor's, Public Policy, Indiana University, Bloomington, IN

FIELDS OF RESEARCH

Political Economy, American & Urban Politics, African-American Politics, Diaspora Studies

ACADEMIC WORK EXPERIENCE

2003-	Assistant Professor Department of Political Science Indiana University-Purdue University at Indianapolis
2002-2003	Post Doctoral Research Fellow Frederick Douglass Institute for African and African-American Studies, University of Rochester
2002	Instructor, Trans-national African-American Politics, Winter Qtr., Northwestern University
2001	Summer School Instructor, African-American Politics, Northwestern University
1998-2001	Research Assistant, Institute of Diasporic Studies Global Mapping of the Politics of the African Diaspora Northwestern University

2000	Summer School Instructor, African-American Politics Northwestern University
2000	Participant, Preparing Future Faculty Program
1998	Teaching Assistant Fellow of the Searle Center for Teaching Excellence, Northwestern University
1997	Program Assistant to Dr. Sandra Richards Institute for Advanced Study and Research in the African Humanities, Program on International Cooperation in Africa, Program of African Studies, Northwestern University
1997	Summer School Instructor, Urban Politics Department of Political Science, Northwestern University
1995-96	Teaching Assistant, Department of Political Science, Northwestern University

OTHER WORK EXPERIENCE

1991-1994	Director, Mary McLeod Bethune Teaching Center, Institute of Positive Education, Chicago, IL
1989-1990	Senior Program Analyst, Chicago Transit Authority, Chicago
1987-1989	Superintendent of Administration, Department of Streets and Sanitation, City of Chicago
1985-1987	Senior Budget Analyst, Office of Budget and Management, City of Chicago, Chicago, IL
1983-1985	Principal Budget Analyst, Office of Management and Budget State of Illinois, Springfield IL

HONORS AND AWARDS

1997-98	Farrell Outstanding TA Award, Department of Political Science

PUBLICATIONS

*Black Star: African American Activism in the International
Political Economy*

(Book manuscript under consideration as of September 2003)

PRESENTATIONS

"Hidden Liaisons: Applying the Diaspora Paradigm to the Study of Trans-National Politics"
Paper presented at the Frederick Douglass Institute for African and African-American Studies, Work in Progress Seminar Series, University of Rochester
October 9, 2002

"Understanding African Diaspora Politics: Black Americans and the Black Star Line"
Paper presented at the African-American Studies Department, Northwestern University
March, 2001

"An Inquiry into the Politics of the African Diaspora"
Paper presented at the Fourth Annual Joint Fellows Conference Illinois Consortium for Educational Opportunity Program
November 11, 2000

"The Black Star Line as an Instance of African Diaspora Political Activity" Paper presented at African Historian Association Conference, Northeastern Illinois University, Center for Inner City Studies, Chicago, IL
October 9, 1999

PROFESSIONAL MEMBERSHIPS

American Association of University Women
American Political Science Association

References available upon request.

CURRICULUM VITAE

William Andrew Blomquist
Department of Political Science
Indiana University Purdue University Indianapolis
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Indianapolis, Indiana 46202-5140
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I. Education

Ph.D. (Political Science) Indiana University, Bloomington, Indiana, August 1987

M.A. (Political Science) Ohio University, Athens, Ohio, November 1979

Graduate Certificate in Public Administration, Ohio University, Athens, Ohio, November 1979

B.S. (Economics) Honors Tutorial College, Ohio University, Athens, Ohio, June 1978

II. Academic Experience

A. Academic Positions

Associate Professor of Political Science (with tenure), Indiana University-Indianapolis, July 1993- present

Assistant Professor of Political Science, Indiana University-Indianapolis, August 1987-June 1993

Research Associate, Workshop in Political Theory and Policy Analysis, Indiana University Bloomington, 1983-1987

Associate Instructor, Department of Political Science, Indiana University-Bloomington, 1983-1986

Teaching Assistant, Department of Political Science, Ohio University, 1978-1979

1

B. Administrative Positions

Chair, Department of Political Science, Indiana University-Indianapolis, July 1995-June 2002

C. Other Related Positions

Visiting Researcher, School of Social Ecology, University of California-Irvine, Fall 2000

Visiting Fellow, Natural Resources Law Center, University of Colorado School of Law, Spring 1995

Faculty Intern, Office of the Governor, Indianapolis, Indiana, Summer 1994

Research Analyst, Washtenaw County Community Mental Health Center, Ann Arbor, Michigan, 1981-82

Program Planner/Evaluator, Washtenaw County Employment and Training Program, Ann Arbor, Michigan, 1980-81

D. Honors and Recognitions

Teaching Excellence Recognition Award, 1998

Robert H. Shellhamer Outstanding Educator Award, 1996

Distinguished Faculty Award, School of Liberal Arts, 1994-95

Faculty Colloquium on Excellence in Teaching (FACET) Award, 1992

Faculty Advisor of the Year, IUPUI, 1989-90

Kathleen Greenough Award for Best Dissertation in Political Science, Indiana University-Bloomington, 1987

John V. Gillespie Dissertation Fellowship, Department of Political Science, Indiana University-Bloomington, 1986-87

Institute Fellowship, Institute of Public Policy Studies, University of Michigan, 1979-80

E. Professional Memberships, Associations, and Affiliations

Adjunct Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs, Indiana University

Affiliated Faculty
    Center for Urban Policy and the Environment, IUPUI
    Workshop in Political Theory and Policy Analysis, IU-Bloomington

Member, Research Advisory Board, National Water Research Institute
-- Member, Steering Committee
-- Chair, Knowledge Management Committee

Member, American Political Science Association, Western Political Science Association

III. Publications

A. Books and Monographs (* indicates refereed)

(with Harvey Collins and David Friedman) Assessing Risk Information Concerning Coastal Runoff. Fountain Valley, CA: National Water Research Institute (2002) - *

Water Security and Future Development in the San Juan Basin: The Role of the San Juan Basin Authority. Fountain Valley, CA: National Water Research Institute (1998)

(with Robert B. Hawkins, Jr.) Self-Governing and Entrepreneurial Solutions: A Handbook. San Francisco, CA: ICS Press (1994)

(with Mark S. Rosentraub and Roger B. Parks) Municipal Federalism: A Program for Neighborhood Governance and Communities. Publication Number 93-U02. Indianapolis, IN: Center for Urban Policy and the Environment (1993)

(with Roger B. Parks) UNIGOV: Local Government in Indianapolis and Marion County, Indiana. Publication Number 93-U05. Indianapolis, IN: Center for Urban Policy and the Environment (1993)

Dividing the Waters: Governing Groundwater in Southern California. San Francisco, CA: ICS Press (1992) - *

Coordinating Water Resources in the Federal System. Report A-118. Washington, DC: U.S. Advisory Commission on Intergovernmental Relations (1991)

The Performance of Institutions for Groundwater Management, Volume 4: The San Gabriel Valley. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1990)

The Performance of Institutions for Groundwater Management, Volume 7: Chino Basin. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1990)

The Performance of Institutions for Groundwater Management, Volume 8: The Mojave River Basin. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1989)

The Performance of Institutions for Groundwater Management, Volume 6: The San Fernando Valley. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1988)

The Performance of Institutions for Groundwater Management, Volume 5: Orange County. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1987)

The Performance of Institutions for Groundwater Management, Volume 3: Central Basin. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1987)

The Performance of Institutions for Groundwater Management, Volume 2: West Basin. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1987)

The Performance of Institutions for Groundwater Management, Volume 1: Raymond Basin. Bloomington, IN: Workshop in Political Theory and Policy Analysis (1987)

B. Articles (* indicates refereed)

(with Helen Ingram) "Boundaries Seen and Unseen: Resolving Transboundary Groundwater Problems." Water International. Volume 28, Number 2 (June 2002, forthcoming) - *

(with Richard Atwater) "Rates, Rights, and Regional Planing in the Metropolitan Water District of Southern California." Journal of the American Water Resources Association. Volume 38, Number 5 (October 2002), pp. 1195-1205 - *

(with Edella Schlager and Tanya Heikkila) "Institutions and Conjunctive Water Management in Three Western States." Natural Resources Journal. Volume 41, Number 3 (Summer 2001), pp. 653-683 [To be re-published in the volume, Economics of Water Resources, K. William Easter and Mary Renwick, as part of the International Library of Environmental Economics and Policy, Hampshire, UK: Ashgate Publishing, February 2004]

(with Edella Schlager) "A Comparison of Three Emerging Theories of the Policy Process." Political Research Quarterly. Volume 49, Number 3 (September 1996), pp. 651-672 - *

(with Roger B. Parks) "Fiscal, Service, and Political Impacts of Indianapolis-Marion County's Unigov." Publius: The Journal of Federalism. Volume 25, Number 4 (Fall 1995), pp. 37-54 - * [Re-published in Polycentricity and Local Public Economies. Michael McGinnis, ed. Ann Arbor, MI: University of Michigan Press, 2000]

(with Edella Schlager and S.Y. Tang) "Reply." [to "Comment" on "Mobile Flows, Storage, and Self-Organized Institutions for Governing Common-Pool Resources"] Land Economics. Volume 71, Number 4 (November 1995), pp. 539-540

"Elections of '94 Reverse a Decade of Democratic Gains in Indiana." Comparative State Politics. Volume 16, Number 1 (February 1995), pp. 18-28

(with Edella Schlager and S.Y. Tang) "Mobile Flows, Storage, and Self-Organized Institutions for Governing Common-Pool Resources." Land Economics. Volume 70, Number 3 (August 1994), pp. 294-317 - *   [Re-published in Polycentric Governance and Development. Michael McGinnis, ed. Ann Arbor, MI: University of Michigan Press, 1999]

"Taking Federalism Underground: Managing Water Resources." Intergovernmental Perspective. Volume 17, Number 3 (Summer 1991), p. 6+

"Exploring State Differences in Groundwater Policy Adoptions, 1980-89." Publius: The Journal of Federalism. Volume 21, Number 2 (Spring 1991), pp. 101-115 - *

"Getting Out of the Commons Trap: Variables, Process, and Results in Four Groundwater Basins." Social Science Perspectives Journal. Vol. 2, Number 4 (1988), pp. 16-44 - *

(with Elinor Ostrom) "Institutional Capacity and the Resolution of a Commons Dilemma." Policy Studies Review. Volume 5, Number 3 (1985), pp. 373-394 - *   [Re-published in Polycentric Governance and Development. Michael McGinnis, ed. Ann Arbor, MI: University of Michigan Press, 1999. Translated into Spanish and re-published in Economica del Agua. Federico Aguilera Klink, ed. Madrid, Spain: Ministerio de Agricultura, Pesca y Alimentacion, 1992, pp. 383-402]

C. Book Chapters (* indicates refereed)

"Organizational Change as a Management Tool: Mayor Goldsmith's Approach." In To Market, To Market: Reinventing Indianapolis. Ingrid Ritchie and Sheila Kennedy, eds. Lanham, MD: University Press of America, 2001, pp. 77-101

(with Edella Schlager) "Water: The Southwestern United States." In Protecting the Commons: A Framework for Resource Management in the Americas. Joanna Burger, ed. Washington, DC: Island Press, 2001, pp. 131-159

"Indiana." In <u>Home Rule in America: A Fifty State Handbook</u>. Dale Krane, Platon Rigos, and Melvin Hill, eds. Washington, DC: CQ Press, 2001, pp. 139-147

"The Policy Process in Large-N Comparative Studies." In <u>Theories of the Policy Process</u>. Paul Sabatier, ed. Boulder, CO: Westview Press, 1999, pp. 201-230

"Common Property's Role in Water Resources Management." In <u>Droits de Propriete, Instruments Economiques et Ressources en Eaux</u>. Max Falque and Michel Massenet, eds. Aix-en-Provence, FR: Universite d'Aix-Marseille, 1999

(with Edella Schlager) "Heterogeneity and Common Pool Resource Management." In <u>Designing Institutions for Environmental and Resource Management</u>. Edna Loehman and Marc Kilgour eds. Cheltenham, UK: Edward Elgar, 1998, pp. 101-112

(with Roger B. Parks) "Unigov: Local Government in Indianapolis and Marion County, Indiana." In <u>The Government of World Cities: The Future of the Metro Model</u>. L.J. Sharpe, ed. Chichester, UK: John Wiley & Sons (1995), pp. 77-89 - *

"Institutions for Managing Groundwater Basins in Southern California." In <u>Water Quantity/ Quality Management and Dispute Resolution</u>. Ariel Dinar and Edna T. Loehman, eds., Westport, CT: Praeger (1995), pp. 43-59 - *

"Changing Rules, Changing Games: Evidence from Groundwater Systems in Southern California." In <u>Rules, Games, and Common-Pool Resources</u>. Elinor Ostrom, Roy Gardner, and Jimmy Walker, eds., Ann Arbor, MI: University of Michigan Press (1994), pp. 283-300

(with Edella Schlager, S.Y. Tang, and Elinor Ostrom) "Lessons from the Field." In <u>Rules, Games, and Common-Pool Resources</u>. Elinor Ostrom, Roy Gardner, and Jimmy Walker, eds., Ann Arbor, MI: University of Michigan Press (1994), pp. 301-316

"Black Indianapolis, Unigov, and Politics." In <u>The State of Black Indianapolis</u>. Monroe D. Little, ed. Indianapolis, IN: The Urban League (1994)

D. Book Reviews

<u>Rivers of Gold: Designing Markets to Allocate Water in California</u>, by Brent Haddad, in <u>Ecological Economics</u>. Volume 37, Number 3 (June 2001), pp. 475-476

<u>The Global Commons: An Introduction</u>, by Susan J. Buck, in <u>Ecological Economics</u> Volume 36 (2001), pp. 181-182

<u>Drowning the Dream. California's Water Choices at the Millennium</u>, by David Carle, in <u>Journal of Political Ecology</u>. Volume 7 (2001)

Managing Water as an Economic Resource, by James Winpenny, in Growth and Change. Volume 25, Number 4 (Fall 1994), pp. 514-517

Hawke's Law, by Ronald T. Libby, in The American Political Science Review Volume 86, Number 1 (March 1992), pp. 274-275

State Water Policies, by Jurgen Schmandt, Ernest Smerdon, and Judith Clarkson, in Publius: The Journal of Federalism. Volume 19, Number 4 (Fall 1989), pp. 241-243

E. Other

Norman Furniss, Bill Blomquist, Melissa Butler, Heather McDougall, and Brett O'Bannon "Preparing Future Faculty at the Indiana Cluster." PS: Political Science & Politics. Volume 35, Number 4 (December 2002), pp. 733-736

Contributing Author, Planning to Govern. Report No. M-191. Washington, DC: U.S. Advisory Commission on Intergovernmental Relations (1994)

Contributing Editor and Author of 16 Entries, The Encyclopedia of Indianapolis. Bloomington, IN: Indiana University Press (1994)

IV. Papers and Presentations

(with Edella Schlager) "Scientific Uncertainty and Policy Making." Presented at the 2003 Annual Meeting of the Western Political Science Association. Denver, Colorado, March 27-29, 2003

(with Edella Schlager) "Watershed Management from the Ground Up." Presented at the 2002 Annual Meeting of the Public Choice Society. San Diego, California, March 22-24, 2002

(with Edella Schlager) "Governing the Watershed: Interests and Institutions." Presented at the 2002 Annual Meeting of the Western Political Science Association. Long Beach, California, March 21-23, 2002

"Reporting Runoff-Related Risks." Presented at the first National Urban Watershed Conference. Costa Mesa, California, October 17-19, 2001

(with Helen Ingram) "Boundaries Seen and Unseen: Resolving Transboundary Groundwater Problems." Presented at the 52nd Annual Convention of the National Ground Water Association. Las Vegas, Nevada, December 13-15, 2000

(with Edella Schlager) "Local Communities, Policy Prescriptions, and Watershed Management in Arizona, California, and Colorado." Presented at the Eighth Biennial Conference of the International Association for the Study of Common Property. Bloomington, Indiana, May 31-June 4, 2000

(with Edella Schlager) "Political Pitfalls of Integrated Watershed Management." Presented at the 2000 Annual Meeting of the Western Political Science Association, San Jose, California, March 24-26, 2000

(with Edella Schlager) "Watershed Management from the Ground Up: Political Science and the Explanation of Regional Governance Arrangements." Presented at the 1999 Annual Meeting of the American Political Science Association, Atlanta, Georgia, September 2-5, 1999

(with Edella Schlager) "A Comparative Institutional Analysis of Conjunctive Management Practices Among Three Southwestern States." Poster presentation, 1999 Water and Watersheds Program Review, EPA/NSF Partnership for Environmental Research. Silver Spring, MD. April 19-21, 1999

(with Edella Schlager) "How Institutions Matter: Comparing the Development and Performance of Conjunctive Water Management in Arizona, California, and Colorado." Presented at the 1999 Annual Meeting of the Western Political Science Association. Seattle, WA, March 25-27, 1999

"Common Property's Role in Water Resource Management." Keynote Address to the Second International Conference on Property Rights, Economics and Environment. University d'Aix-Marseille, Aix-en-Provence, France, July 6-8, 1998

(with Edella Schlager) "Assessing and Advancing Progress in Policy Theory." Presented at the 1998 Annual Meeting of the Western Political Science Association. Los Angeles, CA, March 19-21, 1998

(with Yara Fisher) "All (Groundwater) Politics Is Local: An Institutional Analysis of Three Inter-Urban Water Conflicts in Southern California." Presented at the 1998 Annual Meeting of the Western Political Science Association. Los Angeles, CA, March 19-21, 1998

"Political or Hydrologic Management?" Presented at the 21st Biennial Conference on Ground Water. Sacramento, CA, September 15-16, 1997. Also published in Ground Water and Future Supply: Proceedings of the 21st Biennial Conference on Ground Water. J.J. DeVries and J. Woled, eds. Water Resources Center Report No. 95. Davis, CA: University of California, Davis

(with Edella Schlager) "Political Power in the Commons: Institutional Heterogeneities and Resource Management Prospects." Presented at the 1997 Annual Meeting of the American Political Science Association. Washington, DC, August 28-31, 1997

"Water Management, Water Governance, and the Changing Water Policy Context." Keynote Address to the Fifth Annual High Desert Water Conference. Victorville, CA, May 16, 1997

(with Edella Schlager) "Property Rights, Political Power, and the Management of Ground and Surface Water." Presented at the 1997 Annual Meeting of the Western Political Science Association. Tucson, AZ, March 13-15, 1997

"Conjunctive Use as Policy and Practice in California." Presented at the 1996 Annual Meeting of the National Ground Water Association and the Association of Ground Water Scientists and Engineers. Las Vegas, NV, December 9-11, 1996

"The Policy Process and Large-N Comparative Studies." Presented at the 1996 Annual Meeting of the American Political Science Association. San Francisco, CA, August 29-31, 1996

"Conjunctive Use as Policy and Practice in California." Presented at the 20th Biennial Conference on Ground Water. San Diego, CA, September 11-12, 1995. Also published in Making the Connections: Proceedings of the 20th Biennial Conference on Ground Water. J.J. DeVries and J. Woled, eds. Water Resources Center Report No. 88. Davis, CA: University of California, Davis

"State Rules and Municipal Autonomy, Responsibility, and Responsiveness in Indiana." Presented at the 1995 Annual Meeting of the American Political Science Association. Chicago, IL, August 31-September 2, 1995

"But What About the Cows? Fifty Years of Debate Over Daylight Saving Time in Indiana–An Exploration in Political Culture." Presented at the 1994 Annual Meeting of the Southern Political Science Association. Atlanta, GA, November 2-4, 1994

(with Edella Schlager) "Institutional Rational Choice, Advocacy Coalitions, and the Politics of Structural Choice: Comparing Theories of the Policy Process." Presented at the 1993 Annual Meeting of the Southern Political Science Association. Savannah, GA, November 4-6, 1993

"City-County Consolidation in Indianapolis After Twenty Years: The View from Another Empowered Locality." Presented at the 1993 Annual Meeting of the Southern Political Science Association. Savannah, GA, November 4-6, 1993

(with Roger Parks and Mark Rosentraub) "Municipal Federalism: Neighborhood Empowerment in a Metropolis Without Home Rule." Presented at the 1993 Annual Meeting of the Southern Political Science Association. Savannah, GA, November 4-6, 1993

(with Edella Schlager) "Improving Theories of the Policy Process: Putting the Advocacy into Advocacy Coalitions." Presented at the 1993 Annual Meeting of the American Political Science Association. Washington, DC, September 9-11, 1993

(with Bruce McDowell) "Politics and Drought Planning: Friends or Foes?" Presented at the 1993 Water Resources Planning and Management Meeting of the American Society of Civil Engineers. Seattle, Washington, May 3-5, 1993

(with Roger Parks and Mark Rosentraub) "Municipal Federalism: Neighborhood Government in Indianapolis." Presented at the 1993 Annual Meeting of the Urban Affairs Association. Indianapolis, Indiana, April 21-24, 1993

(with Edella Schlager) "Improving Theories of the Policy Process: Advocacy Coalitions, Institutional Rational Choice, and the Politics of Structural Choice." Presented at the 1992 Annual Meeting of the American Political Science Association. Chicago, Illinois, September 3-6, 1992

"Managing Groundwater Quality and Quantity: Comparative Aproaches of Southern California Water Basins." Presented at the Natural Resources Law Center conference, "Uncovering the Hidden Resource: Groundwater Law, Hydrology, and Policy in the 1990s." Boulder, Colorado, June 15-17, 1992

"The Evolution and Performance of Groundwater Management Institutions in Southern California." Presented at the International Conference on Water Quantity/Quality Disputes and Their Resolution. Washington, DC, May 2-3, 1992

"Metropolitan Organization and Local Politics: The Indianapolis-Marion County Experience." Presented at the 1992 Annual Meeting of the Midwest Political Science Association. Chicago, Illinois, April 9-11, 1992

(with Edella Schlager and S.Y. Tang) "All CPRs Are Not Created Equal: Two Important Physical Characteristics and Their Relation to the Resolution of Commons Dilemmas." Presented at the 1991 Annual Meeting of the American Political Science Association. Washington, DC, August 28-September 1, 1991

"Can 'Chaos' Work? Comparing the Performance of Groundwater Management Institutions in Southern California." Presented at the 1991 Annual Meeting of the Western Political Science Association. Seattle, Washington, March 21-23, 1991

"Exploring State Differences in Groundwater Policy Adoptions, 1980-1989." Presented at the 1990 Annual Meeting of the Southern Political Science Association. Atlanta, Georgia, November 8-10, 1990

"Exploring State Differences in Groundwater Laws and Policy Innovations." Presented at the 1990 Annual Meeting of the Midwest Political Science Association. Chicago, Illinois, April 5-7, 1990

SUSAN ERICKSON

Lecturer
Indiana University – Purdue University at Indianapolis
Department of Political Science

Indiana Univ. – Purdue Univ., Indianapolis
Department of Political Science
504 E Cavanaugh Hall
Indianapolis, IN 46202
(317) 278-5733

Home:
3818 Rue Delacroix
Indianapolis, IN 46220
(317) 255-2364
e-mail: serickso@iupui.edu

Recent Teaching Experience

Indiana University - Purdue University, Indianapolis

Fall 2003	Money and Politics Introduction to American Politics, 2 section Introduction to Politics
Summer 2003	Introduction to Politics, 2 sections
Spring 2003	Introduction to American Politics Media and Politics Introduction to Politics, sections
Fall 2002	American Congress Introduction to Politics, 3 sections
Summer 2002	Money and Politics Introduction to Politics
Spring 2002	Women and Politics Introduction to American Politics, 2 sections Introduction to Politics
Fall 2001	Public Opinion, Elections, and Voters Introduction to American Politics Introduction to Politics, 2 sections
Spring 2001	Introduction to American Politics
Fall 2000	Introduction to American Politics
Summer 2000	Election 2000 Introduction to American Politics Faculty adviser for Summer Research Opportunity Program Fellow
Spring 2000	Introduction to Politics, 4 sections
Fall 1999	Introduction to Politics, 2 sections Introduction to American Politics, 2 sections
Summer 1999	Introduction to American Politics
Summer 1998	Introduction to American Politics Introduction to Politics
Fall 1997	Comparative Public Policy
Summer 1997	Introduction to American Politics

Spring 1997	Introduction to Politics
	Introduction to American Politics
	International Politics
Fall 1996	Introduction to American Politics
Summer 1996	US Elections
Spring 1996	Introduction to Political Science
Fall 1995	Introduction to American Politics
	Introduction to Political Science

Butler University

Spring 2001	Introduction to Politics
	International Politics
	Media and Politics
	Change and Tradition (focus on Tsarist Russia, Victorian England)
Fall 2000	Change and Tradition, 2 sections (focus on Ancient China; Ancient Athens)
	United Nations
Spring 2000	Congress and the Presidency
Fall 1999	Introduction to Politics
Spring 1999	Introduction to Political Theory
	The Media and American Politics
	Gender and Politics
Fall 1998	Introduction to Political Science
	Campaigns and Elections
	Money and Politics
Spring 1998	The Media and American Politics
	Congress and the Presidency
	Introduction to American Politics
Fall 1997	Northeast Asian Politics
Summer 1997	Introduction to American Politics
Spring 1997	Academic supervisor of Political Science student internship program
Fall 1996	Introduction to American Politics
	Congress and the Presidency
Spring 1996	The Political Economy of East Asia
Academic services	Model United Nations Coordinator (1997-2001)
	Faculty Orientation Guide
Awards	Butler University Student Government Association "Apple Award" for Outstanding Teaching

University of Indianapolis

Spring 1998   Media and American Politics
                        Academic supervisor of Political Science student internship program

Spring 1995   International Politics

Marion College

Fall 1998   Introduction to International Politics

Topics of Recent Public Lectures

Indiana Council on World Affairs: "Economic Globalization and its Political Ramifications"

Executive Service Corps: "The Asian Economic Meltdown"

Designed and taught three courses in Summer 1996 on "American Challenges" for Older Adult Service and Information System (OASIS), a program of Methodist Hospitals and L.S. Ayres Department Stores.

Presenter/Discussion Leader for various topics in the *Great Decisions* program, for the OASIS program, the Indiana Council on World Affairs, the Indianapolis Public Library, and numerous local churches. Topics have included Northeast Asian politics, the Russian transformation, East European crises and consolidation, China and the US, the role of human rights in US foreign policy, and Turkey.

Recent Media Commentary

WTHR (NBC) The Media Role in the Clinton Scandals

"Consider This," IUPUI's public affairs television program

"News and Views," University of Indianapolis public affairs radio program

Publications

Russell 20-20 Country Reports   **China** (Spring 1993)
                                        Hungary (Summer 1993)
                                        Ukraine (Fall 1993)
                                        Poland (Fall 1993)

"Gondolatok az elmaradottság felszámolásáról" [Thoughts on Our Current Economic Situation]; *Valóság*, April 1988, pp. 102-108

Guidebook to State Agency Services, State of Minnesota Office of the State Register, 1977

Education

A.B.D. Political Science, University of California, Berkeley

M.A. Political Science, University of California, Berkeley: May 1982

B.A. International Relations, Political Science, University of Minnesota, Minneapolis: December 1981

Theses

Ph.D. "Pursuing the Industrial Grail: Taiwan, Hungary, and the Politics of Export-Oriented Development" (in process)

Andrew C. Janos, Department of Political Science (Chair); Chalmers Johnson, Graduate School of International Relations and Pacific Studies, U.C. San Diego; Benjamin Ward, Department of Economics

M.A. "Institutional Structure and Market-Oriented Agricultural Development: Rural Credit in Mexico and Taiwan"

B.A "The Role of Government in Agricultural Development: A Comparison of Mexico and Taiwan"

Research and Consulting

Consultant

1998	Cendant International. Bakcground political and economic briefings for corporate executives relocating to East Asia
1993-94	Center for Central European and Eurasian Studies, Hudson Institute, Indianapolis. Political and economic analysis of post-communist countries, writing country reports, editorial services

Field Research:

1986-88	Research affiliation with the Budapest University for Advanced Economics (then Karl Marx University for Advanced Economics), Budapest, Hungary; under FLAS and Mellon Foundation fellowships
1986	Independent research in Taiwan and Hong Kong; U.C. Chancellors' Patent Fund Research Fellowship
1980	Independent research for honors thesis in Taiwan

Research Assistant:

1984-86	Prof. Andrew Janos, research for book on comparative East European systems, research and editorial assistance on *Politics and Paradigms: Changing Theories of Change in Social Science*
1983	Prof. Aaron Wildavsky, comparative strategies of toxic industrial waste management in advanced industrial countries (US, Japan, Sweden, UK, Germany, France)
1982-83	Prof. David Vogel (Business Administration), comparative pollution control strategies in advanced industrial countries (US, UK, France, Japan)
1979-81	Prof. Roger Benjamin (University of Minnesota), Japan and Pacific Rim

Administrative/Editorial Experience

1997-present **Research Director and Chair of the Board,** Jefferson Institute, a nonprofit organization focused on grassroots solutions to social problems, with special emphasis on education

1978 **Legislative analyst, Office of the Minnesota State Auditor**: Oversaw implementation of legislation by state bureaucracy in order to ensure realization of legislative intent; started up weekly in-house report

1976-78 **Editor, Office of the Minnesota** *State Register*: started up three legal publications; supervised and edited the first edition of the *Guidebook to State Agency Services*; acted as liaison and coordinator of state agencies submitting material to *State Register*; in charge of public relations and advertising

Curriculum Vitae of
Ferguson, Margaret R.

EDUCATION

B.A. 1990 University of Southern Mississippi, Summa Cum Laude
Honors Thesis: A Political Biography of Nancy Landon Kassebaum.
Professor Joseph Parker, Supervisor

M.A. 1993 University of North Carolina at Chapel Hill
Thesis: "Assessing Perceived Gubernatorial Influence Over State
Administrators: 1978-1988"
Professor Thad Beyle, Supervisor

Ph.D. 1996 University of North Carolina at Chapel Hill
Dissertation: "Gubernatorial Policy Leadership in the Fifty States"
Professor David Lowery, Supervisor

ACADEMIC APPOINTMENTS

1996-Present Assistant Professor, Department of Political Science, IUPUI

OTHER APPOINTMENTS

1995-1996 Research Associate, The Human Services Research and Design
Laboratory, University of North Carolina at Chapel Hill

1993-1995 Research Assistant, The North Carolina Job Opportunities and Basic Skills
Program Evaluation, The Human Services Research and Design
Laboratory, UNC-CH

1994-1995 Associate Director, The American State Administrators Project, UNC-CH

PROFESSIONAL ORGANIZATIONS

Membership: American Political Science Association
International Society of Political Psychology
Midwest Political Science Association
Southern Political Science Association

Office held: Member of the Executive Council of the State Politics and Policy Section
of the American Political Science Association

HONORS AND AWARDS

2000 Teaching Excellence Recognition Award, School of Liberal Arts

TEACHING ASSIGNMENTS

Year	Semester	Course (sections)	Title	Enrollment
1996	Fall	Y103 (2)	Introduction to American Politics	83
1997	Spring	Y103 (1)	Introduction to American Politics	48
	Spring	Y306 (1)	State Politics	35
	Summer	Y103 (1)	Introduction to American Politics	20
	Summer	Y306 (1)	State Politics	15
	Fall	Y103 (1)	Introduction to American Politics	47
	Fall	Y322 (1)	American Presidency	22
1998	Spring	Y103 (2)	Introduction to American Politics	96
	Spring	Y306 (1)	State Politics	12
	Summer	Y103 (1)	Introduction to American Politics	22
	Summer	Y306 (1)	State Politics	10
	Fall	Y103 (2)	Introduction to American Politics	93
	Fall	Y322 (1)	American Presidency	25
1999	Spring	Y103 (1)	Introduction to American Politics	33
	Spring	Y490 (1)	Senior Seminar	13
	Summer	Y103 (1)	Introduction to American Politics	18
	Fall	Y306 (1)	State Politics	23
	Fall	Y322 (1)	American Presidency	31
	Fall	Y480 (1)	Undergraduate Readings	3
	Fall	Y481 (1)	Field Experience	6
2000	Spring	Y103 (2)	Introduction to American Politics	83
	Spring	Y481 (1)	Field Experience	8
	Summer	Y103 (1)	Introduction to American Politics	19
	Summer	Y306 (1)	State Politics	10
	Summer	Y481 (2)	Field Experience	1
	Fall	Y103 (2)	Introduction to American Politics	76
	Fall	Y322 (1)	American Presidency	27
	Fall	Y481 (1)	Field Experience	7
2001	Spring	Y103 (1)	Introduction to American Politics	24
	Spring	Y481 (1)	Field Experience	5
	Summer	Y103 (2)	Introduction to American Politics	42
	Summer	Y481 (1)	Field Experience	1
	Fall	Y103 (2)	Introduction to American Politics	70
	Fall	Y306 (1)	State Politics	17
	Fall	Y481 (1)	Field Experience	4
2002	Spring	Y103 (2)	Introduction to American Politics	105
	Spring	Y322 (1)	American Presidency	45
	Spring	Y481 (1)	Field Experience	6

PROFESSIONAL SERVICE

Discipline:

Reviewer: Journal of Politics, 1999
             Understanding the Presidency 3rd ed. Longman Publishing, 2001

Leadership   Member of the Executive Council of the State Politics and Policy
             Section, of the American Political Science Association, 2001-
             present

UNIVERSITY SERVICE

Department: Director of the Internship Program, 1999-present
             Search Committee: American Politics, 1999
                                  Urban and Minority Politics, 2002
                                  Department Chair, 2002
             Bulen Symposium, Panel Moderator, 1998

School: Technical Services Committee, 1998-1999
             Women's Studies Curriculum Committee, 1999
             Department of History, American History Search, 1998
             Faculty Affairs Committee, 1999, 2000
             SLA Scholarship Committee, 2002
             Women's Studies Essay Contest Judge, 2002

University: School of Education, Social Studies Education Curriculum Committee,
             2002
             School of Education, 21st Century Teacher's Project, 2002
             Participant, Campus Day, 1997

Community: Multiple appearances on radio and television providing expertise on
             American politics and the Presidency

PROFESSIONAL ACTIVITIES

Conference Presentations in rank

"Representation, Heterogeneity, and Party: The Impact of Committee Composition
on Chamber Voting" with Kathleen Bratton. Presented at the 2nd Annual State
Politics and Policy Conference, Milwaukee, Wisconsin, May 23-25, 2002.

"Governors, Legislatures and the Bureaucracy: Executive Leadership and the Limits
of Legislative Influence" with Cynthia J. Bowling and Deil S. Wright. Presented at
the 2nd Annual State Politics and Policy Conference, Milwaukee, Wisconsin, May 23-
25, 2002.

"Institutional Change, Member Motivation and State Legislature Openness" with Donald Ostdiek. Presented at the SPPQ/Texas A & M State of the States Conference, March 2-3, 2001 College Station Texas.

"Gubernatorial Personality and Campaign Fundraising Success" with Jay Barth. Presented at the SPPQ/Texas A & M State of the States Conference, March 2-3, 2001 College Station Texas.

"Legislative Professionalism and Membership Tenure" with Donald Ostdiek. Presented at the 2000 meeting of the American Political Science Association.

"Gubernatorial Personality and the Scope of Legislative Agendas" with Jay Barth. Presented at the 2000 meeting of the American Political Science Association.

"American Governors and their Constituents: The Relationship Between Gubernatorial Personality and Popularity" with Jay Barth. Presented at the 2000 meeting of the International Society of Political Psychology, Seattle, WA.

"Research on Governors in the American States: An assessment at the Opening of the New Century." Presented at the 2000 meeting of the Midwest Political Science Association.

"Rules Changes, Member Behavior and Legislative Professionalism" with Donald Ostdiek. Presented at the 1999 meeting of the American Political Science Association, Atlanta, GA.

"Gender and Gubernatorial Personality" with Jay Barth. Presented at the 1999 meeting of the American Political Science Association, Atlanta, GA."

"Determining the Scope of Gubernatorial Agendas" with Donald Ostdiek. Presented at the 1999 meeting of the Western Political Science Association, Seattle, Washington.

"Party, Personality and Gubernatorial Success" with Jay Barth. Presented at the 1999 meeting of the Midwest Political Science Association, Chicago, Illinois.

"Administrative Perceptions of Gubernatorial Influence: Appointment, Partisanship, and Political Contact" with Cynthia J. Bowling. Presented at the 1998 meeting of the Southern Political Science Association, Atlanta, Georgia.

"Are Southern Governors Still a Different Breed? Examining Gubernatorial Personality in the South and Non-South" with Jay Barth. Presented at the 1998 meeting of the Southern Political Science Association, Atlanta Georgia.

"The Contours of Legislative Professionalism" with Donald Ostdiek. Presented at the 1998 meeting of the American Political Science Association, Boston.

"An Examination of the Role of Gubernatorial Personality in Explaining Leadership Success" with Jay Barth. Presented at the 1998 meeting of the Midwest Political Science Association, Chicago Illinois.

"The Scope and Success of Gubernatorial Legislative Agendas" with Donald Ostdiek. Presented at the 1997 Annual Meeting of the Midwest Political Science Association.

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EDUCATION

Ph.D., Political Science, Duke University, 2003.
    Dissertation: "Deliberative Democracy, Preference Change, and Social Choice."
    Committee: Thomas Spragens (chair), John Aldrich, Romand Coles, and Michael Munger.

Dissertation Abstract

My dissertation considers the limits and possibilities of deliberative democracy. It provides a critique of the two leading theories of political deliberation, Habermas's discourse ethics and Rawls's political liberalism, and concludes with the elaboration of a revised model of deliberative decision-making procedures. These two tasks are guided, in large part, by the findings of social choice theory, which identify conceptual and practical problems associated with the aggregation of individual preference orderings. Because most political theorists do not incorporate social choice theory into their works, it offers a novel perspective from which to analyze deliberative democracy. This analysis also leads to a better understanding of the significance of social choice findings for democratic thought and practice.

Two basic questions are addressed by my dissertation. First, how do the normative and empirical assumptions of deliberative theories of democracy affect preference formation and transformation? The likelihood that deliberation will change individual preference orderings is a function of institutional, socio-cultural, and psychological factors. The institutional components refer to the rules that structure the deliberative process. The socio-cultural components include the stock of ideas and principles that can be brought to bear in public discussions. Psychological considerations involve the participant's cognitive and emotional responses to deliberation. To understand the nature of individual preference change in the deliberative theories of Habermas and Rawls, I closely examine and critique the assumptions they make about deliberative institutions (chapters 2 and 3), democratic society and the psychological dispositions of citizens (chapter 4). The second question is: How should issues of fairness and practical concerns be balanced in deliberative decision-making procedures? Having identified what is valuable and problematic in the deliberative theories of Habermas and Rawls, I offer a hybrid model of deliberative democracy in chapter 5.

My model provides a synthesis of the deliberative institutions proposed by Habermas and Rawls, taking into account the desire for fair deliberative procedures and the practical constraints that often necessitate normative compromise. In so doing, my model of deliberative democracy promotes robust public deliberation by balancing the concerns of social stability, rationality, and fairness.

Certificate in Instructional Technology, Center for Instructional Technology, Duke University, 2001.
Teaching Politics Certificate, Department of Political Science, Duke University, 2001.
M.A., Political Science, Duke University, 1998.
    Tested fields: (1) History of Western Political Philosophy.
                         (2) Contemporary Liberal Democratic Theory and Its Critics.
    Untested field: American Politics.

M.A., Political Science, University of New Orleans, 1994.
  Masters thesis: "Instituting Political Liberalism: A Comparative Analysis of the Political Projects of
        Rawls and Rousseau."
B.A., Philosophy and Political Science, University of South Alabama, 1991.
B.S.Ch.E., Chemical Engineering, University of South Alabama, 1985.

AWARDS AND HONORS

2003-04	CTL Instructional Technology Scholar, Center for Teaching and Learning, I.U.P.U.I.
2003-04	Mary F. Crisler Scholarship, School of Liberal Arts, I.U.P.U.I., faculty sponsor and mentor for Thomas Schaltter.
2000-01	The Gerst Dissertation Year Fellowship, Gerst Program in Political, Economic, and Humanistic Studies, Duke University.
2000 (Fall)	Dissertation Semester Fellowship, Graduate School, Duke University.
1999-00	The Kenan Instructorship in Ethics, Kenan Institute for Ethics, Duke University.
1998-99	John H. Hallowell Fellowship, Duke University.
1995-97	Department of Political Science Fellowship, Duke University.
1992-95	Chancellor's Scholar Research Fellowship, University of New Orleans.

ACADEMIC EMPLOYMENT

2003-present	Assistant Professor, Department of Political Science, Indiana University-Purdue University Indianapolis (I.U.P.U.I.).
2002-03	Acting Assistant Professor, Department of Political Science, I.U.P.U.I.
2001-02	Adjunct Instructor, Department of Political Science, Wake Forest University.
2001 (Spring)	Instructor, Department of Political Science and the Sanford Institute of Public Policy, Duke University.
1999 (Fall)	Instructor, Department of Political Science and the Sanford Institute of Public Policy, Duke University.
1996-99	Teaching Assistant, Department of Political Science, Duke University.
1995-99	Research Assistant, Department of Political Science, Duke University.
1994-95	Instructor, Department of Political Science, University of New Orleans.

PUBLICATIONS

2003. "Thoughts on the Internet as an Ideal Speech Situation." In *Politics and Information Systems: Technologies and Applications* (conference proceedings), Jose V. Carrasquero, Friedrich Welsch, Claudia Urrea, and Chen-Dong Tso, eds. Orlando, FL: International Institute of Informatics and Systemics.

2002. "The Value of Social Choice Theory for Normative Political Theorists." *The Good Society: A PEGS Journal* 11(2): 33-37.

1998. "Occupational Differences and the Division of Labor in Political Party Activities" (with Brad Gomez). *Social Science Journal* 35: 119-132.

1997. "Chapter Two: Policy Typologies" (with Steven A. Shull). In Steven A. Shull, *Presidential-Congressional Relations: A Policy Typologies Explanation*. Ann Arbor, MI: Michigan Press.

Book Reviews
- Forthcoming. Review of *Democratic Planning and Social Choice Dilemmas: Prelude to Institutional Planning Theory* by Tore Sager (Ashgate, 2002). *Planning Theory*.

PAPER PRESENTATIONS

"Political Liberalism and the Limits of Civic Education." Annual Meeting of the American Political Science Association, August 28-31, 2003, Philadelphia, Pennsylvania.

"Thoughts on the Internet as an Ideal Speech Situation." International Conference on Politics and Information Systems: Technologies and Applications, July 31-August 2, 2003, Orlando, Florida.

"Voter Rationality and Its Implications for Third-Party and Independent Candidates." Annual Meeting of the Southwestern Social Science Association, April 17-19, 2003, San Antonio, Texas.

"The Voting Paradox, Civic Duty, and Sincere Voting." Annual Meeting of the Midwest Political Science Association, April 3-6, 2003, Chicago, Illinois.

"Deliberative Democracy and the Internet: The Limits and Possibilities of Electronic Deliberation." Annual Meeting of the Midwest Political Science Association, April 25-27, 2002, Chicago, Illinois.

"The Psychological Realities of Deliberation and Their Consequences for Deliberative Democracy." Annual Meeting of the Southwestern Social Science Association, March 27-30, 2002, New Orleans, Louisiana.

"The Philosophical and Empirical Significance of Social Choice Findings." Annual Meeting of the American Political Science Association, August 30-September 2, 2001, San Francisco, California.

"Mutual Agreement and the Socio-Cultural Assumptions of Habermas and Rawls." Annual Meeting of the Midwest Political Science Association, April 19-22, 2001, Chicago, Illinois.

"The Institutional Consequences of Habermas's Theory of Deliberative Democracy." Annual Meeting of the Western Political Science Association, March 15-17, 2001, Las Vegas, Nevada.

"Deliberative Institutions and Individual Preference Orderings in Habermas's Theory of Moral and Legal Discourse." Annual Meeting of the American Political Science Association, August 31-September 3, 2000, Washington, D.C.

"Deliberation, Preference Formation, and Voting: Empirical Realities." Annual Meeting of the Midwest Political Science Association, April 27-30, 2000, Chicago, Illinois.

"Deliberation and Decision: Habermas's Discourse Theory from a Social Choice Perspective." Annual Meeting of the Midwest Political Science Association, April 15-17, 1999, Chicago, Illinois.

"Deliberation and Decision: Habermas's Discourse Theory from a Social Choice Perspective." Annual Meeting of the Southwestern Social Science Association, April 1-3, 1999, San Antonio, Texas.

"The Significance of Intransitive Social Outcomes: A Philosophical Perspective." Annual Meeting of the Public Choice Society and Economic Science Association, March 12-14, 1999, New Orleans, Louisiana.

"Habermas and the Prospects for a Democratic Response to the Challenge of Social Choice Theory." Annual Meeting of the Midwest Political Science Association, April 23-25, 1998, Chicago, Illinois.

"Political Liberalism's Accommodation of Liberal Purposes: Reflections on Galston's Critique of Rawls." Annual Meeting of the Southern Political Science Association, November 5-8, 1997, Norfolk, Virginia.

"The Political Projects of Rawls and Rousseau: Competing Forms of Political Liberalism." Annual Meeting of the Midwest Political Science Association, April 10-12, 1997, Chicago, Illinois.

"The Dilemma of Political Liberalism: Neutrality versus Stability in the Modern Democratic State." Annual Meeting of the Northeastern Political Science Association, November 14-16, 1996, Boston, Massachusetts.

"Communitarianism and Public Education." Annual Meeting of the Northeastern Political Science Association, November 9-11, 1995, Newark, New Jersey.

"Presidential Influence on Major Legislation: Extending Mayhew's Analysis." Annual Meeting of the American Political Science Association, August 31-September 3, 1995, Chicago, Illinois (with Steven Shull).

"Educational Responsibilities in the Liberal State: The Pedagogical Implications of Political Liberalism and Neutral Dialogue." Annual Meeting of the Southwestern Social Science Association, March 22-25, 1995, Dallas, Texas.

"Another Look at Divided Government and the Passage of 'Important Laws'." Annual Meeting of the Southwestern Social Science Association, March 22-25, 1995, Dallas, Texas.

"Multicultural Education in America: A Tocquevillian Diagnosis and a Rawlsian Prescription." Annual Meeting of the Northeastern Political Science Association, November 10-12, 1994, Providence, Rhode Island.

"Occupational Differences and the Division of Labor in Political Party Activities." Annual Meeting of the Southern Political Science Association, November 3-5, 1994, Atlanta, Georgia (with Brad T. Gomez and Charles D. Hadley).

"The 'Ruling Passion' of Democracy and Multicultural Education in America." Annual Meeting of the Southwestern Social Science Association, March 30-April 2, 1994, San Antonio, Texas.

"The Democratic Principle of Equality and Its Effect on Female Representation in State Legislatures." Annual Meeting of the Western Political Science Association, March 10-12, 1994, Albuquerque, New Mexico.

"Multiculturalism in America: A Tocquevillian Perspective." Annual Meeting of the Alabama Political Science Association, April 16-17, 1993, Mobile, Alabama.

RESEARCH INTERESTS

Political Theory:

Democratic Theory: critiques of deliberative democracy; impact of the Internet and other electronic technologies; critical exchanges between Habermas and Rawls; implications of moral psychology.
Democratic Decision-Making Procedures: normative consequences of voting procedures; ethical dimensions of deliberative practices, persuasion, and strategic action.
Liberal-Communitarian Issues: critiques and reformulations of political liberalism; state neutrality versus social stability.
Cultural Diversity and Identity: multicultural education; destructive aspects of intercultural contact; issues of cultural assimilation; identity and popular culture.
Formal Theory: voting manipulation; formal models of individual preference change; candidate positioning games; philosophical analyses of formal theory and quantitative methods.

American Politics:

Voting and Elections: minority representation; third party campaign strategies.
Political Behavior: deliberation and persuasion; experimental psychology; collective action problems.
Law: property rights, identity, and the arts.

TEACHING EXPERIENCE

Indiana University-Purdue University Indianapolis, Professor
- American Political Ideas II (Y384) Spring, 2004
- Aristotle versus Nietzsche (Y480) - directed readings/seminar
- Constitutional Interpretation (Y490) - senior seminar Fall, 2004
- History of Political Theory I: Plato–Machiavelli (Y381)
- History of Political Theory II: Hobbes-Nietzsche (Y382)
- Introduction to American Politics (Y103)
- Introduction to Political Theory (Y215)

Wake Forest University, Adjunct Instructor
    Democratic Theory (POL 272)
    Democratic Theory and Multiculturalism (POL 269B)
    Ethics of Political Action (POL 269A)

Duke University, Instructor
- Ethics of Strategic Action (POLSCI 199A / PUBPOL 196)
- Multiculturalism and Public Policy (PS 200A / PPS 264S) - senior/graduate seminar
- Politics of Diversity and Identity (FOC 105) - freshmen only

University of New Orleans, Instructor
- American Government (POLI 2151) - sophomore and above
- Introduction to Political Theory (POLI 2500) - sophomore and above

Teaching Assistant
- The American Political System - Duke University (led two weekly discussion sections and graded exams).
- Democracy and Social Choice - Duke University (taught classes on normative issues and their implications).
- Introduction to Logic - University of South Alabama (conducted weekly workshops and graded exams).
- Liberty and Responsibility: The Ethical Dimensions of Freedom - Duke University (taught the class every fourth meeting and graded exams).
- Policy Choice and Value Conflict - Duke University (led three weekly discussion sections, graded exams).
- Political Applications of Game Theory - Duke University (led workshops and graded homework).

TEACHING INTERESTS

Political Theory: history of Western political philosophy (classical, modern, and contemporary); ethics of political action; identity politics including race, ethnicity, and gender; democratic theory; liberal political thought and its critics; theories of distributive justice.
American Politics: introduction to American politics; voting procedures and systems of representation; constitutional law.
Formal Theory and Research Methods: social choice theory; introduction to rational choice theory; introduction to quantitative and qualitative analysis; philosophy of social science.
Public Policy: political decision-making; normative analysis of public policy (e.g., public education, immigration, the environment, etc.).

PROFESSIONAL SERVICE

2003-present Webpage manager, Undergraduate Education Section (an organized section of the American Political Science Association).

Manuscript referee: American Political Science Review (#11663, August 2003)

Conference Service

- Scheduled as <u>chair</u> for the panel "Judgment in Politics." Annual Meeting of the Southern Political Science Association, January 8-10, 2004, New Orleans, Louisiana.
- Scheduled as <u>discussant</u> for the panel "Contemporary Democratic Theory." Annual Meeting of the Southern Political Science Association, January 8-10, 2004, New Orleans, Louisiana.
- Scheduled as <u>chair</u> for the panel "Identities and Politics." Association for Political Theory-Inaugural Conference, October 17-19, 2003, Calvin College, Grand Rapids, Michigan.
- <u>Discussant</u> for the panel "Testing Effective Pedagogy in the Undergraduate Classroom." Annual Meeting of the American Political Science Association, August 28-31, 2003, Philadelphia, Pennsylvania.
- <u>Co-chair</u> for the panel "Informatics, Voting, and Political Parties." International Conference on Politics and Information Systems: Technologies and Applications, July 31-August 2, 2003, Orlando, Florida.
- <u>Discussant</u> for the panel "Liberalism and Its Permutations." Annual Meeting of the Southwestern Social Science Association, April 17-19, 2003, San Antonio, Texas.
- <u>Discussant</u> for the panel "Economics and Morality." Annual Meeting of the Southwestern Social Science Association, April 17-19, 2003, San Antonio, Texas.
- Chair and <u>discussant</u> for the panel "Democracy, Citizenship, and Representation." Annual Meeting of the Midwest Political Science Association, April 3-6, 2003, Chicago, Illinois.
- Chair and <u>discussant</u> for the panel "Political Theory and Practice." Annual Meeting of the Southwestern Social Science Association, March 27-30, 2002, New Orleans, Louisiana.
- <u>Panelist</u> for the "Roundtable on Ethics and Interracial Dialogue in the Classroom." National Conference on Moral Education in a Diverse Society, April 9-11, 1999, Durham, NC.
- <u>Discussant</u> for the panel "Theories and Foundations." Annual Meeting of the Southwestern Social Science Association, April 1-3, 1999, San Antonio, Texas.
- Chair and <u>discussant</u> for the panel "Voting Theory III." Annual Meeting of the Public Choice Society and Economic Science Association, March 12-14, 1999, New Orleans, Louisiana.
- <u>Discussant</u> for Panel 3. International Conference on Democratic Institutions in East Asia, November 8-9, 1996, Durham, North Carolina.
- <u>Chair</u> for the panel "Social Criticism." Annual Meeting of the Northeastern Political Science Association, November 9-11, 1995, Newark, New Jersey.

DEPARTMENT AND UNIVERSITY SERVICE

Governance

2003-present Parliamentarian, School of Liberal Arts Faculty Assembly, I.U.P.U.I.
1998-99 Graduate Student Representative to the Political Science Graduate Committee, Duke University.
1996-98 President of the Association of Graduate Students in Political Science, Duke University.
1994-95 Graduate Student Representative to the Faculty, Department of Political Science, University of New Orleans.

Advising

2003-present Faculty Advisor, Democracy Action Project, I.U.P.U.I. chapter.
2002-present Faculty Advisor, College Democrats of America, I.U.P.U.I. chapter.
2002-present Pre-Law Advisor, Department of Political Science, I.U.P.U.I.
`2002-present Graduate School Advisor, Department of Political Science, I.U.P.U.I.

Standing Committees

2003-present Academic Affairs, School of Liberal Arts, I.U.P.U.I.

PROFESSIONAL DEVELOPMENT

By Invitation

- "Faculty Learning Communities Program: Scholarship of Teaching and Learning on the Impact of Instructional Technology" Office for Professional Development, I.U.P.U.I. (Fall 2003-Spring 2004).
- "The Kenan Graduate Colloquium in Ethics," The Kenan Institute for Ethics, Duke University (Fall 2000-Spring 2001).
- "Colloquium on Liberty and Hierarchy," The Summer Political Economy Institute, Park City, Utah (June 2-19, 1999).
- "Public Choice: The New Political Economy," Public Choice Outreach Seminar, George Mason University (May 27-31, 1996).

Additional Training

- The Political Scientist as a Pre-Law Advisor (APSA Short Course 11), Northeastern University School of Law and Suffolk University Law School (August 28, 2002).
- Mathematical Applications in Political Science, Department of Political Science, Duke University (Spring 2000).
- Mathematics and Politics Colloquium, Department of Political Science, Duke University (Spring 1999).

Certification

- "Conducting Research with Human Subjects," Committee for the Protection of Human Subjects in Non-Medical Research, Duke University (Fall 1999).

REFERENCES

Prof. Romand Coles	Prof. Margaret Ferguson	Prof. Michael Munger	Prof. Thomas Spragens
Dept. of Political Science	Dept. of Political Science	Dept. of Political Science	Dept. of Political Science
Duke University	I.U.P.U.I.	Duke University	Duke University
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Colleen Therese Long

Education

9/95 – 12/96 THE OHIO STATE UNIVERSITY   COLUMBUS, OH
MASTER OF PUBLIC ADMINISTRATION – DEGREE RECEIVED
SCHOOL OF PUBLIC POLICY AND MANAGEMENT
- Graduate Teaching Assistant, Marketing Department

9/94 – 3/95 THE OHIO STATE UNIVERSITY   COLUMBUS, OH
MASTER OF BUSINESS ADMINISTRATION
- Completed 36 credit hours then transferred to MPA program
- Graduate Teaching Assistant, Marketing Department
- Member of various MBA organizations and clubs

9/90 – 8/93 MICHIGAN STATE UNIVERSITY   E. LANSING, MI
BACHELOR OF ARTS IN SOCIAL SCIENCE – DEGREE RECEIVED
JAMES MADISON COLLEGE – INTERNATIONAL RELATIONS
- Earned an Asian Studies Certificate in addition to degree
- Student Assistant for Career Development & Placement Services
- Resident Assistant
- Member of Alpha Omicron Pi Sorority

Professional experience

8/03 – PRESENT   IUPUI (INDIANA UNIVERSITY) INDIANAPOLIS, IN
LECTURER - POLITICAL SCIENCE
Develop political science course curriculum (syllabi, outlines, projects, tests)
Relay information to students through lectures, course material, class assignments and peer interaction
- Measure the educational and comprehensive ability of each student
- Attend various department and university meetings and assemblies

1/99 – 8/03   IUPUI (INDIANA UNIVERSITY) INDIANAPOLIS, IN
ASSOCIATE FACULTY - POLITICAL SCIENCE
- Developed political science course curriculum (syllabi, outlines, projects, tests)
- Relayed information to students through lectures, course material, class assignments and peer interaction
- Measured the educational and comprehensive ability of each student

8/99 – 12/00   IVY TECH STATE COLLEGE   INDIANAPOLIS, IN
ADJUNCT FACULTY - POLITICAL SCIENCE & ENGLISH
- Developed course curriculum according to department guidelines, including the creation of syllabi, class assignments, tests and/or paper guidelines
- Relayed information to students through lectures, course material, class assignments, peer interaction and fieldtrips
- Assessed the educational and comprehensive ability of each student

8/98 – 8/00   GRAIN DEALERS MUTUAL   INDIANAPOLIS, IN
COMMERCIAL LINES UNDERWRITER

- Analyzed commercial risks to determine their compatibility with the company
- Acted as a liaison between the company and commercial agents
- Developed and maintained a prosperous relationship with both the company field representative and with independent agents located in Arizona, resulting in a 141% increase in production in a one month period

8/97 – 3/98   IVY TECH STATE COLLEGE   INDIANAPOLIS, IN
INSTITUTIONAL RESEARCH ANALYST

- Produced critical reports advancing the college's scholastic rating to an A
- Developed and maintained databases providing easy accessibility to data
- Prepared reports/presentations on the progression of concurrent projects
- Used software packages to analyze diverse levels/amounts of data

Professional memberships

Michigan State University Alumni Association
The Ohio State University Alumni Association
Japan-America Society of Indiana

Skills

Foreign Languages (Japanese and French); Computer Applications

References

William Blomquist, Associate Professor
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Indianapolis, IN 46202
(317) 274 – 7547

Kathleen Lally, Site Manager
Community Life and Learning Center
515 East Main Street
Carmel, IN 46032
(317) 569 – 9203

Donna Rugenstein, Asst. Director Academic Support Services - Adjunct Faculty
P O Box 1763
One West 26th Street
Indianapolis, IN 46206-1763

EDUCATION

Undergraduate: B.A. (Hons), Rhodes University, South Africa, 1977.
Graduate: M.Phil, University of London, 1986.
                            M.A., Indiana University, 1988.
                            Ph.D., Indiana University, 1991.

APPOINTMENTS

1979-81   Research assistant, World Wildlife Fund UK, London.
1982-86   Researcher and editor, International Institute for Environment and
                     Development (IIED), London.
1986-88   Associate Instructor, Dept. of Political Science, Indiana University,
                     Bloomington.
1989-92   Visiting lecturer, Department of Political Science, Indiana
                     University-Purdue University at Indianapolis (IUPUI).
1992-97   Assistant professor, Department of Political Science, IUPUI.
1997-02   Associate professor.
2000-01   Acting Chair.
2002-   Professor.
2002-   Chair.

PUBLICATIONS (books)

1   *Acid Earth: The politics of acid pollution*, (London: Earthscan), pp. 190. First
       edition published 1985; second published 1989; third published 1997.

2   *Reclaiming Paradise: The global environmental movement* (Bloomington: Indiana
       University Press, 1989), pp. 259.
              UK edition published 1989 as *The Global Environmental Movement* by
       Belhaven Press, London, 1989; second edition published 1995 by John Wiley and
       Sons, London.
              Brazilian edition published 1992 as *Rumo Ao Paraiso* by Editura Dumara,
       Rio de Janeiro, to coincide with 1992 UN Conference on Environment and
       Development, Rio de Janeiro.
              Japanese edition published 1998 as *Chikyu Kankyo Undo Zen-Shi* by
       Iwanami Shoten, Tokyo.

3   *British Politics and the Environment* (London: Earthscan, 1991), pp. 201.

4   *Comparative Politics in Transition,* (Fort Worth, TX: Harcourt College
        Publishers), pp. 526. First edition published 1996; second published 1998; third
        published 2001; fourth edition published 2003.

5   *The European Union: Politics and Policies,* (Boulder, CO: Westview), pp. 320.
        First edition published 1996; second published 1999; third edition forthcoming
        2004.

6   *Understanding the European Union: A Concise Introduction* (Basingstoke:
        Palgrave (formerly Macmillan Press)), pp. 251. First edition published 1999;
        second published 2002.
                Slovak edition published 2000 as *Poznavame Europsku Uniu* by
        Format, Pezinok.

7   *Environmental Policy in the European Union* (Basingstoke: Palgrave, 2001),
        pp. 288, paperback and hardback.

8   *Contemporary Britain* (Basingstoke: Palgrave, 2003).

9   *Environmental Politics and Policy* (Basingstoke: Palgrave, forthcoming 2005).

10   *The Green Challenge: The Emergence of the Global Environmental Movement*
        (Basingstoke: Palgrave, forthcoming 2005).

PUBLICATIONS (other)

1   "The Origins of the World Conservation Strategy", in *Environmental Review*
        II: 4, 1986.

2   "Urban Air Pollution". Volume 4 in the UNEP/GEMS Environment Library,
        published by the UN Environment Program, Nairobi, Kenya, 1991; pp. 36.

3   "A Green World After the Cold War?", in Craig L. LaMay and Everette E. Dennis
        (Eds), *Media and the Environment* (Washington DC: Island Press, 1991).

4   "International Nongovernmental Organizations: Prospects for a Global
        Environmental Movement", in Sheldon Kamieniecki (Ed), *Environmental Politics
        in the International Arena: Movements, Parties, Organizations, and Policy*
        (Albany, NY: State University of New York Press, 1993).

5   "Environmental Politics" in Patrick Dunleavy, Andrew Gamble, and Gillian Peele
        (Eds), *Developments in British Politics 4* (Basingstoke: Macmillan, and Durham,
        NC: Duke University Press, 1993).

6   "Modeling the European Community", in *European Community Studies Association Newsletter*, VII: 2, Spring/Summer 1994.

7   "Teaching Comparative Politics: A Post-Cold War Approach", in *PS: Political Science and Politics*, 28:1, March 1995.

8   *Instructor's Manual* for *Comparative Politics in Transition*. Published by Wadsworth, 1995; pp. 98.

9   "Environmental Policy and the European Union", in Robert V. Bartlett, Priya A. Kurian and Madhu Malik (Eds), *International Organizations and Environmental Policy* (Westport, CT: Greenwood Press, 1995).

10   "Rio and Beyond". Final chapter of *The Global Environmental Movement*, reproduced in Pierre McDonagh and Andrea Prothero (Eds), *Green Management: A Reader* (London: The Dryden Press, 1997).

11   "Environmental Policy: Deepen or Widen?" in Pierre-Henri Laurent and Marc Maresceau (Eds), *The State of the European Union IV* (Boulder, CO: Lynne Rienner, 1997).

12   "Acid Pollution: The International Community's Continuing Struggle" in *Environment* 40: 3, April 1998, 16-20, 41-45.

13   "The Role of Environmental NGOs in International Regimes", in Norman Vig and Regina Axelrod (Eds), *The Global Environment: Institutions, Law and Policy* (Washington DC: CQ Press, 1999).

14   "Environmental Policy", in Neill Nugent, Desmond Dinan, and Laura Cram (Eds), *Developments in the European Union* (Basingstoke: Macmillan, 1999).

15   "Great Britain" and "The European Union". Chapters in Howard Wiarda (Ed), *European Politics in the Age of Globalization* (Fort Worth, TX: Harcourt College Publishers, 2000).

16   "Policy Performance in the European Union" in Eleanor Zeff and Ellen Pirro (Eds), *The European Union and the Member States: Cooperation, Coordination and Compromise* (Boulder, CO: Lynne Rienner, 2001).

17   Six entries in *International Encyclopedia of Environmental Politics*, edited by John Barry and Gene Frankland (London: Routledge, 2002).

18   "Environmental Policy in Britain", in Uday Desai (Ed), *Environmental Policy in Advanced Industrial Societies* (Cambridge, MA: MIT Press, 2002).

19   "Sustainable Development: Comparative Understandings and Responses" (with Susan Baker), in Norman J. Vig and Michael G. Faure (Eds), *Green Giants: Environmental Policy of the United States and the European Union* (Cambridge, MA: MIT Press, forthcoming 2003).

PROFESSIONAL CONFERENCE PARTICIPATION

1   "Africa and the International Conservation Movement". Paper presented at conference titled "The Scramble for Resources: Conservation Policies in Africa 1884-1984", African Studies Centre, University of Cambridge, April 1985.

2   "Acid Pollution in the Third World". Paper presented at International Citizens Conference on Acid Rain, in Eerbeek, the Netherlands, May 1985.

3   "British Environmental Policy and the European Community". Paper presented at annual conference of International Studies Association, Atlanta, GA, March 1992.

4   Paper on teaching introductory comparative politics presented at a roundtable at annual conference of American Political Science Association, Chicago, September 1992.

5   "Green Parties and European Integration". Paper presented at annual conference of Southwestern Political Science Association, New Orleans, March 1993.

6   Organized and chaired panel entitled "Sovereignty, Interest Groups and Environmental Policy in the EU", presented paper titled "Building a European Civic Culture: The Case of the Environmental Movement", and organized and chaired roundtable on Model European Union simulations at biennial conference of European Community Studies Association, Charleston SC, May 1995.

7   "The European Union: A Consociational Democracy?". Paper presented at midwest conference of International Studies Association, Indianapolis, September 1995.

8   "The EU model and its implications for environmental policymaking under NAFTA". Paper presented at annual conference of Midwest Political Science Association, Chicago, April 1997.

9   Chaired panel titled "Interest Groups and the European Community", presented paper titled "Unbalanced Interests: The role of industry and environmental groups in the making of EU environmental policy", and discussant for panel titled "National Identity, Citizenship, and European Identity" at biennial conference of European Community Studies Association, Seattle, WA, May 1997.

10   Participant in roundtable titled "Classroom and Intercollegiate Simulations: Experiential Learning and International Studies" and presented paper titled "The Whole or the Parts: Comparing National and Regional responses to Acid Pollution in Europe" at annual conference of International Studies Association, Minneapolis, March 1998.

11   Chaired panel titled "Federalism and Decentralization" and presented paper titled "Regional Integration and the Environment" at annual conference of Midwest Political Science Association, Chicago, April 1998.

12   Participated on three panels during the 28th Annual Frank Church Symposium on International Affairs, student-organized conference hosted by the International Affairs Council at Idaho State University, Pocatello, March 4-7, 1999.

13   Presented paper titled "Developments in EU Environmental Policy" as part of colloquium series sponsored by the Centre for European Studies, University of Exeter, UK, March 15, 1999.

14   Chaired panel and presented paper titled "The Maturing of European Environmental Policy" at annual conference of Political Studies Association, Nottingham, UK, March 1999.

15   Discussant for panel titled "Environmental Strategies" and participant in roundtable titled "Stimulating Simulations: The Use of Simulations for Teaching the EU" at biennial conference of European Community Studies Association, Pittsburgh, PA, May 1999.

16   Chaired panel and presented paper titled "Principles of European Union Environmental Policy" at annual conference of International Studies Association, Chicago, February 2001.

17   Presented paper titled "Sustainable Development: Comparative Understandings and Responses" at workshop on US/EU environmental policies, European University Institute, Florence, Italy, December 2001.

18   Presented paper titled "The Knowledge Deficit" at biennial conference of European Union Studies Association, Nashville, TN, April 2003, and acted as discussant for panel on the Europeanization of national environmental policy in the EU.

19   Chaired and acted as discussant for panel on European welfare policy at annual conference of Midwest Political Science Association, Chicago, April 2003.

20   Participated in workshop on European Studies, co-organized by Indiana University and three French universities, Strasbourg, France, May 2003.

In addition, I have made many presentations to student and faculty groups at IUPUI and at other universities in the United States.

CLASSES TAUGHT (January 1989-April 2003)

	Sections	*Students*
Y103 - Introduction to American Politics	30	908
Y213 - Introduction to Public Policy	2	64
Y217 - Introduction to Comparative Politics	41	1290
Y313 - Environmental Policy	11	208
Y335 - West European Politics	10	265
Y350 - Politics of the European Union	7	135
Y351 - Political Simulations: Model European Union	3	15
Y490 - Senior Seminar: British Politics	4	51
TOTAL	108	2936

SERVICE

- Regular reviewer of articles for journals such as *Comparative Politics*, *International Organization*, and *Journal of Common Market Studies*, and of book proposals or manuscripts for publishers such as State University of New York Press, MIT Press, University of Minnesota Press, Palgrave, Routledge, and Westview Press.

- Undergraduate adviser, IUPUI.

- Director, Applied Politics Program, IUPUI (1992-99). This involved arranging internships for students, and overseeing the writing of research papers by interns.

- Initiated and organized an annual Midwest Model European Union, hosted by IUPUI. Held every April since 1993 (the 11th was held in 2003), the Midwest Model EU is one of only three inter-collegiate simulations held in North America. It brings together 80-100 students from multiple midwestern colleges and universities. Over a period of 48 hours, they simulate the work of the European Council, the European Commission, and the Council of Ministers. Since its inception, 22 universities from nine states have been represented.

- Political Science Student Association advisor, 2000-02.

- Coordinator, International Studies Certificate and Minor, 2000-

- Executive producer for "Consider This", an international affairs television show taped twice-monthly at IUPUI and distributed to community access channels throughout the state of Indiana, 2000-

European Union:

DC	$ 22071.00
	$ 5500.00
'B	$ 2000.00
	$ 1990.00
l Programs	$ 200.00

ip from Faculty Development Office,
SLA for visit to the institutions
Strasbourg, and Luxembourg.

:tant Grant from Research and the
), IUB.

ip from West European Studies

:ntorship from Faculty Development

;chool of Liberal Arts, IUPUI.

ctivities Grant from the President's
Office of International

ce Fund, Office of International

3 the curriculum at IUPUI.

raise external research funding from
imon Guggenheim Foundation, and

tion.

1.

iorary European Studies (UK).

- Committee service:

University	Capstone Course
	Resident Advisor
	Student Affairs C
	Fee Appeals Com
School of Liberal Arts	Resources & Plar
	Margaret Cook Fi
	Priorities Plannin
	Co-chair, Dean's :
	Agenda Council (
	Standards & Polic
	Technical Service
	Dean's Space Adv
	Curriculum Comr
	Faculty Affairs C
	President, Faculty

AWARDS

1996	Outstanding Tenure Trac. IUPUI. Awarded to tenur true distinction as scholar
1997	Teaching Excellence Rec IUPUI.
1998	Teaching Excellence Rec
1998	Mentoring the Mentor Av
2001	Outstanding Student Clut
2001	Outstanding Faculty Adv

GRANTS AND FELLOWSHIPS

1986-87	$ 1,500 English Speaking
1986-88	$ 36,000 Associate Instru Indiana University, Bloor

- Committee service:

University	Capstone Course Development Committee, 1992-93.
	Resident Advisor Selection Committee, International House, 1994.
	Student Affairs Committee, 1995-96.
	Fee Appeals Committee, 1995-present.
School of	Resources & Planning Committee, 1994-96, 2000- .
Liberal Arts	Margaret Cook Foreign Study Award Committee, 1994-95.
	Priorities Planning Committee, 1997-98.
	Co-chair, Dean's Day Planning Committee, 2000.
	Agenda Council (elected position), 2000-02.
	Standards & Policies Committee, 2000-01.
	Technical Services Committee, 2000-01.
	Dean's Space Advisory Committee, 2000-01.
	Curriculum Committee, 2001-02.
	Faculty Affairs Committee, 2001-02.
	President, Faculty Assembly (elected position), 2002- .

AWARDS

1996　　　Outstanding Tenure Track Faculty Award, Faculty Development Office, IUPUI. Awarded to tenure-track faculty "who show promise of achieving true distinction as scholars".

1997　　　Teaching Excellence Recognition Award, School of Liberal Arts (SLA), IUPUI.

1998　　　Teaching Excellence Recognition Award, SLA, IUPUI.

1998　　　Mentoring the Mentor Award, Student Mentoring Program IUPUI.

2001　　　Outstanding Student Club Advisor, SLA, IUPUI.

2001　　　Outstanding Faculty Advisor, IUPUI.

GRANTS AND FELLOWSHIPS

1986-87　　$ 1,500 English Speaking Union Fellowship.

1986-88　　$ 36,000 Associate Instructor Award and Fee Remission Scholarship, Indiana University, Bloomington (IUB).

1993-99	$ 31,761 raised for Midwest Model European Union:	
	European Commission, Washington DC	$ 22071.00
	IUPUI School of Liberal Arts	$ 5500.00
	Office of International Programs, IUB	$ 2000.00
	West European Studies, IUB	$ 1990.00
	Indiana Consortium for International Programs	$ 200.00

1993 $ 4,660 Summer Research Fellowship from Faculty Development Office, IUPUI, and $ 500 travel grant from SLA for visit to the institutions of the European Union in Brussels, Strasbourg, and Luxembourg.

1993 $ 1,500 Intercampus Research Assistant Grant from Research and the University Graduate School (RUGS), IUB.

1994 $ 1,000 Summer Research Fellowship from West European Studies National Resource Center, IUB.

                $ 1,400 Undergraduate Research Mentorship from Faculty Development Office, IUPUI.

1995 $ 400 conference travel grant from School of Liberal Arts, IUPUI.

1996 $ 1,200 International Projects and Activities Grant from the President's Council on International Programs, Office of International Programs, IUB.

1999 $450 grant from Overseas Conference Fund, Office of International Programs, IUB.

2003 $250,000 grant for internationalizing the curriculum at IUPUI.

Grand total at IUPUI (1993-2003): $292,871.

In addition, several unsuccessful attempts made to raise external research funding from sources such as the German Marshall Fund, John Simon Guggenheim Foundation, and John D. and Catherine T. MacArthur Foundation.

PROFESSIONAL SOCIETIES

Member: American Political Science Association.
                British Politics Group.
                European Union Studies Association.
                International Studies Association.
                University Association for Contemporary European Studies (UK).

Scott McDonald Pegg, PhD

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Indianapolis, IN   46202   USA
tel: 317-278-5749
fax: 317-278-3280
e-mail: smpegg@iupui.edu

Home Address:
5639 Spindrift Lane
Indianapolis, IN   46220   USA
tel: 317-722-1978
fax: 317-722-1978
e-mail: smpegg@hotmail.com

PERSONAL DATA

Place and date of birth: Silver Spring, Maryland, USA; January 6, 1966
Citizenship: USA

EDUCATION

1993 - 1997   PhD in Political Science
               University of British Columbia, Vancouver, Canada
               Fields of concentration: International Relations and Political Economy
               Research Supervisor: Dr. Kal Holsti

1990 - 1991   Master of Science in International Relations
               London School of Economics and Political Science, London, England

1983 - 1987   Bachelor of Arts Summa Cum Laude in History and Political Science
               University of Richmond, Richmond, Virginia, USA

DISSERTATION

On the Margins: International Society and the De Facto State. This dissertation explores the phenomenon of *de facto* statehood in contemporary international relations. In essence, the *de facto* state is almost the inverse of what Robert Jackson has termed the "quasi-state." Though lacking sovereign legitimacy, these entities effectively control a given territorial area and provide governmental services to a specific population. This dissertation advances our knowledge in this area in four main ways. First, it addresses the question "What is the *de facto* state?" The study advances a working definition and ten theoretical criteria to delineate the *de facto* state as a separate category of actor in international politics worthy of analysis in its own right. This theoretical endeavor is then operationalized through a detailed focus on four case studies: Eritrea before independence; Tamil Eelam; the Republic of Somaliland; and the Turkish Republic of Northern Cyprus. Second, the study engages in a birth, life, and death or evolution examination of the *de facto* state. Third, it evaluates the potential impact of this phenomenon on the academic study of international relations. Finally, the study considers the practical and policy implications of these entities.

ACADEMIC AWARDS

June 2000   Bilkent University Faculty Development Grant ($1,500 to pursue field research in Nigeria)

1994 - 1996   University Graduate Fellowship, University of British Columbia

1990 - 1991   Phi Gamma Delta Educational Foundation Graduate Fellowship Award

1987   Phi Beta Kappa

1987   Clarence J. Gray Award for Excellence in Scholarship and Leadership, University of Richmond

1987   Spencer D. Albright Book Award (Outstanding Political Science Graduate), University of Richmond

1987   Samuel C. Mitchell Award (Outstanding Male History Graduate), University of Richmond

GRADUATE TEACHING EXPERIENCE

International Relations 621 "Current Debates in International Relations Theory." Department of International Relations, Bilkent University, Ankara, Turkey. PhD required course. Taught Fall Semesters 1998, 1999 and 2000.

International Relations 614 "New Directions in Security Studies." Department of International Relations, Bilkent University, Ankara, Turkey. Graduate (MA and PhD) elective course. Taught Spring Semesters 1999 and 2000.

UNDERGRADUATE TEACHING EXPERIENCE

Political Science 219 "Introduction to International Relations." Department of Political Science, Indiana University Purdue University Indianapolis. Undergraduate elective course. Taught Spring Semesters 2002 and 2003, Fall Semester 2002, Summer I 2003.

Political Science 377 "Globalization." Department of Political Science, Indiana University Purdue University Indianapolis. Undergraduate elective course. Taught Spring Semester 2003.

Political Science 360 "United States Foreign Policy." Department of Political Science, Indiana University Purdue University Indianapolis. Undergraduate elective course. Taught Fall Semester 2002.

Political Science 101 "Principles of Political Science." Department of Political Science, Indiana University Purdue University Indianapolis. Undergraduate elective course. Taught Fall Semester 2001, Spring Semester 2002.

Political Science 375 "War and International Conflict." Department of Political Science, Indiana University Purdue University Indianapolis. Undergraduate elective course. Taught Fall Semester 2001.

International Relations 423 "Ethnicity and International Relations." Department of International Relations, Bilkent University, Ankara, Turkey. Third and fourth year undergraduate elective course. Taught Spring Semester 2001.

International Relations 338 "The Politics of International Economic Relations." Department of International Relations, Bilkent University, Ankara, Turkey. Third year undergraduate required course. Taught Spring Semesters 1999, 2000 and 2001.

International Relations 335 "International Relations Theory." Department of International Relations, Bilkent University, Ankara, Turkey. Third year undergraduate required course. Taught Fall Semesters 1998, 1999 and 2000.

"Introduction to International Relations Theory." One week intensive summer school course taught at The Albanian Political Science Association's Summer School in Political Science and International Relations, Tirana, Albania, July 9-16, 2000.

NOTE: Teaching evaluations available for most courses.

TEACHING INTERESTS

At the 100-300 level: International Relations, Political Economy, Political Science 101, Comparative Politics of the Developing World, US Foreign Policy.

At the 300-500 level: Security Studies, International Relations Theory, African Politics, Globalization, War and Conflict, Human Rights, Nationalism and Ethnicity.

PUBLICATIONS

BOOKS

Frynas, Jedrzej George and Scott Pegg, eds. Transnational Corporations and Human Rights. Basingstoke, UK and New York: Palgrave MacMillan 2003.

Pegg, Scott. International Society and the De Facto State. Aldershot, UK: Ashgate, 1998.

Reviews of this book may be found in *International Affairs*, Vol. 76 # 1, January 2000, pp. 145-146, *International Journal of Middle East Studies*, Vol. 33, August 2001, pp. 469-470 and *Millennium: Journal of International Studies*, Vol. 29 # 2, 2000, pp. 507-510.

ARTICLES, CHAPTERS, REPORTS AND WORKING PAPERS

Pegg, Scott. "Scholarship and Engagement: Building a Primary School in Rural Nigeria," accepted for publication in *PS: Political Science and Politics*, forthcoming October 2003. Acceptance letters dated February 14, 2003 and May 9, 2003.

Pegg, Scott. "An Emerging Market for the New Millennium: Transnational Corporations and Human Rights," pp. 1-32 of Jedrzej George Frynas and Scott Pegg, eds., Transnational Corporations and Human Rights (Palgrave MacMillan, 2003).

Pegg, Scott. "Poverty Reduction or Poverty Exacerbation? World Bank Group Support for Extractive Industries in Africa." Washington, DC: Oxfam America, Friends of the Earth-US, Environmental Defense, Catholic Relief Services and Bank Information Center, April 2003. Submitted to the World Bank Group's Extractive Industries Review and available at http://www.oxfamamerica.org/pdfs/ei_poverty_report.pdf. This report was also translated into French and published as "Réduction de la pauvreté ou exacérbation de la pauvreté? Soutien du Groupe de la Banque Mondiale des Industries Extractives en Afrique." The French version is available at http://www.bicusa.org/africa/Reduction_de_la_pauvrete_ou_exacerbation_de_la_pauvrete.pdf.

Pegg, Scott. "The 'Taiwan of the Balkans'? The *De Facto* State Option for Kosova," *Southeast European Politics*, Vol. 1, No. 2, December 2000, pp. 90-100. This article is available at http://www.seep.ceu.hu/volume12/pegg.pdf.

Pegg, Scott. "Ken Saro-Wiwa: Assessing the Multiple Legacies of a Literary Interventionist," *Third World Quarterly*, Vol. 21, No. 4, August 2000, pp. 701-708.

Pegg, Scott. "The Cost of Doing Business: Transnational Corporations and Violence in Nigeria," *Security Dialogue*, Vol. 30, No. 4, December 1999, pp. 473-484.

Pegg, Scott. "The Non-Proliferation of States: A Reply to Pascal Boniface," *The Washington Quarterly*, Vol. 22, No. 2, Spring 1999, pp. 139-147.

Pegg, Scott. "*De Facto* States in the International System." Working Paper # 21. Institute of International Relations, University of British Columbia. February 1998. This working paper is available at http://www.iir.ubc.ca/pdffiles/webwp21.pdf.

Pegg, Scott. "Interposition and the Territorial Separation of Warring Forces: Time for a Rethink?" *Peacekeeping and International Relations*, Vol. 23, No. 3, May-June 1994, pp. 4-5.

BOOK REVIEWS

Pegg, Scott. Book review of Kenneth A. Rodman, Sanctions Beyond Borders: Multinational Corporations and U.S. Economic Statecraft, *American Political Science Review*, Vol. 96, No. 4, December 2002, pp. 891-892.

Pegg, Scott. Book review of Michael E. Veal, Fela. The Life and Times of an African Musical Icon, *African Affairs*, Vol. 100, No. 401, October 2001, pp. 658-659.

Pegg, Scott. Book review of Karl Maier, <u>This House Has Fallen: Midnight in Nigeria</u>, *African Affairs*, Vol. 100, No. 400, July 2001, pp. 506-507.

Pegg, Scott. Book review of Jedrzej George Frynas, <u>Oil in Nigeria: Conflict and Litigation Between Oil Companies and Village Communities</u>, *African Affairs*, Vol. 99, No. 397, October 2000, pp. 666-667.

Pegg, Scott. Book review of Alex de Waal, <u>Famine Crimes. Politics and the Disaster Relief Industry in Africa</u>, *Millennium: Journal of International Studies*, Vol. 28, No. 2, 1999, pp. 413-414.

Pegg, Scott. Book review of Edward M. Graham, <u>Global Corporations and National Governments</u>, *Millennium: Journal of International Studies*, Vol. 26, No. 2, Summer 1997, pp. 534-536.

Pegg, Scott. Book review of I. William Zartman, ed., <u>Collapsed States: The Disintegration and Restoration of Legitimate Authority</u>, *Millennium: Journal of International Studies*, Vol. 25, No. 1, Spring 1996, pp. 238-240.

PAPER PRESENTATIONS

Pegg, Scott. "The One That Got Away: The Botswana Exception and the Resource Curse Thesis," 44th annual meeting of the International Studies Association, Portland, USA, February-March 2003.

Pegg, Scott and Alissa Wilson. "Corporations, Conscience and Conflict: Assessing NGO Reports on the Private Sector Role in African Resource Conflicts," 43rd annual meeting of the International Studies Association, New Orleans, USA, March 2002.

Pegg, Scott. "An International Scholar in a 'Not So International Discipline': How a Concern for International Education Drives Kal Holsti's Scholarship," 97th annual meeting of the American Political Science Association, San Francisco, USA, August 2001.

Pegg, Scott. "Corporate Armies for States and State Armies for Corporations: Addressing the Challenges of Globalization and Natural Resource Conflicts," 96th annual meeting of the American Political Science Association, Washington, DC, USA, September 2000.

Pegg, Scott. "Addressing the Human Rights Implications of Transnational Corporations," 2nd annual millennium series conference of the Comparative Interdisciplinary Studies Section of the International Studies Association, Washington, DC, USA, August 2000.

Pegg, Scott. "Transnational Corporations and Low-Intensity Conflict," 40th annual meeting of the International Studies Association, Washington, DC, USA, February 1999.

Pegg, Scott. "Pluralists and Solidarists Revisited: The Necessary Theoretical Underpinnings to the Current Debate on Forcible United Nations Intervention," 48th annual meeting of the Pacific Northwest Political Science Association, Bellingham, Washington, USA, October 1995.

Pegg, Scott. "International Theory and the Security of Weak States: A Critical Assessment and Suggestions for Further Research," 67th annual meeting of the Canadian Political Science Association, Montréal, Québec, Canada, June 1995.

GRADUATE THESIS SUPERVISION

Mustafa Küçük, "Constructivism and the Study of Security and Foreign Policy: Identity and Strategic Culture in Turkish-Greek and Turkish-Israeli Relations," MA thesis, Bilkent University, Ankara, Turkey. Successfully defended September 1999.

JOURNAL REFEREEING/REVIEWING

Anonymous referee for the manuscript "Transformation of ECOWAS as a Security Apparatus and Its Implications in Ghana's Political Transformation, 1990-2000," *Africa Today*, October 2002.

Anonymous referee for manuscript # 00-241 "Is There a Failed State Order? Foreign Policy Towards Failed States," *International Politics*, July 2000.

Member of the Editorial Board, *Millennium: Journal of International Studies*, 1990 – 1991.

BOOK REFEREEING/REVIEWING

Referee for Palgrave MacMillan on Paul Kingston and Ian S. Spears, eds., States Within States: Incipient Political Entities in the Post-Cold War Era, proposed book manuscript, Fall 2002.

Referee for Palgrave MacMillan on Kristin M. Lord, The Price of Openness: World Politics in the Age of Transparency, proposed book manuscript, Fall 2001.

Referee for Westview Press on suggested changes and revisions for a planned second edition of Ted Robert Gurr and Barbara Harff, Ethnic Conflict in World Politics (Boulder: Westview Press, 1994), Fall 2000.

DEPARTMENTAL AND PROFESSIONAL SERVICE

Library liaison, Department of Political Science, Indiana University Purdue University Indianapolis, Fall 2002 – present.

Panel chair and discussant, panel on "The Intersection of Economics and Security," 44th annual meeting of the International Studies Association, Portland, USA, February 26, 2003.

Designed, conducted and graded seven PhD comprehensive examinations in International Relations Theory and one PhD comprehensive examination in Security Studies, Department of International Relations, Bilkent University, Ankara, Turkey, 1998 – 2000.

RELEVANT PRIVATE SECTOR EXPERIENCE

1992 – 1993   Researcher/Writer, International Desk Editor, Political Research, Inc., Dallas, Texas, USA. Job consisted of researching and writing international and domestic US political articles for two monthly news magazines. This included selection of story ideas, gathering of relevant information, proofreading, editing and supervising the international desk.

CHARITABLE WORK/SOCIAL SERVICE

Chairman, International Friends Committee, Bebor Model Nursery/Primary School, Bodo City, Ogoni, Rivers State, Nigeria, Fall 2000 – present. In this capacity, I have so far raised and delivered US$ 15,500 of funding to construct two nursery and primary school classroom buildings for two rural villages located in the oil-producing Niger Delta region of southeastern Nigeria. More information on this project is available at http://www.bebor.org.

LANGUAGES

English and Spanish

RECOMMENDATIONS

Dr. Kal Holsti, Department of Political Science, C472 - 1866 Main Mall, University of British Columbia, Vancouver, Canada V6T 1Z1
Telephone: (604) 822-3607
Fax: (604) 822-5540
E-mail: holsti@interchange.ubc.ca

Professor Alan James, Department of International Relations, University of Keele, 23 Park Lane, Congleton, Cheshire CW12 3DG United Kingdom
Telephone & Fax: 44 1260 271801

Dr. Brian Job, Institute of International Relations, C456 - 1866 Main Mall, University of British Columbia, Vancouver, Canada V6T 1Z1
Telephone: (604) 822-5480
Fax: (604) 822-5540
E-mail: bjob@interchange.ubc.ca

Dr. Ali Karaosmanoğlu, Chair, Department of International Relations, Bilkent University, 06533 Bilkent, Ankara, Turkey
Telephone: 90 312 290 1495
Fax: 90 312 266 4326
E-mail: alikar@bilkent.edu.tr

Dr. Thomas C. Lawton, Management School, Imperial College, 53 Prince's Gate, Exhibition Road, London SW7 2PG United Kingdom
Telephone: 44 (0)20 7589 5111
Fax: 44 (0)20 7823 7685
E-mail: t.lawton@ic.ac.uk

Dr. John McCormick, Chair, Department of Political Science, Cavanaugh Hall, 425 University Boulevard, IUPUI, Indianapolis, IN 46202-5140
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Dr. John W. Outland, Department of Political Science, University of Richmond, Richmond, VA, USA 23173
Telephone: 804-289-8534
Fax: 804-287-6833
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Curriculum Vita

BRIAN S. VARGUS

June 2003

EDUCATION:

Indiana University, Bloomington, Indiana.
Major Field: Sociology
Minor Field: Management and Administration
Ph.D., 1969.

University of California, Berkeley, California.
Sociology; M.A., 1963.

University of California, Berkeley, California.
Sociology; B.A., 1961.

TEACHING EXPERIENCE:

- Professor, Political Science, Indiana University, Indianapolis, Indiana; April 1995 to date
- Adjunct Professor, School of Public and Enfironmental Affairs 2002 to date
- Professor, Philanthropic Studies, 2001 to 2002
- Professor Sociology, July 1982 to April 1995
- Adjunct Professor, Journalism, Adjunct Professor, Communication Sciences; 1986 to date
- Adjunct Professor, Philanthropic Studies, 1998 to 2000
- Adjunct Professor, Political Science; 1988 to April 1995

- Associate Professor, Sociology, Indiana University, Indianapolis, Indiana; July 1975 to July 1982.

- Assistant Professor, Sociology, University of Pittsburgh, Pittsburgh, Pennsylvania; 1969 to 1975.

- Teaching Associate, Sociology, Indiana University, Bloomington, Indiana; 1966-1969

- Instructor, Social Science, College, California; 1964-1966.

OTHER:

Invited manuscript reviewer. Journal of Baltic Studies. February 2003.

Member, Governor's Council on Impaired and Dangerous Driving. Evaluation Committee on Click It or Ticket. January 2002 – date. Ms. Mary Ziemba-Davis, Chairperson.

Staff Member, Tobacco Evaluation and Research Coordinating Center, Bowen Research Institute, Indiana University School of Medicine. September 2001- March 2002. Dr. Terrell Zollinger, head.

Political Analyst, WISH-TV, Channel 8, Indianapolis, Indiana. February 1984 – to date. Regular commentator and advisor on political coverage. Lee Giles, News Director.

Editor, H-POL (History of Politics Internet List) Over 1000 members internationally. (1998-February 22, 2001)(September 2001- to date)

Member, Humanities Network Excceutive Board (H-NET). A set of over 200 scholarly list-serves for the humanities and social sciences. Peter Knuper, Executive Director, 2001-to date.

Manuscript reveiwer for Congressional Quarterly Press, 2001 to date. Reviewed several published texts and manuscripts and several proposals. Latest Asher's book on polling in Nov. 2002.

Outside reviewer for promotion committee of Mr. Graham Walden to Professor at Ohio State University, 2002.

TEACHING INTERESTS AND ASSIGNMENTS:

Public Opinion (Communication, Political Science, and Journalism), Research Methods (Sociology, Political Science), Media and Politics, Political Behavior and Elections, Political Sociology, Political and Social Theory, American Politics.

ADMINISTRATIVE EXPERIENCE:

Director, Public Opinion Laboratory, Indiana University, Indianapolis, 1984 to date. Chief administrative officer of interdisciplinary center for research on all aspects of public opinion including market, political, media and policy research. Responsible for securing funding, supervision of personnel, implementation of projects, media relations, staff development, and student intern programs. Budget about $500,000 per year in contract research.

2

RESEARCH EXPERIENCE:

Consultant: Indiana Fiscal Policy Institute, 1998, Lawrence Township Schools (Indiana) 1997-1998; Bingham, Summers, Welsh and Spliman, Indianapolis (attorneys), 1997, Public Employee's Retirement Fund, State of Indiana, 1996; Governor of Indiana, Evan Bayh, 1995; Mayor of Indianapolis, 1994-1996, City of Dayton, Ohio, 1994, Clean City Committe, Indianapolis, 1993, Hendricks County (Ind.) Circuit Court 1993 (Ind. vs. Martin Allen), Baker and Daniels (attorneys), Indianapolis, November-December 1992 (expert witness/impact of communication and surveys), Fund Raising School -- Indiana University Center on Philanthrophy, 1991-1994, 1996; City Attorney, Dayton Ohio, 1991& 1994; Ely Lilly Co, 1991-1995; Crowe Chizek and Co, 1990-1992; Cwi Associates, 1990 & 1994; Laventhol and Horwath, 1990; Indianapolis Public Transportation Corporation, September 1989; Melvin Simon and Associates, July 1989; Ice, Miller, Donadio and Ryan (attorneys), Indianapolis, 1989; Parking Services, Indiana University, 1989; Institute for Study of Developmental Disabilities, Indiana University, 1989; Indiana State Board of Health, 1989 to date; Wayne County (Ind.) Circuit Court 1988; Madison County (Ind) Circuit Court 1988; Indianapolis Public Transportation Corporation 1988; Allen County (Ind) Circuit Court 1988; Central Research Systems, Indianapolis, 1987-1988; Handley and Miller Advertising 1986; Indiana Bell 1986-1987; Clay County, Indiana Prosecutor's Office 1987; Meridian Mutual Insurance 1985-1990; Bayh, Tabbert and Capehart (attorneys) 1984-1986; Baker and Daniels (attorneys) 1986; Riley Tar and Chemical; Greater Indianapolis Progress Committee; WIAN radio; several Chambers of Commerce 1985-86; Indianapolis Public Schools 1985; Indianapolis Children's Museum 1984 - 1985 and 1987 - 1989; Associated Press 1981 - 1982; Indiana Association of Realtors 1984 - 1988; Indiana Hospital Association 1981; Indiana State Senate Committee on Banking and Finance 1982; Indiana Governor's Committee on Criminal Justice 1981; Indiana Governor's Task Force to Reduce Drunk Driving 1984 - 1988; Indiana University, Kokomo Chancellor's Office 1985-87,1996-97; Indiana University Vice President for External Relations 1984-1987-1995-1997-2000; Marion County (Indianapolis) Prosecutor's Office, 1981 & 1986; Indiana Higher Education Commission 1985-86; Indiana Department of Mental Health, 1983; CONSAD, Inc. 1982; St. John's Health Corporation 1986 & 1990-1991; United States Attorney (Alexandria, VA) 1987; Sheriff Jack Cottey, 1998,Mike Pence for Congress, 1999, United Way of Central Indiana, 1999, Family and Social Services (State of IN) 2000, Indiana State Medical Society PAC, 2000, Indiana Manufacturers Association, 2000 , Indiana Supreme Court Commission on Gender and Ethnic Fairness, 2001-2, Survey USA, 2001to date, Indiana State Medical Society, 2001, Indiana Criminal Justice Institute, 2002 to date,Indiana Attorney General 2002 to date,Prescription Drug Program, FSSA, 2003, and others.

Director, IUPUI (Indiana University-Purdue University, Indianapolis) Poll; 1976 to date. This political poll is the "most respected" in Indiana according to media. It has operated in almost every election since 1976 and has been profiled in media including The Congressional Quarterly, New York Times, CBS Evening News, etc. Some citations include The Christian Science Monitor, Newsweek and The Chicago Tribune, all October, 1986. The Christian Science Monitor, May 1988 and August 18-19, 1988. The

CBS Evening News with Dan Rather, August 17, 1988. The Chicago Tribune, October 3, 1988. The New York Times, October 10, 1988, CBS Radio Network News, NPR Network News, USA Today, all October 11, 1988. NPR Network News, USA Today, etc. all November 6th and 7th, 1988, The Christian Science Monitor, November 15, 1988. The Polling Report,The Political Reporter, The Chicago Tribune,October & November 1990, The Indianapolis News April 4, 1991, Associated Press (throughout Indiana) August 7 & 14, 1991, Indianapolis Star and others, August 7&8th 1991,Associated Press (throughout Indiana), Indianapolis Star, Indianapolis News, Louisville Courier Journal, numerous quotations from August 1991 to date in newspapers and radio stations throughout the Midwest, especially September 28, 1992 and November 2, 1992 (Associated Press wire reports) on IUPUI Poll results. See also The Polling Report October 5, 1992. Also quoted in Money, November 1992, on fifth Congressional District results of I.U.P.U.I. Poll. Associated Press, on Dan Quayle's popularity in Indiana, May, 1993. Indianapolis Star, Associated Press, newspaper, television and radio throughout Indiana on Governor Bayh and State Legislative Approval and state budget, July 1993. Indianapolis Star, two stories on legislative actions, February 6, 1994. Numerous stories throughout Indiana on the May 1994 Indiana primary election including Time, AP, Indianapolis Star and others. Numerous stories on 1994 election throughout Indiana and nation. See Polling Report, 9-26-94; 10-31-94. Various Indiana newspapers and electronic sources on IU basketball -- November 1994. Various Indiana Newspapers, 1995 Municipal Elections. Various National and Indiana Newspapers, 1996and 1998 elections, throughout 1996-1998.. New York Times, May 6, 1996.The Polling Report, August through October ,1996, USA Today, September 1996, New York Times, October 14, 1996. Quoted on Congressman Burton and Campiagn Funding Probes, USA Today, National Public Radio, New York Times, Christian Science Monitor, Washington Post and others throughout 1997-1998, "Trust in Courts," national AP report on Hearst Foundation funded research, May 1999, Indiana Medical Association "Eye on Patients" Survey, September 1999, MSNBC News, March 8, 2000 , AP and television station throughout Indiana, September 13, 2000, New York Times, AP, November 2000 , IUPUI Poll on State Legislature reported statewide on Associated Press and major electronic media, June 2001, national AP quotations on DLC meeting in Indianapolis, July 2001, state-wide media reports on IUPUI poll, November 2001, state-wide media reports on IUPUI poll,March 2002,statewide media reports on primary May 2002,statewide reports on evaluation of legislature and reactions to terrorism July 15, 2002, statewide reports on 2002November elections, and others.

Director of numerous policy studies including a study of support for a Constitutional amendment in Indiana concerning pension funds, 1996; a study of issue concerns among voters in municipal elections in Central Indiana for the Indianapolis Star in 1995; similar for Indianapolis Star and WTHR-TV statewide for issues in general election in 1996, WISH-TV pre-election poll 1996, a study of citizens' perceptions of the nursing home industry for the Indiana health Association, a study of citizens' concerns about political issues in the 1994 campaign for the Indianapolis Star and WISH-TV, a study of attitudes toward crime for the Indianapolis Star(1994), racial attitudes of Blacks and whites in Marion County for the Indianapolis Star and WRTV(Channel 6 television), a panel study of attitudes and behaviors regarding lottery behavior, a panel study

regarding drunk driving, citizens' perceptions of financial services and the banking industry, educational needs in North Central Indiana, health needs in Central Indiana, citizens' perceptions of law enforcement and/or voluntary treatment of public intoxication offenders, housing needs of adults over 65, judges and attorneys views of trial courts in Indiana, media impact on philanthropic behavior, voluntary giving and activity among citizens; need for long term health care insurance, utility usage forecasts, citizen's perceptions of the Indiana State Police, compulsive gambling and the State Lottery in Indiana, use of library incentives among at risk children, evaluation of Indiana University's Core Curriculum, evaluations of rural and minority health risks, nutrition in Indiana, Lottery usage, demand for post-secondaru education, marketing studies for Indiana University, racial attitudes in Marion County (1997), attitudes toward flooding and drainage problems in Marion County (1997), demand for childcare at IUPUI (1997), demand for health services at IUPUI (1997), public perceptions of tabacco taxes in Indiana (1997), extent of underage drinking in Indiana (1998), attitudes toward justice (national--National Council of States Courts--$70,000/1999), Indiana's Commission for Courts in the 21st Century ($45,000/1999), Indiana Medical Association "Eye on Patients" Survey ($30,000/1999), Evaluation of City Service in Indianapolis ($22,000/1999), trust in the judicial system for National Center of State Courts ($70,000/2000), Internet Usage in Madison County ($12,000/2000) St Joseph Health Foundation), church activities ($15,000/2000) POLIS, Hispanics in Indianapolis $50,000/2000) United Way of Central Indiana, urban development in Central Indiana ($280,000/July 2000), Political Polls for WISH-TV ($12,000/September-November 2000), health risks in Marion County ($78,000/March-April 2001), diabetes information in Marion County ($25,000/May/June 2001), Health Risks in Boone County ($17,000/June/July 2001), Perception of City services in Indianapolis ($35,000/August 2001), Tobacco Use and Awareness---youth and adult ($60,000/August/September, 2001), seat belt use and public information in Indiana ($150,000/October 2001-2003), diabetes awareness in Madison and St.Joseph Counties,($63,000/May 2002), Diabetes Awareness in Howard and Elkhart Counties ($63,000/August 2002),Plainfield Public Libraray ($8,000/November 2002),Marion County Health Dept. ($30,000/October 2002), Indiana Criminal Justice Institute ($30,000/December 2002), Health Insurance in Indiana (FSSA)($250,000/January 2003), Evaluation of INDOT—Cambridge Systems, ($50,000/April 2003), Health and Hospital Corp, Marion County—Evaluation of Wishard Advantage ($65,000/May 2003) Evaluation of 2003 Click It or Ticket ($30,000/May 2003), Glenbard High Schools (Illinois/$75,000/March 2003) and numerous other studies on political behavior and public policy.

PROFESSIONAL SOCIETIES:

American Association for Public Opinion Research, Midwest Association for Public Opinion Research, Society for the Study of Social Problems, American Political Science Association, Academy of Political Science, and others.

HONORS:

Fulbright-Hays Scholar (Japan), 1973-1974.

Distinguished Citizen Award, Greater Indianapolis Council on Alcoholism, 1984.

Listed in Marquis' Who's Who in the Midwest , 1986 ,1987, 1990.

"Highest Regards Award" for work in bringing issues of racial discrimination to the attention of the public. Presented to the IUPUI Public Opinion Laboratory by the Indianapolis Urban League. Sam Jones, President. June 4, 1993. Senior Seminar Scholar, sponsored by PSI Energy, Bedford Indiana, Oakland City University. Robert Pointsett, Dean. March 21, 1996

PUBLICATIONS/PERFORMANCES:

"Business Style: The Hoosier Way, the Wrong Way and Some Effective Strategies?" Invited key note address. The Alliance Forum, "Growing your company." Sponsored by The Johnson Center for Entrepreneurship and Innovation. Kelley School of Business. Indianapolis. May 23, 2003. William and David Haberle, hosts and organizers.

"PublicAttitudes Toward an Anti-SecondHand Smoke Ordinance." Testimony presented to Marion County City/Council Hearing. April 15, 2003. Robert Massie, councilman and chair.

"Legislative Antics and Health Policy." Delivered to Healthcare Financial Management Association. Indiana Chpater annual Metting. April 11, 2003. Indianapolis IN. J. Miller, education Chairperson.

Reviewed for H-Pol by Brian Vargus,March 2003,   Roderick P. Hart and Daron R. Shaw, eds. _Communication in U.S. Elections: New Agendas_. Lanham, Md.: Rowman and Littlefield, 2001. 254 pp. $75.00 (cloth), ISBN 0-7425-0068-3; $24.95 (paper), ISBN 0-7425-0069-1.
http://www.h-net.msu.edu/reviews/showrev.cgi?path=267451047800069

Reviewed for H-Pol by Brian Vargus,March 2003   Roderick P. Hart and Bartholomew Sparrow, eds. _Politics,   Discourse, and American Society: New Agendas_. Lanham, Md.:   Rowman and Littlefield, 2001. 268 pp. $75.00 (cloth), ISBN 0- 7425-0070-5; $24.95 (paper), ISBN 0-7425-0071-3.http://www.h-net.msu.edu/reviews/showrev.cgi?path=267481047800072

"The Faculty Career of Members:Report of a Membership Study." American Philosophical Association. Philadelphia, Pa. March 2003.

Panelist. "Why Young People Do Not Vote." League of Woman Voters State Meeting. Indianapolis. February 8, 2003. Harriet Wilkins, State President.

Research reported (unattributed). Indianapolis Star. "Study finds harrassment in courts"January 17, 2003. p.1. Barb Berggoetz, reporter.

Expert Witness. Indiana v. Eldridge. Marion County Criminal Court 3. Hon. Cale Bradford, judge. "On the Representativeness of the Marion County Veniry." November 22, 2002. Jan Stevens, esq, for the defense.

"The Saliency of Home and Community Based Care Amongst the Indiana Electorate." Delivered to the Indiana Legislative Summit on Long Term Care Solutions. Indianapolis. November 18, 2002. John Cardwell, host.

"Main Findings:Poll on Marion County Election." Delivered to WISH-TV. October 29, 2002. Jim Shella, reporter. Published at www.wishtv.com.

"Main Findings:Poll on 7th District in Indiana." Delivered to WISH-TV. October 28, 2002. Jim Shella, reporter. Published at www.wishtv.com.

"Survey Research Applied:Implications for 'Policy'" Delivered to Indiana University, Indianapolis Faculty of Law. October 24, 2002. Prof. Nicholas Georgakopoulos, presider.

"The Hispanic Community in Indianapolis." (with Louis Lopez) Latino Research and Community Engagement Symposium. IUPUI. October 18, 2002. Pat Alvarez, Asst. Chancellor for Student Life.

"Indiana Citizens' Thoughts on the State, Economy and Issues that may Matter." Delivered to the Indiana Cast Metals Association (INCMA) Political Forum. Indianapolis. October 16, 2002. Daniel Burke, President.

"Main Findings of 2nd District Poll for WNDU/Elkhart Truth." Presented to Norm Stangland, News Director. WNDU, Channel 16. South Bend IN. October 15, 2002. (reported by Associated Press October 21, state-wide).

"The Indiana State Legislature as Economic Terrorists." Presented to the NiSource Political Action Committee. Merrillville, Indiana. September 18, 2002. James Newland, host.

"Economy versus terrorism:What motivates voters?" Monthly column posted on web page on political news for WISH-TV. Indianapolis. September 9, 2002.Jim Shella, editor.

"Do Citizens Care and Does It Matter?". Monthly column posted on web page on political news for WISH-TV. Indianapolis. August 2, 2002. Jim Shella, editor.

Data presented as "Indiana's Spring 2002 Click It or Ticket Campaign." Preliminary Findings Presented to National Highway Saftey Administration, Washington D.C., by Indiana Criminal Justice Institute, Mary Ziemba-Davis, presenter. June 24, 2002.

Featured Speaker. "I'm Mad as Hell but I don't Know Why." Indiana Manufacturers Association/Indiana Chamber of Commerce Conference on Taxation.. Indianapolis, IN. April 30, 2002. Mark Cahoon, host.

Panelist. " Election 2002." Bowen Institute on Political Participation. April 6, 2002. Indianapolis, IN. Wm. Bloomquist, moderator. Sally Jo Vasecko, organizer.

"Some Observations on Reaction to Bullet Polls and an Evaluation." Presented to Survey, USA. Conference on methodology of 'Bullet Polling," Jay Leve, President. Venona, New Jersey. March 25, 2002.

Presentation. "A Brief Report on the Effectiveness of the Click It or Ticket Campaign." Presented to Indiana Criminal Justice, Traffic Safety Evaluation Committee. Mary Ziemba-Davis, Chair. January 17, 2002. (Later presented in Washington to National Highway Safety Administration).

Lecture. "Pitfalls of Survey Research." Indiana School of Medicine. School of Allied Health. November 12, 2001. Dr. Sara Blackburn, host.

Research cited, unattributed. "Facts about U.S. Philanthropy." Leave a Legacy. Published as a special supplement to the Indianapolis Business Journal. November 2001. Pp 14-18.

"Asking Questions, Getting Answers, Serving the Community." (With Brianne O'Brien) Presented to Dean's Day 2001. October 27, 2001. IUPUI Library. H. Sattkamp, Dean.

"The Behavioral Correlates of Public Health in Boone County." October 18, 2001. Presented to Boone County Health Department and Witham Hospital Citizen's Advisory Group on Community health Practices. Lebanon, IN. Amy Hammerle, coordinator. (not refereed).

Data reported and analysed in Giving USA 2001:Annual Report on Philanthropy..(Indianapolis, IN:AAFRC Trust for Philanthropy). 2001.

"Challenges in Survey Research and Their Implications for Philanthropic Studies Research," (with John M Kennedy). Nonprofit and Voluntary Sector Quarterly. Vol 30, No.3, September 2001.

Data and findings reported in "A Methodological Comparison of Giving Surveys: Indiana as a Test Case." (reported by P. Rooney, K. Steinberg and P. Shervish). Nonprofit and Voluntary Sector Quarterly. Vol 30, No.3, September 2001.

Data and findings reported (unattributed) in "Surveying the Giving Landscape." Philanthropy Matters. Spring 2001. Pp. 6-7,11.

"Expert testimony on Surveys and Public Opinion in a capital case." Indiana vs. Wilburn. Covington, Indiana. July 17, 2001. Robert Hill, attorney.

"Community Needs Measures and Health Delivery Policies." Presented to the Board of Directors. Witham Health Corporation. Witham Hospital, Lebanon, Indiana. June 20, 2001. Ray Ingram, President. (not refereed).

"Methodological Tips and Mysteries:Turning Research into Decisions." Presented to professional staff workshop at Borshoff, Johnson and Matthews. Indianapolis, Indiana. June 15, 2001. Myra Coca, host. (Not refereed).

"Challenges in Methodology for Giving USA:Some Preliminary Results and a Plea for Caution." (With A. Hutcherson). Presented at AAFRC Trust for Philanthropy meeting "Advisory Council on Methodology: Giving USA." Teleconferenced to New York and Indianapolis. April 18, 2001. P. Rooney, meeting chair.

Reports of surveys of judges and citizen's toward jury reform in Indiana. Posted to web site and referenced in Res Gestae. January 2001. See www.ai.org/judiciary. Also, see <ccfic@courts.state.in.us> [NOTE: This resulted in new rules proposed to Indiana Supreme Court. These are available at the same site].

"Perceptions of Lawrence Township Schools." Presented to the Lawrence Township School Board and Administrative Cabinet. February 22, 2001. Dr. T. Hyland, Superintendent.

Reactions to the Indiana Health Insurance Study, 2000. Presented to the Family and Social Service Administration. State of Indiana. Nancy Cobb, Administrator December 2000.

"Challenges in Survey Research and Their Implications for Philanthropic Studies Research." (with John Kennedy) Prepared for the Giving and Volunteering Conference. Indiana University Center on Philanthropy. November 28, 2000. Dwight Burlingame, organizer

"Who Administers the Administrators?: A Case Study of the Abuse of Survey Research in Faculty Evaluation of Administration in Higher Education." (with Andrew Hutcherson). Paper presented at annual proceedings of the Association for the Advancement of Educational Research. Jacksonville, Florida. November 21, 2000. Susan Losh, organizer. To be published in 2001 in the "Proceedings of Association for the Advancement of Educational Research."

Data collected and analyzed for "Forecasting Philanthropic Trends." Philanthropy Matters. Fall 2000. Pp 4-5.

"The Poll in Politics and What it Means." Address presented to The Rotary Club of Indianapolis. Indianapolis Athletic Club. October 24, 2000. Judge Tom Fisher, president.

"Don't Answer that Phone; Thoughts on Current Political Polling." Address presented to the Indianapolis Public Relations Society. October 18, 2000. Indianapolis, IN. Guy Johnson, host.

"Public Attitudes toward Business, Taxes and Campaign 2000." Address presented to the Indiana State Manufacturer's Association. Tax Forum. September 12, 2000. Avon, Indiana. Pat Kiely, President.

"Political Care, Health Care and Physician Care:Issue or Rhetoric for the 2000 Election." Address presented to the Indiana State Medical Association. Annual Meeting, District 9. Carmel, IN. August 10, 2000.

"The Indianapolis Hispanic Study." United Way/Community Service Council:Indianapolis,Indiana. June 2000/Released July 25, 2000. Edited version of "Hispanics in Indianapolis: Results of a Telephone Survey and In-Person Survey of Latinos in Marion County, Indiana." (with Brianne O'Brien ,Andy Hutcherson and Jill Bakehorn) A Publication of the Indiana University Public Opinion Laboratory. (Indianapolis, Indiana: IUPUI).(Results broadcast on local access Channel 16 in Marion County and environs.)

TECHNICAL/RESEARCH REPORTS:

"Perceptions of Glenbard High Schools:A Telephone Survey of the Glenbard Illinois High School District." (with A. Hutcherson and B. O'Brien) A Publication of the Indiana University Public Opinion Laboratory. (Indianapolis, Indiana:IUPUI). June 2003. Presented to Dr. T. Hyland, Superintendant. Chicago, Ill.

"Attitudes Toward INDOT." (with A. Hutcherson and B. O'Brien) A Publication of the Indiana University Public Opinion Laboratory. (Indianapolis, Indiana:IUPUI). May 2003. Presented to Cambridge Systems. Boston, MA.

"Report of Uninsured Household's Study." (with A. Hutcherson and B. O'Brien) A Publication of the Indiana University Public Opinion Laboratory. (Indianapolis, Indiana:IUPUI). May 2003. Presented to Cindy Collier, Family and Social Services Administration of Indiana. Indianapolis, IN and State Health Access Data Assistance Center, Minneapolis, MN.

There are more than 200 additional that are basically applied survey research reports.

TEACHING AIDS PUBLISHED:

Tools for Sociology. (Acton, MA.:Copley) 1985.

Workbook and Readings for Introductory Sociology. (Lexington, MA.:Ginn). 4 editions -- 1977, 1978, 1980, 1982. These contain several original pieces as well as reprinted work from major journals.

GRANTS:

All research reports listed above were the result of grants or contracts from the agency or party indicated as recipient. Recent grants include funds to study registered voters' attitudes about telephone rates (March 1987), the impact of anti-drunk driving advertising (December 1986), funds to study the needs of the Miami Indian Nation (May 1986), funds to study citizens' attitudes toward breast-feeding from the Indiana State Board of Health (July 1987 and October 1989), funds to study philanthropic behavior in Indiana from the Indiana Donor's Alliance, funds to study housing needs among the aged from the Peabody Foundation and funds to study judges', lawyers' and elected officials' attitudes toward trial courts in Indiana from the Indiana State Legislature (January 1988); funds to study attitudes of prospective juror's in a murder trial in Wayne County, Indiana; funds to analyze data from a mail survey of Sigmas Theta Tau -- a nursing professional organization (August 1988); funds to study needs and aspirations of adults over 60 in Indiana from the Indiana State Budget Agency, Public Service Indiana, and Blue Cross/Blue Shield (January 1989), funds to study attitudes toward the Indiana State Police from that agency (January 1990), funds to collect data from hard to interview respondents from Public Service Indiana (a public utility) (January 1990), funds to study library use patterns of inner-city school children from the Lilly Endowment and IU School of Education (April 1990); funds to collect data from women on OB-GYN Health Services from the Indiana University School of Medicine (April 1990); funds to conduct a 2,000 household panel study of lottery participation from the Indiana State Lottery Commission(1991-1993); funds to study demand for student housing from Century Development of Houston, (1992), funds to measure citizens' need for social services in Central Indiana (1993), funds to measure racial attitudes in Marion County, Indiana (1993), funds to study attitudes toward drunk driving in Indiana (1993), funds to assess attitudes toward super-collider information materials (1993), funds to study recreational needs in Indiana from Indiana Department of Natural Resources, funds to study voter's issue concerns (1992-1995), funds to study lottery participation (1992-1995), $70,000 from Indianapolis Star/News to study citizens' issue concerns and electoral behavior(1996), $150,000 from Indiana Lottery to study Hoosier's Lottery behavior, $160,000 from Indiana Municipal Power Association to study satisfaction with public utilities(1996), $30,000 to study African-American Philanthrophic Behavior(1997), $15,000 for grant development from School of Liberal Arts at IUPUI (March 1996) , $45,000 to study lottery behavior in Indiana, $20,000 to study underage drinking in Indiana (1998), $50,000 from National Council of State Courts to study trust in judicial institutions nation-wide (1998-99). Most recent grants: $40,000 to study experience with juries and attituides toward jury reform among judges and citizens in Indiana from

Indiana Judicial Council (1999-2000), $20,000 to evaluate perceptions of city services in Indianapolis (Sept. 1999), $28,000 (1999) to evaluate patient decisions in selecting a physician for the Indiana Medical Society,Indiana Judicial Center to study child visitation rule changes suggested to Indiana State Legislature ($30,000/2000) , National Center for State Courts ($80,000) to do nation-wide study of trust in courts (Feb. 2000), Indiana Health Care Association ($20,000) May 2000, Center for Public Policy and Environment ($300,000 to survey 16 counties on urban sprawl.), Criminal Justice Institute ($150,000) to evaluate seat belt usage in Indiana (October 2001-December 2003), Indiana Supreme Court Commission on Gender and Ethnic Fairness ($30,000/July 2002) to study gender/ethnic issues among judges, attorneys, court employees and others in Indiana(2002),Marion County Health and Hospital ($35,000/November 2002), Plainfield Public Library ($20,000/October 2002), WISH-TV ($5,000/November 2002), Monroe County United Way ($10,000/September 2002), Health Insurance in Indiana (FSSA-$250,000) January 2003, Attitudes toward Gambling (ICJI)($30,000, March 2003.), Evaluation of Click It/Ticket Ad campaign (ICJI) ($75,000, May 2003), Attitudes Toward Historical Preservation of IPS School, Indianapolis Public Schools ($6,000, May 2003), Evaluation of INDOT, Cambridge Systems, Boston MA. ($50,000, March 2003) and several others.

CURRENT RESEARCH:

> Political Identification and political knowledge.
> Poltical Trust and Civil Society
> Political campaigns and social science.
> Communication and social control processes.
> Jack London's life and work.

MISCELLANEOUS:

More than one thousand mass media interviews including the New York Times, Washington Post, Time, Newsweek, USA Today, CBS, ABC, Associated Press and many local outlets.

CURRICULUM VITAE

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        FAX: 274-2347

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       Indianapolis, IN 46208

EDUCATION

> ➢   B.A., Political Science, University of California, Davis (1965)
> ➢   Ph.D., Political Science, Indiana University (1974) (Political and Administrative Development; American Politics; Latin American Politics; Sociology)

ACADEMIC EMPLOYMENT

September 1, 1995 to present - Professor of Political Science, Indiana University-Purdue University at Indianapolis (IUPUI) - Emphasis in Third World politics, private governments, and labor studies.

February 2000 to present – Director and Chair of Faculty-Community Board, Sam Masarachia Scholars Program. With board, design all aspects of program that will maintain one dozen full tuition scholars studying and engaging in representation and advocacy on behalf of workers, seniors, and communities. Responsibilities include establishing scholarship criteria, publicity, selection, academic program and curriculum, instructional staffing for two seminars per year, internships and other matters concerning a program endowed at $1.2 million. Maintain liaison with School of Liberal Arts Dean, faculty, administrators responsible for scholarships programs, community groups, and scholars themselves.

1974 to August 30, 1995 - Coordinator and Professor of Labor Studies, Indiana University, Division of Labor Studies. Developed, administrated, and instructed in, a Bachelor of Science Labor Studies program and non-credit Union Education Program on the IUPUI campus. Worked with local and regional union leaders, labor advisory committees, university faculty and administrators, office staff, associate faculty, and program participants. Tasks included curriculum development, program promotion and recruitment, prior learning assessment, advising, hiring and coordination of part-time faculty, program evaluation, and instruction of

independent (correspondence) study courses.

1994 - Acting Coordinator, Office of Workforce Education, Indiana University (four months). Liaison between I.U. / IUPUI and state government departments and legislative committees dealing with workforce development.

NON-ACADEMIC EMPLOYMENT

1960 – 1965 – Seasonal employment in timber management and fire control (tank truck operator and foreman) with U.S. Forest Service and Bureau of Land Management in Northern California and Alaska.

1968 – 1974 - Paperhandler at Chicago Tribune, Chicago Sun-Times, and several rotogravure plants. Representative and newspaper negotiation committee member.

TEACHING BACKGROUND AND EMPHASES

Political Science *(1995-03)*

> ➤ Y101, Principles of Political Science (96; F96; S97; F97, S99, F00, S-F01, F02, S03, SS03)
> ➤ Y103, Introduction to U.S. Politics (SSI 97, 98; F & S98, F98)
> ➤ Y336, Southeast Asian Political Systems (S96; F97)
> ➤ Y346, Politics of the Developing Countries (F98, S02, S03)
> ➤ Y391, Political Decision-Making: Negotiation and Mediation (F96, S01, 02, F02)
> ➤ Y391, Dispute Resolution (S98, S99)
> ➤ Y490, Senior Seminar: Labor and Human Rights Policies (S96), Workers Rights and Public Policy (F00)
> ➤ Y380, Labor, Seniors, Communities (inaugural first year Masarachia seminar (S02, 03)

Labor Studies (1974-1995)

> ➤ Intro course (L100, Survey of Unions and Collective Bargaining)
> ➤ Grievance Representation and Arbitration (L220, Grievance Representation, and L320, Grievance Arbitration)
> ➤ Collective Bargaining, Contract Negotiations, related topics (L103, Collective Bargaining, L450, Advanced Bargaining, and L290, Contract Negotiations)
> ➤ Union Government and Organization (L270, Union Government and Organization)
> ➤ Negotiation (L290/490, Theory and Practice of Negotiation)

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> Employee Rights (L290/490. Employee Rights: Law and Policy)
> Drug Testing (instructed L290/490, Employee Drug Testing)
> Additional courses instructed: L203, Labor and the Political System; L205/L310, Contemporary Labor Problems; L490, The Labor Process; L490, Seminar in
  · Labor Education/Labor Studies.

SCHOLARLY ACTIVITY

Selected Publications

_____, "Reverse Bargaining: Some Oddities that Illustrate the Rules" Negotiation Journal, accepted, 2003.

_____, "The Politics of Employee Discharge: Triggering, Representation, and Venue," *Policy Studies Journal, accepted, 2003.*

_____, "Indonesia: On the Mend?" *Nonviolent Change*, 15:2, (Winter 2000) 15-18.

_____, "Metaphors for Indonesia, 1998." *Nonviolent Change* 13:1 (Fall 1998) 17-18.

_____, "Negotiating To Avoid Agreement," *Negotiation Journal)* 14:3 (July 98) 257-268. (Refereed)

_____, "Bibliography on Southeast Asia: Politics, Economics, Development," *Working Paper Series*, Indiana University Center on Southeast Asia, 1996.

_____, "Too Little, Too Late: The Limits of Stand-Alone Arbitration in Discharge Cases," *Labor Studies Journal*, 21:1 (Sp96) 39-60. (Refereed)

_____, "Indexing Labor Studies," *Labor Studies Journal*, 20:1 (Su95) 38-41. (Refereed)

_____, "Cumulative Subject and Author Indexes, Volumes 1-19," *Labor Studies Journal, 20:2* (Su95) 62-104.

_____, "Labor" (Overview essay) in David J. Bodenhamer and Robert G. Barrows, *The Encyclopedia of Indianapolis*, Indiana University Press, 1994, 102-110.

_____, "Days of Plenty," *Indiana AFL-CIO News,* December 1994.

_____, "The Facts of Work in the Free-Fire Zone," *Labor News,*
April 1988.

_____, *Union Government and Organization,* Washington, D.C.,
Bureau of National Affairs, 1985, 255 pp.

_____, *Learning Guide for Labor Studies L220, Grievance
Representation,* Indiana University, Independent Study Program, 1985.

_____, *Learning Guide for Labor Studies L320, Grievance
Arbitration,* Indiana University, Independent Study Program, 1985.

_____, "Apartheid: Labor and Politics," *Labor News,* Dec.) 1985.

_____, *Grievance Representation,* Indianapolis, Indiana University
Division of Labor Studies, 1981 (104 pages—about 12,000 copies sold,
including revisions).

_____, "How to Choose and Use Materials in Education for Women
Workers" and "A Resource on Resources", chapters in Barbara Mayer
Wertheimer, ed., *Labor Education for Women Workers,* Philadelphia,
Temple University Press, 1981.

_____ and Richard McCracken, "Building the Labor Film
Network," *Film Library Quarterly,* 12:2/3 (1979) 41-49.

_____, "Making the Camel Fly: Notes on the New UCLEA," *Labor
Studies Journal,* 2:2 (Fall 1978) 131-40. (Refereed)

_____, *Workplace Politics and Leadership in a Chicago Printing
Trades Union,* Ph.D. dissertation, Indiana University, 1974.

Grants

➤ School of Liberal Arts course improvement grant, S 2000, ($1500)

➤ International Enhancement Grant, Indiana University International Programs ($1500)
1995.

➤ Indiana University Faculty Exchange Grant ($2000) 1996

➢ Visiting Scholar, National Institute of Development Administration (NIDA), Bangkok, Thailand, May-June 1996 (funded by above grants)

Recent Papers and Presentations:

➢ "Getting to NO." Luncheon speech to Society of Professionals in Dispute Resolution (SPIDR), Indianapolis Press Club, October 19, 1998

➢ "The Use of Games and Modeling in Analyzing Public Goods Policy Issues: Demonstration and Applications," to faculty and graduate students, School of Applied Statistics, National Institute of Development Administration (NIDA), Bangkok, Thailand, June 11, 1996

➢ "The Evolution of Wrongful Dismissal Policy in the United States," to faculty and doctoral students, School of Public Administration, National Institute of Development Administration (NIDA), June 13, 1996

SERVICE ACTIVITIES - SUMMARY

University

➢ Director and Chair, Advisory Committee, Sam Masarachia Scholars Program. (see p.1)
➢ Selection committees for four scholarships, Enrollment Services, Office of Student Scholarships, Fall 2000
➢ Served on or chaired numerous School and IUPUI committees, including Academic Policies, Faculty Affairs, Search and Screens for deans, directors, and faculty; several terms on IUPUI Faculty Council; also Divisional Committees
➢ Served on Executive Committee which managed Division of Labor Studies in the absence of a director, 1992-94
➢ Member, President's Ad Hoc Committee on Continuing Studies and Distance Learning, Fall 1996
➢ Elected to initial faculty mediation panel for IUPUI Faculty Council, mediated first case under this program, January 1998

School of Liberal Arts / Department of Political Science

➢ SLA Individualized Major Committee, 2001 - present
➢ SLA Curriculum Committee, 1997-99
➢ SLA Promotion and Tenure Committee, 1998-2000

- ➤ Pi Sigma Alpha (Political science honorary) advisor, 1997-present
- ➤ Discussant on eleven editions of *Consider This,* weekly television show, 1997-99

Service to the Profession

- ➤ Referee for *Labor Studies Journal* and *Business Ethics*, annually
- ➤ Member, Editorial Board, *Labor Studies Journal*
- ➤ Chairperson, Editorial Board, *Labor Studies Journal*, 1985 – 96
- ➤ Interim editor, *Labor Studies Journal,* 1994.
- ➤ Participant in University and College Labor Education Association (UCLEA) annual meetings and other activities since 1974; active on several committees and task forces
- ➤ Developed and Coordinated Labor Studies by Correspondence program; authored and instructed three courses

Community Service

- ➤ United Auto Workers Local 933, serve annually on scholarship selection committee
- ➤ Occasional panelist on "Consider This," weekly television program produced by the Political Science Department
- ➤ Consultant (unpaid) to Claude McNeal and American Cabaret Theater on "Take This Job… and Shove It!" - 1996

Labor

- ➤ President, United Faculty, American Federation of Teachers Local 3950 (IUPUI), 1980-82
- ➤ Hosted weekly radio program, "Inside Labor" (six months, ca 1977)
- ➤ Call room chair and negotiating committee member, Chicago Paperhandlers Local # 2, International Printing Pressmen and Assistants Union of North America, 1970-74

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REVIEW
of
Proposal for a Master of Arts in Political Science

This is a well-conceived and well-executed proposal. It makes a persuasive case for the proposed degree.

I offer the following comments, for what they are worth.

1. A couple of minor points on terminology:

At p. 4 and elsewhere are references to "state, local, or urban government." I appreciate the emphasis on "urban" government, given the setting in which this degree would be offered (an urban campus and community), but isn't "urban" government one kind of "local" government? Why "local, **or** urban"?

Also at p. 4 and elsewhere are references to "private corporations". Is the intended distinction between public and private corporations, or does "private corporations" mean "not-for-profit corporations" (which ordinarily would include "think tanks," or research and public policy organizations)?

2. At p. 5: Despite the existence of this degree at five other universities in Indiana, the proposal's emphasis on state and local government, and the present unavailability of the degree in the state capital, are strong justifications for offering the degree here. The "Program Strengths" (p. 17), noting these factors and others, also provide substantial justification for this proposal.

3. At p. 6 is reference to "anticipated demand" from state and local government offices, departments, agencies, etc. This seems to be a reasonable expectation. Letters from relevant persons would add support this expectation (although they might be part of the appendices, which I have not seen).

4. At p. 6 the proposal ("Features") mentions state and local government "implications" for "developments in the global political and economic system[s]." Would it make sense to include implications for national politics and the national economy in the U.S.? Perhaps this is a given, although the only course specifically described as concerning federalism focuses on "Comparative Federalism"—not on the relationships between the national government and state governments in the U.S. (pp. 10 and 13). It seems to me that the emphasis on state and local politics and

government would not exclude aspects of federalism in the U.S.; indeed, it would necessarily encompass them.

5. At p. 7, addressing the program's impact on faculty resources, the proposal speaks of "cross-listing" graduate courses with undergraduate courses and says that "faculty will teach both at the same time (with an additional set of requirements for graduates)." At p. 9 is the statement: "No undergraduate courses could be applied to this MA program." Can this be clarified?

6. At p. 8 ("Anticipated Student Clientele"), why include the sentence beginning, "We do not seek information . . . ." Its candor is probably unnecessary (and perhaps marginally unhelpful). The following sentence could also be omitted.

7. At pages 8 and 21 the references to student enrollments could be confusing. Enrollments would be limited to ten new students per year (with only the "ten best students from the applicant pool" selected), but "realistically" it is expected that no more than five students per year "would meet the qualifications." Does this mean that about five students would likely "enroll"? Is the intended distinction between admissions and yield or between applicants and admissions?

8. Lastly, could students earn academic credits applied to the degree by taking courses in other schools or departments (such as the course in State Constitutional Law offered in the law school? If this is addressed, I've missed it. Perhaps this possibility is worth considering, if it has not already been considered.

Outline for Reviewer's Comments

Review of Proposal for a Master of Arts in Political Science at IUPUI

Documents reviewed: 23-page proposal for a Master of Arts (MA) in Political Science from the College of Liberal Arts at IUPUI.

Summary: The proposal included an abstract, program description, program rationale, program implementation and evaluation plan, budget, and appendices.

Recommendation: **Four possible recommendations**

> **Accept without revision - X**
> **Accept with discussed revisions**
> **Defer, pending extensive revisions**
> **Not accepted**

Discussion:
- There appears to be sufficient need and demand for this program, which focuses on state and local politics and government.
- Clientele will be primarily part-time students.
- The program of study appears to be of sufficient rigor and scope: 33 credits comprised of four required core courses (one inquiry), electives, an internship, and a thesis.
- Admissions requirements are in line with Graduate School criteria.
- Enrollments will be limited to 5-10 new students per year.
- Faculty appears qualified and sufficient in number to cover the courses, with some need for part-time instructors.
- The timeline for implementation (Fall 2005) is reasonable.
- Of the core and elective courses listed, six are new. These will be developed by years two and three.
- Minor concern: Some courses will initially be cross-listed with undergraduate classes, requiring graduate students to do additional work. This is not ideal, but is viewed as a short-term solution.
- Minor concern: The plan for part-time students suggests 9 credit hours in Fall III semester. This appears to be excessive.

PROPOSAL FOR JOINT PH.D. PROGRAM IN ELECTRICAL AND COMPUTER ENGINEERING

OFFERED AS A JOINT PROGRAM BY IUPUI AND PURDUE UNIVERSITY, WEST LAFAYETTE CAMPUS

Objectives:

Electrical and computer engineering (ECE) is a growing field which requires a strong educational background in engineering with a significant emphasis on mathematics. This program will prepare students for the expanding opportunities in this field which often require advanced degree studies. Ph.D. graduates are expected to become leaders in research and development at the forefront of their fields, applying advanced engineering techniques and theory to solve key problems.

Summary of Requirements:

The Doctor of Philosophy program requires extensive research and the writing of a thesis in addition to coursework. Coursework requirements for the Ph.D. degree are 21 hours beyond the master's degree. In addition, students must satisfy qualifying examination requirements, typically within one to two years after entering the Ph.D. degree program, and submit a written thesis proposal, typically within a year of passing the qualifying examination. The Ph.D. degree is awarded upon completion of the doctoral thesis.

Clientele to be Served:

This program is primarily designed for students holding an M.S. degree in an engineering discipline, although a limited number of students may be admitted to the program with a B.S. degree. Students with a science degree may also be eligible for the program, although they will need to develop the fundamental engineering skills needed by first taking certain prerequisite course work.

Structure:

The ECE Ph.D. program has existed at the Purdue West Lafayette campus for decades. Recently, a cooperative agreement between the Purdue School of Engineering and Technology, IUPUI, and the School of Electrical and Computer Engineering, Purdue University, West Lafayette was signed that establishes the rules and guidelines for participation of IUPUI in the Ph.D. Program of Purdue University for studies in the School of Electrical and Computer Engineering. This

document became operational from the perspective of Purdue University on September 29, 2003 when it was signed by John J. Contreni, Interim Dean of the Graduate School, Purdue University. A copy of the agreement is attached as Appendix A. A copy of the ECE Doctoral Program Handbook is attached as Appendix B. The joint Ph.D. program at IUPUI will basically be governed by the handbook as modified by the cooperative agreement.

Curriculum:

The curriculum is described in Appendix B, the ECE Doctoral Program Handbook, as modified by the cooperative agreement (Appendix A). The program is unique in that students will be resident on the IUPUI campus, with INS matters for international students handled by the IUPUI International Affairs Office. Four courses in the plan of study must be taken at West Lafayette. In the initial phase of the program, the Qualifying Exam and Preliminary Exam will be given at West Lafayette. As the IUPUI program grows, it is possible that these examinations may be given on this campus.

Employment Possibilities:

This program will prepare students for academic, business, manufacturing, and research careers in the electrical and computer engineering field. The industrial and governmental segments of this field in Indiana include such organizations as Delphi Automotive, Delco Electronics, and the Naval Surface Warfare Center at Crane, Indiana.

B. PROGRAM DESCRIPTION

1. Description and Objectives

This is a proposal to award the degree of Doctor of Philosophy for study in a graduate program in Electrical and Computer Engineering. The program has been jointly developed by a faculty committee with representatives from the School of Electrical and Computer Engineering at Purdue University West Lafayette campus and the Department of Electrical and Computer Engineering at the IUPUI campus in Indianapolis.

The degree will be awarded by the Purdue University Graduate School through the academic unit now authorized to award the doctoral degree in Electrical and Computer Engineering, the School of Electrical and Computer Engineering at Purdue University's West Lafayette Campus. Students admitted into the program will be resident on the IUPUI campus. They will be required to take four courses at the West Lafayette campus. It is anticipated that they will take their remaining courses and perform their required research in laboratories on the

IUPUI campus under the supervision of faculty members authorized to supervise doctoral thesis work in accordance with the cooperative agreement (Appendix A).

A companion proposal for a Ph.D. program in Mechanical Engineering is being prepared for submission in coordination with this proposal.

The proposed Ph.D. program will allow students to take full advantage of the unique educational and research opportunities and resources available on the two campuses.

Both campuses will share in administering the goals and policies of the Ph.D. program as well as the progress of individual students. A Cooperative Agreement Oversight Committee will be established to monitor the activities and progress of the Cooperative Agreement program. The committee, comprised of members from both campuses, reports to, and makes recommendations for program revisions to, the West Lafayette Electrical and Computer Engineering Graduate Committee. In addition to the general oversight of the program, this committee has the responsibility to hear disagreements and disputes that may arise concerning this program, and mediate a resolution.

The Ph.D. in Electrical and Computer Engineering degree (PhDECE) will serve as the terminal engineering degree for those wishing to pursue a research career in this field. Ph.D. graduates will have increased depth of knowledge in general engineering subject areas plus specialized knowledge in topics related to their research. The Ph.D. will prepare students for academic positions in engineering schools as well as research and management positions in industrial or government laboratories.

It is important to recognize that the proposed program is based on a curriculum, research, and faculty infrastructure which is already in place. The need for a designated Ph.D. degree is indicated by the growth in high-technology in Central Indiana that has produced market demands for graduates from programs with this specific designation.

2. Admission Requirements, Student Clientele, and Financial Support

   a. Admission Requirements. Admission into the Ph.D. program in Electrical and Computer Engineering will be based on the standard policies and procedures of the Purdue University Graduate School.

   b. Prerequisites. Students entering the Ph.D. degree program would typically have a master's degree in an engineering discipline (which could be the MSECE degree). Those having a master's degree in a physical or biological science area would need to complete extensive preparatory coursework before they could be formally admitted for the Ph.D., but this pathway would be open to those willing to undertake this effort.

c. Student Clientele. The clientele for the electrical and computer engineering program would primarily consist of recent engineering bachelor's or master's degree recipients wishing to pursue a career in this field. Those holding physical or biological sciences degrees would also be eligible under the conditions outlined in the previous section.

d. Enrollment limits. The initial number of students in the Ph.D. program is expected to be small. As in all engineering graduate programs, enrollment will tend to be self-limited by the available financial support, the faculty's willingness to accept new graduate students, and the perceived market for graduates. Enrollment limits based on previous academic performance would not be imposed unless the number of students begins to exceed the maximum which the faculty feel can be handled without compromising program quality.

e. Financial Support. Students will be supported by the usual sources for graduate programs in the School of Electrical And Computer Engineering, including fellowships, research assistantships, and teaching assistantships.

3. Proposed Curriculum

a. Curriculum Requirements. The Ph.D. program in Electrical and Computer Engineering will have basic requirements similar to those of the School of Electrical and Computer Engineering in West Lafayette.

The minimum requirements for the Ph. D. degree are ninety semester credit hours of which thirty semester credit hours may have been earned in the Master's degree program. A minimum of forty-five of these semester hours are to be course credits (including Master's program hours). The Ph.D. qualifying examination is usually taken in the second semester of a student's Ph.D. study. This examination will be administered by the School of Electrical and Computer Engineering. The examination will include a written exam on engineering developed as one element of the qualifying examination requirement for the Ph.D. degree in Electrical and Computer Engineering.

b. Each student's plan of study must include coursework in the student's Primary Area of study, an ECE Related Area, and Mathematics. The eight possible areas for ECE Primary or ECE Related Areas, and the core courses associated with each, are as follows:

ECE Research Areas	Core Course
Automatic Control (AC)	ECE 602
Biomedical Engineering (this is an area) (BE)	ECE 600
Communications and Signal Processing	ECE 600

Computer Engineering (CE)	ECE 608
Energy Sources and Systems (ES)	ECE 610
Fields and Optics (FO)	ECE 604
Solid State Devices and Materials (SS)	ECE 606
VLSI and Circuit Design (VC)	ECE 606/608

Each of these ECE Research Areas is governed by an Area Committee, consisting of the ECE faculty with research and/or teaching interests in that discipline. These Area Committees establish policy for students who declare the area as their Primary Area, recommended approval of new courses and course revisions for the area, and consider requests for deviations from the area policies.

The following requirements must be satisfied on all plans:

1. A minimum of 21 hours of course work beyond the Master's degree, or 42 hours beyond the Bachelor's degree for direct Ph.D. students.

2. At least 12 hours of courses from the ECE Related Area. Six of these hours may be from a Master's program.

3. At least 9 hours of mathematics course work. Three of these hours may be from a Master's program.

The core courses cover the background material in the various ECE areas, and the student will likely need to take several of these in order to prepare for higher level courses, to prepare for the Qualifying Examination, and to provide breadth to his/her curriculum. The ECE School does not specify how many core courses must be taken.

In addition to the requirements discussed above, some students choose an *"Area of Specialization."* Areas of specialization available to ECE Ph.D. students are Computational Science and Engineering and Biomedical Engineering. The area of specialization will appear on the transcripts issued after the degree is posted. The area of specialization does not appear on the diploma. Fulfillment of the requirements for an area of specialization usually involves some additional coursework, or places additional restrictions on the selection of courses.

Each Ph.D. student will have an Advisory Committee co-chaired by one ECE faculty member from IUPUI and one ECE faculty member from West Lafayette. The Advisory Committee will have at least one faculty member (other than the chair) from each campus. Indianapolis faculty not now approved to serve on Advisory Committees or as co-chairs will require one-time approval by the Electrical and Computer Engineering School. The Final Examining Committee (usually the same as the Advisory Committee) will have the same basic composition.

c. Sample Curriculum. Each student's plan of study will be unique. Shown are sample plans of study for the Ph.D. program, which might be taken by typical students with electrical engineering B.S. and Master's degree respectively. Students with other interests and backgrounds would, of course, have different plans of study, but would also take a number of the courses indicated. Thesis research will be distributed throughout the student's program but credit hours are shown collected in the table.

PhD students who enter the program with a Master's degree:

Minimum Requirements	Credit Hours	Comments
ECE 699 Research	*--	ECE 699 Thesis Research. No minimum requirement. **Resident hours must total 60 credit hours to fulfill requirement below.**
4 Related-area courses	*12	Coursework from ECE related area. *This requirement may be reduced to 6 credit hours for students who took related area courses as part of their Master's studies.
3 Math Courses	*9	Selected from the approved list of mathematics, statistics, computer science or physics courses. *This requirement may be reduced to 6 credit hours for students who took related area courses as part of their Master's studies
Total Credit Hours	60	

PhD students who enter the program without a Master's degree:

Minimum Requirements	Credit Hours	Comments
ECE 699 Research	*--	ECE 699 Thesis Research. No minimum requirement. **Resident hours must total 90 credit hours to fulfill requirement below.**
7 Courses	21	These courses are selected by the student with the approval of the Advisory Committee.
4 Related-area Courses	12	Coursework from ECE related area.
3 Math Courses	9	Selected from the approved list of mathematics, statistics, computer science or physics courses.
Total Credit Hours	90	

d. Existing Courses. Core course choices for the Ph.D. program are listed below. All of these courses are now in existence. Note that this is only a partial listing of courses available at West Lafayette and Indianapolis. Many other relevant courses could be taken by a student to complete a plan of study once the core course and required course credit hour minimums have been satisfied.

Core Courses (offered at West Lafayette)

Course Code	Course Title	Times Offered 1993-95
ECE 600	Random Variables	Spring 04/Fall 03
ECE 602	Lumped System Theory	Spring 04/Fall 03
ECE 604	Electromagnetic Field Theory	Spring 04/Fall 03
ECE 606	Solid State Devices	Spring 04/Fall 03
ECE 608	Computational Models & Meth.	Spring 04/Fall 03
ECE 610	Energy Conversion	Spring 04/Fall 03

Core Courses (offered at Indianapolis)

Course Code	Course Title	Times Offered 1993-95
ECE 600	Random Variables	Fall 2003-04
ECE 602	Lumped System Theory	Spring 2003-04
ECE 608	Computational Models	Fall 2003-04

e. Diploma Information. The Ph.D. diploma will read: Doctor of Philosophy, Purdue University, West Lafayette, Indiana.

5. Electrical and Computer Engineering Faculty and Administration

a. Listing. Ultimate administrative authority for the joint Ph.D. program will lie with the Dean of the Schools of Engineering. Because of the collaborative nature of the program, the Cooperative Agreement Oversight Committee has been established with representatives from both campuses. It is described in detail in the attached cooperative agreement.

The School of Electrical and Computer Engineering at West Lafayette has over 80 faculty members. The Department of Electrical and Computer Engineering at IUPUI has 16 faculty members. Each of them has the potential for being involved in this program. Administrative matters will be handled by the Head of the School of ECE at West Lafayette and the Chair of the Department of ECE at IUPUI. The chairs of the ECE Graduate Committees on the two campuses will also play key roles.

b. New faculty positions. No new faculty positions are required to initiate the Ph.D. program on either campus. However, it is expected that as funded research grows with the result of increased research funding support for faculty, additional faculty may be justified in the longer term.

6. Learning Resources

a. Existing Resources. The University and Engineering libraries contain an excellent collection of electrical and computer engineering books and supporting periodicals including the *IEEE Transactions*. Because of the cross-disciplinary nature of much of the research, the libraries in the Schools of Medicine and Dentistry at IUPUI will also be important resources. Research laboratories in the Department of Electrical and Computer Engineering will be available, and will be upgraded as support becomes available.

b. Need for Additional Learning Resources. No new laboratories, library materials, or other resources are needed to initiate the ECE joint Ph.D. program. As the program grows, it can be expected that new facilities will be developed using external funding to maintain the quality of the program.

7. Other Program Strengths

a. Special Features. The proposed joint Ph.D. program in Electrical and Computer Engineering builds on an existing strong foundation. The faculty in the Department of Electrical and Computer Engineering at IUPUI are conducting internationally-known research, and students have conducted M.S. graduate work in the department's research laboratories. The department's location in Indianapolis provides special opportunities for research with leading manufacturing and pharmaceutical organizations in the area such as Eli Lilly, Roche Diagnostics, Delphi Automotive, and Delco Electronics. A primary feature of this program is that it will couple this existing strength with the superb faculty and resources of the School of Electrical and Computer Engineering in West Lafayette. This will enhance our ability to be competitive for students and research funding in the coming years.

b. Anticipated Collaborative Arrangements. The program will collaborate most closely with the existing joint Ph.D. program in Biomedical Engineering, and with the joint Ph.D. program in Mechanical Engineering which is being proposed. No formal relationships with other parties are planned.

C. PROGRAM RATIONALE

The field of Electrical and Computer Engineering is an expanding full-fledged engineering discipline. Engineers have fundamental and practical skills which contribute to the solution of numerous problems in manufacturing, electronics, information technology, transportation, construction, medicine, and the service industry.

Indiana has long been a leader in the manufacturing, transportation, and electronics sectors, with many such companies located in the state, including several major international corporations. Accordingly, there is a wide array of needs and opportunities for Electrical and Computer Engineering program graduates in Indiana.

1. Institutional Factors.

a. Compatibility with the Institution's Mission. The proposed program fits within the roles of IUPUI and Purdue as major research campuses. Furthermore, research, graduate education, and the transfer of technology are among the primary missions fulfilled by both campuses for the State of Indiana and the nation. Purdue is recognized as having one of the nation's leading engineering programs. This is made possible by graduate students and faculty working together in high-quality programs such as the one proposed here.

b. Planning Process. Electrical and Computer Engineering faculty from the two campuses began regular meetings in 2002 to consider the initiation of a joint Ph.D. program in this field. A cooperative agreement was crafted between the Purdue School of Engineering and Technology, IUPUI, and the School of Electrical and Computer Engineering, Purdue University, West Lafayette. The bulk of the work was done by members of the ECE West Lafayette Graduate Committee. After ratification by the Graduate Committees and Faculties on both campuses, it was signed by the School Head at West Lafayette and the Department Chair at IUPUI. Following signatures by representatives of the Engineering Deans on both campuses, the agreement became operational from the perspective of Purdue University on September 29, 2003 when it was signed by John J. Contreni, Interim Dean of the Graduate School, Purdue University. A copy of the agreement is attached as Appendix A.

Since this graduate program in Electrical and Computer Engineering is an extension of existing Master's activity, and since the West Lafayette campus has approved it, it can be implemented whenever program approval is received. We currently plan to begin in the Fall of 2004.

c. Impact on Other Academic Programs. Since the joint Ph.D. program is a logical outgrowth of existing activity in the Department of Electrical and Computer Engineering, its impact on other programs at IUPUI should be negligible.

d. Utilization of Existing Resources. Increased collaboration among those involved in electrical and computer engineering research could lead to some increase in resource sharing, particularly with respect to specialized laboratory equipment and computing facilities. However, there is already a significant amount of such sharing. A more probable benefit is that establishment of the program will allow a broader base for the sharing of expenses when new equipment is purchased for both educational and research purposes.

2. Student Demand: Enrollment Projections.

There are currently approximately 70 graduate students enrolled in the Electrical and Computer Engineering Department at IUPUI at the Master's level. Entry into the Ph.D. program will come via the existing application process at West Lafayette. Over one thousand students apply for the ECE Ph.D. program there each year. Fewer than 100 are accepted into the program. Initially, it is expected that 3-5 students will be admitted to the IUPUI campus during the first two years. By the tenth year of the program, it is expected that about 5-6 Ph.D. students will be admitted each year, resulting in a steady-state population of about 20-30 Ph.D. students. It is not expected that the courses developed for this program would serve as service or elective courses for a significant number of students in other majors.

3. Transferability

Transferability of credits at the graduate level is typically limited to some extent due to the specialized nature of the curricula. Within these limitations, one would expect students to be able to transfer credits on the same basis as in the existing graduate programs in the School of Engineering and Technology.

4. Demand and Employment Factors

Indiana is a primary source of electronics and information technology products in the automotive, pharmaceutical, consumer electronics, and other industries. Major Indiana companies include Delphi Automotive, Delco Electronics, Eli Lilly,

Roche Diagnostics, and other industries. Numerous smaller specialty companies have Indiana operations. The Purdue School of Engineering and Technology at IUPUI has traditionally provided graduates for these industries. Current trends in the electronics and computer industries indicate that more graduates with Ph.D. degrees will be needed in the future as the technology becomes more sophisticated and pervasive. Engineering graduates with this specialty will be needed in all areas of this field including education, research, development, manufacturing, and sales.

5. Regional, State, and National Factors

a. Comparable Programs. Except for Notre Dame, Purdue University offers the only Ph.D. program in Electrical and Computer Engineering in the State of Indiana. Other Big-Ten schools offer the degree, including Ohio State University and the University of Illinois Urbana-Champaign, which are the closest programs to Indianapolis.
b. External Agencies. Graduate programs in engineering are typically not licensed or accredited. The undergraduate engineering programs at IUPUI are fully accredited by the Accreditation Board of Engineering and Technology. Graduate program quality is assured by the quality of faculty involved, the high admission and graduate standards, and the administrative oversight provided by the School Chairs and Deans in the Schools of Engineering and Technology and the Graduate School.

D. PROGRAM IMPLEMENTATION AND EVALUATION

Since the proposed joint Ph.D. program in Electrical and Computer Engineering is an evolutionary outgrowth of existing activity at IUPUI and West Lafayette, it can be implemented as soon as administrative procedures are put in place. Some currently enrolled undergraduate and Master's students may apply for the program, while new students will be recruited by advertising and through personal contacts.

It should be noted that the Ph.D. program at West Lafayette already has over 1,000 applicants per year. The application forms (paper as well as Web-based) will be modified to allow students to select the IUPUI campus as their first choice.

External funding will be sought from industry, government agencies, and private foundations to provide the financial support needed to fully develop and maintain a program of highest quality. Collaboration with colleagues at West Lafayette will enhance these efforts.

Program evaluation will be accomplished through internal as well as external reviews. The external reviews will include those provided by the existing Electrical and Computer Engineering Advisory Committee, which includes

members from industry, government, and academia. This will provide regular input and critique from those who hire the program graduates.

The ECE Graduate Committee at West Lafayette will conduct a review of the cooperative agreement every three years, or more frequently at its discretion. The purpose of this review is to (1) determine whether the program is meeting its goals of providing the best educational and research opportunities for ECE students and promoting strong collaborative programs between the campuses, (2) determine whether its continuation is warranted and the best interests of the two campuses, and (3) revise the program to correct any problems that may have arisen.

In addition, the establishment of a joint Ph.D. program in Electrical and Computer Engineering will inevitably mean that it will be ranked by one of the groups which produce such rankings. This will provide an independent measure of the program's success and reputation.

Rules and Guidelines
for participation of IUPUI in the Ph.D. Program of Purdue University for Studies in the School of Electrical and Computer Engineering

A Cooperative Agreement Between:
The Purdue School of Engineering and Technology, IUPUI and
The School of Electrical and Computer Engineering, Purdue University, West Lafayette

<u>Preamble:</u>
In this document, we lay out the framework for a cooperative component of the Ph.D. program at Purdue University, by which graduate students may pursue their Ph.D. degree in Electrical and Computer Engineering (<u>ECE</u>) while in residence at Indiana University -- Purdue University Indianapolis (IUPUI).

This agreement does not establish a new, distinct program, but rather establishes the guidelines by which ECE at IUPUI can cooperate in the Purdue University Ph.D. program. The purpose of this agreement is to formalize this program, thus improving the level of collaboration between the campuses for fulfilling the missions of the university: discovery, learning, and engagement. The success of this cooperative program depends critically upon the development of a strong collaboration between campuses in each of these missions, and we identify within this document metrics that will allow us to identify strengths and weaknesses of this collaboration.

The guiding principles to be observed in establishing the guidelines for this program, presently and in the future, are twofold. First, the quality of the educational program must adhere to the highest standards possible. Second, the program must afford the students within the ECE graduate program increased opportunities in education and research. With these principles in mind, we set forth in this document the Rules and Guidelines for the administration and implementation of this cooperative program.

A. Steward Department: The School of Electrical and Computer Engineering, West Lafayette shall serve as the Steward Department.

B. Head of the Graduate Program: The Head of the School of Electrical and Computer Engineering, West Lafayette is the Head of the Graduate Program, as recognized by the Graduate School. However, the ECE Head currently delegates this authority to the Graduate Coordinator.

C. ECE Graduate Committee: The ECE Graduate Committee at the West Lafayette campus (WL) has the responsibility for establishing all policies regarding the ECE graduate program, subject to the rules and guidelines of the Purdue University Graduate School. As such, IUPUI participation in the ECE Ph.D. program is subject to the rules and guidelines established by this committee. One faculty member from ECE IUPUI shall serve as a voting member on the WL ECE Graduate Committee. This member is appointed by the Chair of ECE at IUPUI to a three-year term, and may not serve as chair or vice-chair of the Graduate Committee.

D. Cooperative Agreement Oversight Committee: A Cooperative Agreement Oversight Committee will be established to monitor the activities and progress of the Cooperative Agreement Program. This committee shall consist of seven members, including the ECE Graduate Coordinator, who chairs this committee, the ECE Head at WL and Chair at IUPUI or their designees, two faculty members for IUPUI and two faculty members from WL. The latter 4 members serve terms of five years (with staggered completion dates), and are assigned by their respective school head/chair. These members may be, but are not required to be, co-chairs of advisory committees of students participating in the program. This committee makes recommendations for program revisions. In addition to general oversight of the program, this committee has the responsibility to hear any disagreements and disputes that may arise concerning this program, and mediate a resolution.

E. Admission to the Ph.D. program: Students seeking admission to the program must complete two applications: (1) the application for admission to the Purdue University Graduate School, and (2) the application for admission to the Purdue University School of Electrical and Computer Engineering, WL. Each applicant to the Ph.D. program must indicate (1) the campus at which he/she is primarily interested in studying, and (2) whether he/she wishes to be considered for admission to study at the alternate campus as well. (Applicants will not compromise their admission decisions for their primary campus choice by selecting the second option.) All applications are evaluated by the ECE Graduate Admissions Committee, which makes a recommendation to the ECE Director of Graduate Admissions. One faculty member from ECE IUPUI shall serve on the ECE Graduate Admissions Committee. The Director of Graduate Admissions, who has full authority for all individual admissions decisions, forwards meritorious applications with a positive recommendation for admission to the Purdue University Graduate School. The evaluation process described

above is consistent with the application process for students who intend to pursue their studies at the WL campus, and it is essential that the quality of the students admitted for study at IUPUI or at WL be held to the same standards. Admission letters for all students will indicate the location (West Lafayette or Indianapolis) at which the student may pursue their studies. A student admitted for Ph.D. study at one campus may request to move to the other campus at any time during his/her program. A student may initiate this by submitting a change to his/her plan of study.

Exceptionally strong applicants can be admitted to the Ph.D. program for study at IUPUI after earning their BS degree, without first earning a Master's degree. These students are referred to as direct Ph.D. students.

F. Residency and course requirements: Students in this program are resident at IUPUI. All course registrations (adds, drops, and modifications) are submitted through and processed by ECE at IUPUI. All fees are paid at IUPUI.

The Chair of ECE at IUPUI will transmit a copy of (1) all course registrations or changes in course registrations within 1 week of submission, and (2) all grade reports for students in this program within 1 week of posting to WL ECE Graduate Coordinator.

There is no residency requirement at WL. However, a minimum of four courses from each student's plan of study (or eight courses for direct Ph.D. students) must be in attendance at WL.

G. Plans of Study, Changes to Plans of Study, and Final Audits: Prior to submission to the Graduate School, all Plans of Study, Changes to Plans of Study, and Final Audits for students pursuing their studies at IUPUI must be approved by: (1) the ECE departmental chair and the Dean of Engineering and Technology at IUPUI, and (2) the ECE Graduate Coordinator at WL. The Plan of Study must indicate those courses taken at IUPUI and those courses taken at WL.

H. Advisory Committee: The Academic Advisory Committee, formed by each student during the first semester of study in the Ph.D. program at the time that they submit and gain approval for their Preliminary Plan of Study, must consist of at least three faculty members in ECE. At least two members of the Academic Advisory Committee must be ECE faculty members at the WL campus. The student must form his/her Doctoral Advisory Committee before the beginning of the fourth semester of the academic program. This committee consists of at least four faculty members, and is formed upon approval of the Final Plan of Study. This committee shall be co-chaired by one ECE faculty member from IUPUI and one ECE faculty member from WL. These co-chairs

serve as the major professors in guiding the student's thesis research. The co-chairs from IUPUI and WL are to work together closely in supervising the academic program and research of this student, and joint research proposals and publications are expected. At least two members of the Doctoral Advisory Committee must be ECE faculty members at the WL campus. One member of the committee must be from a department/school outside ECE. This member can be from WL or IUPUI.

I. Qualifying Examination: Ph.D. students pursuing their studies at IUPUI must take the Qualifying Examination at WL, subject to the same conditions and rules as WL students.

J. Preliminary Examination, Formal Review Examination, and Final Examination: All examinations must be scheduled through the WL ECE Graduate Office, and conducted at the WL campus. The Report of the Examination (Graduate School Forms 10 and 11) must be signed by the WL ECE Graduate Coordinator before submission to the Graduate School and copied to the Chair of the Department of Electrical and Computer Engineering at IUPUI. Deadlines for these examinations each semester are established by the Purdue University Graduate School and are tied to the academic calendar of the WL campus.

K. Thesis Approval: The format of the Ph.D. thesis must be checked and approved by the WL ECE Thesis Format Advisor. This advisor indicates his/her approval by signing the Thesis Acceptance Form *(Graduate School Form 9)*. This form also requires the signature of the WL ECE School Head.

L. Other requirements for the Ph.D. degree: Unless otherwise specified in this document or in later determinations by the WL ECE Graduate Committee, students pursuing their degrees at IUPUI must adhere to the same requirements and program deadlines as students studying at WL. These rules are specified in the "Doctoral Program Handbook."

M. Change of residency. As noted in section E, "Admission to the Ph.D. Program," a student admitted for study at one campus may request to move to the other campus at any time during his/her program. This requires a change to plan of study, in which the student will indicate all changes to his/her curriculum and advisory committee members. The campus at which all coursework was (or will be) taken must also be indicated. These changes require the approval of the student's revised Advisory Committee and will be reviewed on a case-by-case basis.

N. Annual Review: The WL ECE Graduate Coordinator will review the academic progress of each student in this program annually. At the discretion

of the Graduate Coordinator, this review may include any of the following: evaluation of the student's academic records, evaluation of a brief report prepared by the student, an interview with the student, an interview with one or both of the co-chairs of the student's Advisory Committee and/or any other materials relevant to the student's academic program. The purpose of this review is to ensure continuous progress towards completion of degree requirements.

O. Course proposals: Proposals for new courses, course revisions, and course deletions (*Registrar's Form 40*) at IUPUI must have the following approvals: (1) IUPUI department chair and school dean; and (2) ECE Graduate Committee and school dean, WL. The WL ECE Graduate Committee must also approve experimental offerings (ECE 595 or 695) by the department. Proposals to the WL ECE Graduate Committee for new courses, course revisions, or experimental offerings must be accompanied by complete course information, including course title, credits, pre- and co-requisites, description, outline, the name of the professor in charge of the course and justification for the course in the context of existing IUPUI and WL graduate level courses. The Graduate Committee will also solicit an opinion from the Research Area Committee(s) most closely associated with the proposed course.

P. Approval of IUPUI Faculty Members as Co-Chairs of an Advisory Committee: Special approval is required for the IUPUI co-chair of an Advisory Committee on a case-by-case basis for each student. This approval is at two levels: (1) The IUPUI co-chair must be certified by the Graduate School to serve as a co-chair on a student's Doctoral Advisory Committee, and (2) the IUPUI co-chair must be approved by the ECE Head of the Graduate Program. A *Request for Graduate Faculty Certification (Graduate School Form 24)* must have the following approvals: (1) IUPUI department chair and school dean; and (2) ECE Graduate Coordinator and the Dean of Engineering, WL. All requests to serve as an IUPUI co-chair must be presented to the WL ECE Graduate Committee, which will consider the following factors: (1) a satisfactory evaluation of the CV of the faculty member by the Graduate Committee, (2) a positive recommendation from the most closely associated Research Area Committee(s), and (3) a strong record for collaborative research in the cooperative Ph.D. program as reflected in any of the following criteria:
   a. High-quality, jointly-authored publications with WL ECE faculty resulting from the research.
   b. Collaborative research proposals co-authored with WL ECE faculty.
   c. Other collaborative projects undertaken with WL ECE faculty.
In the case of an IUPUI faculty member requesting approval to advise a subsequent Ph.D. student, the prior students of that professor must demonstrate that they are progressing satisfactorily through their program or

career path. A positive recommendation by the WL ECE Graduate Committee is required for the IUPUI faculty member to serve as co-chair.

Q. Advertisement of the IUPUI component of the Ph.D. program: ECE at IUPUI and/or ECE at WL may advertise this component of the program in print and through their web sites and program handbooks. All such materials must have the prior approval of the WL ECE Head of the Graduate Program.

R. Review of the cooperative agreement: The ECE Graduate Committee will conduct a review of the cooperative agreement every three years, or more frequently at its discretion. In this review, the following data will be examined and evaluated:
1. Academic progress of students currently in the program.
2. Academic record of students who have completed the program.
3. Issues that have arisen in the cooperative program, and how they were resolved.
4. Lists and descriptions of the collaborations, joint proposals and joint publications (in research, education or service) between WL and IUPUI that have directly or indirectly resulted from the cooperative agreement.
5. Other factors related to the cooperative agreement.
6. Distribution of grades earned in WL courses and Indianapolis courses.

The purpose of this review is (1) to determine whether the program is meeting its goals of providing the best educational and research opportunities for ECE students and promoting strong collaborative programs between the campuses, (2) to determine whether its continuation is warranted and in the best interests of the two campuses, and (3) to revise the program to correct any problems that may have arisen.

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School of Electrical and Computer Engineering, Purdue West Lafayette

Russell C. Eberhart   (date)
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Interim Dean of the Graduate School
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I.   INTRODUCTION

The requirements for the Ph.D. degree in the School of Electrical and Computer Engineering (ECE) at Purdue University are set forth in this handbook. As a Ph.D. student at Purdue, you create your own plan of study, a document that defines the academic program leading to your degree. The guidelines in this handbook will help you to create your plan of study, register for classes, and schedule your examinations.

The degree requirements in this handbook are written so as to afford you the flexibility to develop a plan that best suits your needs and goals. You should consult with your advisory committee while developing your plan of study. The plan requires the approval of all advisory committee members as well as the approval of the ECE Graduate Coordinator and Graduate School.

In addition to this handbook, there are several other resources available to you for academic guidance. We invite you to visit the ECE Graduate Office, located in Room 135 of the EE Building, with questions about registration, plans of study, or any other academic issue. Many announcements are also posted on the bulletin board outside the ECE Graduate Office. In addition, you can access the **ECE Graduate Program website:**

http://www.purdue.edu/ECE/Graduates

NEW STUDENT INFORMATION

One of the first questions to be addressed is how to register for classes in your first semester. You may begin this process, as outlined in the following, as soon as you have received the formal offer of admission from the Purdue Graduate School. Registration for all subsequent semesters is covered in Section X, "*Registration."*

1. The following documents are available to help orient you to Purdue University and to the ECE School:

   - **The *"Graduate School Bulletin"*** includes general information about the graduate school and lists all graduate courses with a brief description. Consult the **Graduate School website**:

   http://www.purdue.edu/GradSchool/

   Click on the link "*Publications, Forms, and Reports*."

   - **The *"Advanced Planning List"*** shows the planned ECE course offerings for each of the next several semesters.

   - **The *"Graduate Areas and Faculty Interests Supplement"*** gives a list of faculty members in each of the eight ECE graduate areas. It also gives a brief statement of the specific interest area for each faculty member.

Be sure you have these documents. If you do not, you can visit the ECE Graduate Office website listed above or obtain copies from the ECE Graduate Office, EE Building, Room 135. A listing of ECE graduate courses with detailed course descriptions is also available on the ECE Graduate Program website and in the ECE Graduate Office.

2. Study these documents, and then consult with at least **three** different ECE faculty members, representing at least **two** of the eight ECE graduate areas. The purpose of this consultation is to begin planning your graduate program and deciding in particular which courses you should take in your first semester. Continuing Ph.D. students who have completed their Master's degree in the School of Electrical and Computer Engineering at Purdue and advanced directly to the Ph.D. program have already fulfilled this requirement, and are not required to fulfill it again.

   You will find the specific areas of interest for the individual faculty members and their office location listed alphabetically in the *"Graduate Areas and Faculty Interests Supplement."*

3. After consulting with faculty, prepare a tentative list of classes for the first semester, and report to the ECE Graduate Office, Room EE 135. Check the official Schedule of Classes for that semester to be sure that your selected courses are being offered and that their meeting times do not conflict.

4. Note that your graduation requirements include the satisfactory completion of one semester of EE 694A, the Electrical and Computer Engineering Graduate Seminar, and demonstration of proficiency in written English. Refer to Section IX, *"Other Important Departmental Requirements,"* for more detail. We strongly suggest that you complete these during your first or second semester.

5. The ECE Graduate Office staff will enter your registration into the Registrar's computer system. You will receive a fee statement from the Bursar by mail if there is sufficient time before the beginning of the semester. Otherwise you should acquire it from the Bursar's Office, Hovde Hall. **Payment of this fee statement completes the registration process**. Your registration will be cancelled if payment is not made by the deadline determined by the Registrar's office. This deadline is posted in several locations, including the bulletin board outside the ECE Graduate Office.

II.   Ph.D. DEGREE REQUIREMENTS

In this section, we present a brief summary of the requirements and milestones expected of each student in the ECE Ph.D. program. More complete descriptions are provided in the subsequent sections of this handbook.

Students can be admitted to the doctoral program 1) after having already completed a Master's degree, or 2) directly after their undergraduate program. In this handbook, we will refer to those students entering the program without a Master's degree as *"direct Ph.D. students,"* and their degree program as the *"direct Ph.D. program."*

The Graduate School requires that doctoral students register for a minimum of 90 hours (course hours plus EE 699 research hours) beyond the Bachelor's degree (typically 60 hours beyond the Master's degree). A typical doctoral program requires a minimum of

42 hours of course work beyond a Bachelor's degree, or 21 hours beyond the Master's degree, not including EE 699 (thesis research).

There are three major examinations you must pass during the course of your Ph.D. program. These are the Qualifying Examination (QE), the Preliminary Examination, and the Final Examination. Be sure to consult Section III, *"Time Schedule for Doctoral Program"* for important scheduling information for these examinations and other program benchmarks. These are also summarized in Appendix A:.

The **Qualifying Examination (QE)** is a written examination that covers core courses, the Primary Area, and ECE Related Areas. The **Preliminary Examination** includes an oral presentation and a written thesis proposal. The purpose of the Preliminary Examination is to determine if you are adequately prepared to conceive and undertake a suitable research topic. Doctoral research must be original and merit publication in the scholarly literature. The oral **Final Examination** is given to determine if your thesis research warrants granting the Ph.D. degree.

III.   TIME SCHEDULE FOR DOCTORAL PROGRAM

The following schedule sets forth the maximum times to be permitted in various phases of the doctoral program. **It should be emphasized that these are maximum times, and that the average doctoral student is expected to complete the various steps in a substantially shorter time.** In the time schedule, only full semesters are considered; summer sessions are not counted regardless of whether or not the student is registered. Deadlines shown in parentheses apply to direct Ph.D. students.

1. **File Preliminary Plan of Study**—Before registering for your second semester you must file a preliminary plan of study. Three faculty members who have advised you on your choice of courses (the *Academic Advisory Committee*) must sign the preliminary plan of study. Failure to meet this deadline may result in a delay to your registration and/or suspension of your ECN account. Refer to Section V, *"Doctoral Plan of Study."*

2. **Begin Research**—Starting with the third (fifth for direct Ph.D. students) semester, you must register for EE 699 (Ph.D. thesis research), under the supervision of your Major Professor. Students having difficulty identifying a project should consult with the ECE Graduate Coordinator.

3. **File Final Plan of Study**—Before registering for the fourth (sixth for direct Ph.D. students) semester, you must file a final plan of study. At this time, you must have a Major Professor and a Doctoral Advisory Committee. Failure to meet this deadline may result in a delay to your registration and/or suspension of your ECN account. Refer to Section VI, *"Doctoral Plan of Study."*

4. **Take Qualifying Examination (QE)**—You must attempt the Qualifying Examination (QE) before the start of the fourth (sixth for direct Ph.D. students) semester. Students should file an application for the exam with the ECE Graduate Office prior to the end of the fifth week of the semester preceding the date the exam is to be taken. Failure to take the QE by this deadline results in automatic failure of that attempt of the QE. Refer to Section XIII, *"Qualifying Examination."*

5. **Satisfy Written English Proficiency Requirement**—You must satisfy this requirement within the first four semesters of your doctoral program. However, you may have already satisfied this requirement. Refer to Section IX, *"Other Important Departmental Requirements."*

6. **Take Preliminary Examination**—You must take the Preliminary Examination before the end of the sixth (eighth for direct Ph.D. students) semester. You cannot schedule the Preliminary Exam until after you have passed the Qualifying Examination and the Graduate School has approved your final plan of study. Refer to Section XIV, *"Preliminary Examination."*

7. **Take Final Examination**—You must take your Final Examination (also known as your thesis defense) within five calendar years of passing your Preliminary Examination, or before the end of your eighth (ninth for direct Ph.D. students) year, whichever comes first. You must be registered for at least two sessions (academic year or summer) between the Preliminary Examination and the Final Examination. Refer to Section XVI, *"Final Examination,"* for more details.

IV. ACADEMIC ADVISORY COMMITTEE

The purpose of your Academic Advisory Committee is to provide early advice on your choice of courses on the preliminary plan of study. Your Academic Advisory Committee consists of the three West Lafayette campus Electrical and Computer Engineering faculty members who sign your preliminary plan of study. On the preliminary plan of study, a Major Professor need not be indicated. The Academic Advisory Committee serves until you have selected a Major Professor and Doctoral Advisory Committee. The two advisory committees need not be the same.

V. DOCTORAL ADVISORY COMMITTEE

Your Doctoral Advisory Committee consists of at least four members. The primary duties of this committee are to assist in preparation of your final plan of study, to advise you during the course of your thesis research, and to conduct your Preliminary and Final Examinations.

Your Major Professor serves as chair of your Doctoral Advisory Committee. The selection of your Major Professor requires his/her consent and the approval of the ECE Graduate Coordinator. Your research interests, either in a general topic or a specific project, will guide your choice of Major Professor. As you begin work on a research project, your professor will often be able to support you as a Research Assistant. If not, your professor is often able to offer a Research Assistantship at some later date. If you are supported on a Teaching Assistantship or a Fellowship, you will find you have a bit more flexibility in choosing a project that interests you the most. In the event that you want to replace your Major Professor, please visit the ECE Graduate Coordinator to discuss this.

In most cases, the Major Professor and the student shall agree upon the related areas, and on the members who will serve with the Major Professor on the Doctoral Advisory Committee. The following requirements will guide you in the selection of your committee members.

1. The Chairperson and at least one other member must be West Lafayette ECE faculty members and should be a member of the primary area that you have declared.

2. If two advisors guide your research jointly, it may be advisable to have two co-chairs on your advisory committee rather than a single chair. At least one of these co-chairs must be a member of the West Lafayette ECE faculty and should be a member of the primary area that you have declared.

3. A majority of your advisory committee must be composed of West Lafayette campus faculty members.

4. At least one member must not be a faculty member in Electrical and Computer Engineering at Purdue University or elsewhere.

5. A special member, defined as a person without regular certification, may serve on your Doctoral Advisory Committee. (Most faculty members at Purdue, including regional campuses, have regular certification.) Special members of the advisory committee are typically researchers from industry, non-faculty research staff from Purdue, or faculty members from other universities. You may initiate a request for special certification in the ECE Graduate Office. We will need a current, complete vita for the special member at the time of your request.

ECE faculty members with regular certification are listed in the electronic plan of study program as well as in the back of this handbook (see Appendix B). The Doctoral Advisory Committee is established when the final plan of study is filed and approved (see Section VI, *"Doctoral Plan of Study"*). Changes to the Doctoral Advisory Committee require a *"Request for Change to the Plan of Study"* form (Form GS-13) to be completed if you originally submitted a paper Plan of Study, or by submitting an electronic request to change your Plan of Study if your plan is in the electronic format. The Doctoral Advisory Committee, as agreed upon by the Major Professor and the student, shall be presented to the ECE Graduate Coordinator and the Dean of the Graduate School for their approval and formal appointment. The Dean may appoint additional members if it seems advisable.

VI.   DOCTORAL PLAN OF STUDY

As a Ph.D. student, you must file a **preliminary plan of study** during your first semester in the program. Your plan of study defines the coursework requirements for your graduate degree. The plan must be appropriate to meet the needs of your chosen field as determined by your Academic Advisory Committee and approved by the ECE Graduate Coordinator. It is important to establish this plan early in your academic program, as early planning helps ensure a logical curriculum, sets a clear pathway toward completion of your coursework requirements for your degree, and helps the school plan and monitor the ECE graduate program. Therefore, failure to file your plan of study in your first semester may result in a delay to your future course registration and/or suspension of your ECN account. This preliminary plan of study, which you complete and submit in paper format, is for internal use only, and will not be forwarded to the Graduate School.

You must file your **final plan of study** before registering for the fourth semester of your doctoral program (sixth semester for direct Ph.D. students). This plan of study, which you file electronically, requires the approval of the Doctoral Advisory Committee, the ECE Graduate Coordinator, and the Dean of the Graduate School. Failure to file your final plan of study in your fourth (sixth) semester may result in a delay to your future course registration and/or suspension of your ECN account.

➡ **PHD COURSEWORK REQUIREMENTS**

Each student's plan of study must include coursework in the student's Primary Area of study, an ECE Related Area, and Mathematics. The eight possible areas for ECE Primary or ECE Related Areas, and the core course associated with each, are as follows:

ECE Research Areas	Core Course
Automatic Control (AC)	EE602
Biomedical Engineering (BE)	EE600
Communications and Signal Processing (CS)	EE600
Computer Engineering (CE)	EE608
Energy Sources and Systems (ES)	EE610
Fields and Optics (FO)	EE604
Solid State Devices and Materials (SS)	EE606
VLSI and Circuit Design (VC)	EE606/608

Each of these ECE Research Areas is governed by an Area Committee, consisting of the ECE faculty with research and/or teaching interests in that discipline. These Area Committees establish policy for students who declare the area as their Primary Area, recommend approval of new courses and course revisions for the area, and consider requests for deviations from area policies.

When preparing your preliminary plan of study, you must **include all graduate courses taken** or expected to be taken in preparation for the Ph.D. degree, including those taken as a part of a Master's Degree**,** regardless of where taken. This allows your advisory committee to evaluate your overall plan, and helps avoid repeating courses with similar content. If you need to change your curriculum or advisory committee after you have submitted your plan of study, this is easily done. See Section XII, *"Changes in Academic Plan."*

The following requirements must be satisfied on all plans:

1. A minimum of 21 hours of course work beyond the Master's degree, or 42 hours beyond the Bachelor's degree for direct Ph.D. students. **Please Note:** EE 696 *"Advanced Electrical Engineering Projects"* and EE 697 *"Directed Reading in Electrical Engineering,"* usually cannot be used to satisfy these requirements. (See Subsection B, *"ECE Related Areas"* for possible exceptions to the EE 696 and 697 prohibition.)

2. At least 12 hours of courses from the ECE Related Area. Six of these hours may be from your Master's program. See Subsection B *"ECE Related Areas."*

3. At least 9 hours of mathematics course work. Three of these hours may be from your Master's program. See Section VII, *"Mathematics Requirement"* for a list of acceptable Math courses.

The core courses cover the background material in the various ECE areas, and you will likely need to take several of these in order to prepare for higher level courses, to prepare for the Qualifying Examination, and to provide breadth to your curriculum. The ECE School does not specify how many core courses you must take.

In addition to the requirements discussed above, some students choose an *"Area of Specialization."* Areas of specialization available to ECE Ph.D. students are Computational Science and Engineering and Biomedical Engineering. The area of specialization will appear on the transcripts issued after the degree is posted. The area of specialization does not appear on the diploma. Fulfillment of the requirements for an area of specialization usually involves some additional coursework, or places additional restrictions on your selection of courses. You can find an application in the ECE Graduate Office.

The rules regarding Primary Area, ECE Related Area, and Mathematics course work requirements are set forth below. Deviations from these rules require the approval of the current (Academic or Doctoral) Advisory Committee, the Area Committee for the student's Primary Area, and the ECE Graduate Coordinator. Area Committee approval obtained for an exception on a preliminary plan of study will automatically serve as Area Committee approval for the final plan of study as long as the student has not changed areas.

A.   PRIMARY AREA
Courses listed in the Primary Area include those beyond the Bachelor's degree administered by the ECE Area in which you will do your doctoral thesis research. Courses administered by an ECE Area other than the designated Primary Area, by the ECE Graduate Committee, or by an Outside Area and having particular relevance to the Primary Area, may also be listed under the Primary Area. Each Area Committee in ECE shall designate those courses in ECE that are acceptable in the Primary Area listings of its own students. Such listings are available in the ECE Graduate Office for many of the areas on your Plan of Study. The ECE School does not specify how many Primary Area courses you must have. Your advisory committee (refer to Section IV, *"Academic Advisory Committee"* and Section V, *"Doctoral Advisory Committee"*) will help you determine the right combination for you.

B.   ECE RELATED AREA
Your ECE Related Area coursework is a set of at least four courses (12 credit hours) beyond the Bachelor's degree covering topics outside your Primary Area. Two of these courses may be from your Master's program. If approved by your advisory committee, and if consistent with ECE Primary-Area policies, all non-ECE courses and ECE courses associated with a different ECE area (including courses administered by more than one area) may serve as ECE Related Area courses. ECE Related Area courses are intended to add breadth to your program, and may be, but are not required to be, from the same ECE area. Also, each Area Committee shall indicate if EE 696 projects or EE 697 courses taken outside the Primary Area may be included as part of an ECE Related Area for its own students. If the area does allow this, then Area approval is required for each individual case.

C.   MATHEMATICS REQUIREMENT

All ECE Ph.D. students must take at least three graduate level mathematics courses (9 credit hours). One of these courses may be from your Master's program. See Section VII, *"Mathematics Requirements,"* for a listing of acceptable Mathematics courses, including a select set of Computer Science, Statistics, and Physics courses that can also help satisfy this requirement. The Mathematics Requirement may be waived for students who have an exceptionally strong, documented background in Mathematics, as for example, some students who have previously earned a Master's degree in this discipline. Please see the ECE Graduate Coordinator if you have questions.

➡ SUBMISSION OF Ph.D. PLAN OF STUDY

This section provides specific information for preparing the Doctoral plan of study form. You will file your preliminary plan of study using the *"Electrical and Computer Engineering Preliminary Plan of Study"* (lilac) form, which you can find in the Rack outside EE 135. Alternately, you may use the final plan of study form entitled, *"Request for Ph.D. Degree Advisory Committee and Plan of Study Approval, GS-.4."* You can find this form in MS Word format on the Graduate School website:

http://www.purdue.edu/GradSchool/

Click on *"Forms and Reports*." You will get a list of forms available online, including the Ph.D. plan of study. Click on this form. You must file your preliminary plan of study prior to registration for the second semester of your program.

You will file your final plan of study electronically, using a program recently introduced by the Graduate School. Instructions for accessing the electronic plan of study program are available at

http://ECE.www.ecn.purdue.edu/ECE/Graduates

Instructions are also available and in hard copy form at the ECE Graduate Office. You must submit your final plan of study before registering for your fourth semester (sixth semester for direct Ph.D. students).

Following are instructions for submitting your preliminary or final plan of study:

1. **Review the preceding portions of this Doctoral Program handbook** to determine the Ph.D. coursework requirements.

2. **Review the list of 500- and 600-level courses** to determine the courses of most interest to you that will enable you to meet your degree requirements. The list of 500- and 600- level courses is available in the ECE Graduate Office and on the web.

3. **Review the Advanced Planning List** to verify that the necessary courses will be offered at a time when you wish to take them. The Advanced Planning List is available in the ECE Graduate Office and on the web.

4. **Fill out a pencil draft** (Preliminary plan) or an electronic draft (Final Plan) of your plan to ensure that you have all the needed information. Attention to the details in the preceding subsections *"Ph.D. Coursework Requirements"* and *"Helpful Hints for Filling Out the Ph.D. Plan of Study"* will help to ensure that you have, indeed, included courses that satisfy all requirements.

5. **Secure the agreement of an ECE faculty member to serve as the chair of your Academic Advisory Committee (preliminary) or Doctoral Advisory Committee (final).** Confer with him/her to obtain advice on your course selection and the make-up of your advisory committee, and ultimately his/her informal agreement to the plan of study.

6. **Secure the agreement of two (preliminary plan) or three (final plan) additional faculty members** to serve on your graduate advisory committee and their informal approval of the plan (no signature is required on the pencil draft). The choice of these two faculty members to serve on your graduate advisory committee must be approved by your chair. See Section IV, *"Academic Advisory Committee,"* and Section V, *"Doctoral Advisory Committee,"* for more information on your Advisory Committees.

7. **Return to the Ph.D. Plan of Study form, and enter all required information.** The Preliminary Plan of Study may be filled out by hand (neatly). If not already using the lilac ECE Preliminary Plan of Study form, please ask the Graduate Office staff to photocopy your completed form on lilac paper before collecting signatures from your Academic Advisory Committee. Sign your plan, and carry it to the members of your advisory committee for their signatures. After your plan of study **has been signed** please make a copy for your records and submit the original to the ECE Graduate Office.

When submitting your Final Plan of Study, you will update your electronic draft by entering all changes that result from your discussions with your advisory committee, and submit it as your <u>final</u> plan electronically. After you submit it, it will automatically be routed in sequence to the ECE Graduate Office for initial screening, and to your advisory committee, to the ECE Graduate Coordinator and to the Graduate School for their approvals. If your plan fails to gain the approval at any of these levels, the reason for the rejection will be explained by e-mail so that you can make any required changes and resubmit it for approval. Your revised plan then goes through the same approval process as explained above.

You may check the status of the approval process at any stage. You will be sent an e-mail message approval has been obtained from the Graduate School. These approvals usually take several weeks.

➡ **HELPFUL HINTS FOR FILLING OUT THE Ph.D. PLAN OF STUDY**

Following are some useful hints to clarify the information required to fill out the plan of study form. An example of a Preliminary Ph.D. plan of study form is provided in Appendix C at the back of this handbook .

1. In the space at the top marked Dept. Code enter E25. (Preliminary Plan only.)

2. The space for indicating the Research Area may be filled in with a word or words descriptive of the thesis topic, e.g. Design of Robot Controllers. (This is optional, and you may choose to leave it blank).

3. Indicate the Primary Area for your plan of study on the first entry under courses, as shown in the sample plan of study in. (Preliminary Plan only.) The primary area *must be* one of the eight areas of the ECE graduate program.

4. Indicate courses in your Primary Area with a *"P"* in the left-most column labeled *"Area."* (Preliminary Plan only.)

5. Indicate courses in your ECE Related Area and courses that satisfy your mathematics requirement with an *"R"* in the *"Area"* column. (Preliminary Plan only.)

6. Indicate each of the courses on your plan of study as Primary Area or Related Area courses. (Final Plan of Study only.) The primary area *must be* one of the eight areas of the ECE graduate program. Courses jointly listed by two areas and non-ECE courses can be listed as Related Area Courses.

7. The space for indicating the *"Area of Specialization"* is reserved for programs such as Computational Science and Engineering (AOS code 061) or Biomedical Engineering (AOS code 402). If you have not applied and been admitted to one of these programs, please leave this blank.

8. Special topics courses such as EE 640 W,Y,Z and EE 650 W,Y,Z must be listed as three separate courses with three separate titles.

9. Be sure that course titles on the plan of study match those on your transcripts, especially on experimental courses (EE 595 or EE 695).

10. **Do not mark that a "B" or better is required for any courses on your plan.** This is not a requirement for you for any courses.

11. Up to nine credit hours on your plan of study may be taken at one of the regional campuses of Purdue University or transferred from another university, subject to the approval your advisory committee and the ECE Graduate Coordinator. Courses transferred from other schools should be listed on the plan of study with the same title and number as on the transcript from the school at which they were taken. **Do not use the equivalent number from a Purdue course**. One copy of the catalog description of all courses transferred should be supplied to the ECE Graduate Office for each such course. For more information about transfer courses, refer to Section VIII, *"Transfer and Excess Undergraduate Credits."*

12. If you took a graduate level course while you were in the final year of your undergraduate program, you may be able to apply it toward your Graduate degree in ECE. You must have earned a "B" or better in the course, and it must not have been used to satisfy any requirements for another degree. Indicate this course as "*undergraduate excess*" in the column "*other or*

transfer from." For more information about undergraduate excess courses, refer to Section VIII, *"Transfer and Excess Undergraduate Credits."*

13. The column on the Preliminary Plan of Study labeled "*Regular Regis.*" is used to indicate whether a course was (or is to be) taken at Purdue ("*RR*") or transferred from another school ("*TR*"). On the Final Plan of Study, you will use a drop-down box to indicate, for each course, the registration type (regular, transfer, non-degree registration, or undergraduate excess.) Transfer, non-degree, and undergraduate excess registration are described in bullet items above.

14. Pass/No pass grades are not permitted for courses on the plan of study.

15. Courses that are offered by more than one department must appear with the number and title under which they were taken.

16. Thesis research, EE 699, and the ECE seminar, EE 694, should not be included on the plan of study.

17. Courses used to fulfill the departmental English requirement should not be included on the plan of study.

18. Language Requirement--Section # 7 on the Preliminary Plan specific query on the Final Plan.   Do not enter anything in this area.

19. Graduate Faculty Identifiers--Section # 9 on the Preliminary Plan Graduate Faculty Identifier numbers are located at the back of this handbook and are listed explicitly in the Plan of Study program for the Final Plan.

20. Department Code for members of your Advisory Committee--Section # 10 on the Preliminary Plan; ECE for ECE faculty, otherwise identify their department; Code: E25 for ECE faculty. (P67 for Physics, P65 for Math, and P57 for CS). These codes are explicitly included in the Plan of Study program for the Final Plan.

21. Research Area of Advisors--Section # 11 on the Preliminary Plan or specific query on the Final Plan ("Advisor in Area Of"). ECE requires that you fill this in and abbreviate (e.g. AC, CE, VLSI, etc.) Ignore the statement on the Plan of Study Program that this entry is optional. You will find a listing of the ECE faculty, including the primary research area or areas for each, at the ECE Graduate Program web page

http://www.purdue.edu/ECE/Graduates

VII. MATHEMATICS REQUIREMENT

The School of Electrical and Computer Engineering requires that all Ph.D. students include nine hours of mathematics as a related area on their plans of study. Three of these hours may be from the student's Master's program. The following requirements apply:

Mathematics courses numbered MA 511 and above are acceptable with the exceptions listed below:

1. Stat 519 (MA 519) is **not** acceptable.

2. Automatic Control and Communications & Signal Processing accept MA 504.

3. Biomedical Engineering and Energy Sources and Systems accept MA 510.

4. Communications and Signal Processing does not allow Math 527.

5. Math Teacher related courses are not acceptable.

Additional graduate-level courses that can be used to satisfy the mathematics requirement**:**

Computer Science Courses:
CS 514	Numerical Analysis
CS 515	Numerical Analysis of Linear Systems
CS 520	Computational Methods in Analysis
CS 614	Numerical Solution of Ordinary Differential Equations
CS 615	Numerical Solution of Partial Differential Equations

Statistics Courses:
Stat 528	Introduction to Mathematical Statistics
Stat 529	Applied Decision Theory and Bayesian Statistics
Stat 532 (MA 532)	Elements of Stochastic Processes
Stat 538 (MA 538)	Probability Theory I
Stat 539 (MA 539)	Probability Theory II
Stat 553	Theory of Linear Models and Experimental Designs
Stat 554	Multivariate Test Statistics
Stat 555	Non-Parametric Statistics
Stat 576	Introduction to Statistical Decision Theory
Stat 638 (MA 638)	Stochastic Processes I
Stat 639 (MA 639)	Stochastic Processes II
Stat 657	Theory of Tests, Estimation and Decisions I
Stat 658	Theory of Tests, Estimation and Decisions II
Stat 667	Measure-Theoretic Statistics: Decision Theoretic and Classical
Stat 668	Asymptotic Distribution Theory

Physics Courses:
Physics 600	Methods of Theoretical Physics I
Physics 601	Methods of Theoretical Physics II

Please Note: Faculty-initiated requests for changes or exceptions to the above will be considered by the Graduate Committee after approval by the appropriate area. Student-initiated requests must follow the same procedure, with the additional first step of approval by your Major Professor.

VIII. TRANSFER AND EXCESS UNDERGRADUATE CREDITS

Graduate level credits earned at regional campuses of Purdue University or at another reputable university may be used toward a graduate degree in ECE, subject to the approval of the student's current Advisory Committee, the ECE Graduate Coordinator, and the Graduate School. A total of nine credit hours may be may be applied toward the Doctoral degree. All courses transferred must be acceptable for graduate credit at the school at which they were taken, must not have been used to meet the requirements for another degree, and must have been completed with a grade of *"B"* or better. While credit for transferred courses appears on your Purdue transcripts, grades for transferred courses are not used in computing the Purdue grade-point average.

Without exception, all regional campus credits, transfer credits, and excess undergraduate credits used on graduate plans of study must be approved by your advisory committee and by the ECE Graduate Coordinator. A special request for approval is not necessary; simply include such courses on the plan of study. Show a copy of the catalog description and syllabus of the course to your advisory committee, and deliver it to the ECE Graduate Office. Please also bring a transcript showing the credit and grade received to the ECE Graduate Office, if we do not already have one. A statement from an official at the university from which you are transferring the course certifying that the course was not used to fulfill requirements for any other degree may also be required. Refer to Section VI, *"Doctoral Plan of Study"* for additional instructions.

IX. OTHER IMPORTANT DEPARTMENTAL REQUIREMENTS

➡ **ENGLISH REQUIREMENT**

All ECE graduate students must demonstrate acceptable proficiency in written English before graduating. Doctoral students must satisfy this requirement within the first four semesters of their doctoral program. We **strongly** recommend that students fulfill the English requirement as early as possible (first semester) in their academic program. Any **one** of the following methods may be used to fulfill the English requirement.

A. **For Non-Native Speakers of English**
- Score a five or higher on TWE (Test of Written English).

- Pass English 002, offered at Purdue University, with a grade of Satisfactory (S).

- Provide evidence (transcripts, for example) that you have successfully completed a one-semester-long composition course equivalent to English 002 or English 101 from an English-medium university with a grade of B or better. The ECE Graduate Coordinator may require you to provide a course description or additional information for this course.

B. **For Native Speakers of English**
- Score a five or higher on the GRE Writing Assessment.

- Pass English 101, offered at Purdue University, with a grade of B or better.

- Provide evidence (transcripts, for example) that you have successfully completed a one-semester-long composition course equivalent to English 101 from an English-medium university with a grade of B or better. The ECE Graduate Coordinator may require you to provide a course description or additional information for this course.

➡ EE 694A SEMINAR REQUIREMENT

The School of Electrical and Computer Engineering requires that all graduate students satisfactorily complete one semester of EE 694A Electrical and Computer Engineering Graduate Seminar. This course carries no credit but a grade of Satisfactory or Unsatisfactory is given. Students who have received a Master's degree from the School of Electrical and Computer Engineering at Purdue have already fulfilled this requirement. This course should not be listed on the plan of study. We strongly recommend that you take EE 694A during your first or second semester.

X.   REGISTRATION

➡ REGISTRATION GUIDELINES[1]

The registration period begins around October 15 for the Spring semester and around March 15 for the Summer Session and Fall Semester, and continues until the second Monday of classes (the first Wednesday in the summer session). Look for specific announcements as these dates approach. All current ECE graduate students must register and pay their fees during this registration period. Note that late registration incurs a substantial penalty fee. We encourage your early course selection and registration, as school decisions to cancel low-enrollment courses may affect your course options. If this is your final semester, check the *candidate"* box marked *"yes"* (#6 on the registration form). If you are not certain that you will finish your degree requirements, we still advise you to check the *"candidate"* box. If you are not on the candidates list, you will not graduate even if you have completed the final requirements. **After you have registered, check SSINFO to verify that your registration is correct. Report any errors to the ECE Graduate Office.**

To drop or add a course, come to the ECE Graduate Office. **Be sure to confirm that a dropped or added course has been officially recorded by checking SSINFO.** Early registration will be processed directly by the ECE Graduate Office staff. Any change after the 4th week of classes requires the signature of the ECE Graduate Coordinator, and you must take the registration form to the Registrar's office (Hovde Hall, Room 45) for processing.

Check with the ECE Graduate Office when registering for "*Exam Only*" or "*Degree Only*" to make certain that you qualify and have met all necessary requirements. You must have been registered for at least one credit hour of research in the previous semester. **The deadline for "*Exam Only*" or "*Degree Only*" registration is one week before classes begin.**

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[1] How to register for your first semester is covered in Section I above.

A.   Dropping Courses

Courses dropped during the first two weeks of classes will not appear on your permanent record. Courses dropped during weeks 3 and 4 will be recorded as a "*W*" grade on your permanent record. Courses dropped during weeks 5 through 9 require the signature of the instructor and the ECE Graduate Coordinator. At this time, the instructor must assign a grade of "*W*," "*WF*," or "*WN*." You must then take the completed registration form to the Registrar's Office. The end of this period is the final deadline for withdrawing from a class. A "*W*" simply records the fact that the student withdrew after the second week of the semester. A "*WF*" records that the student was failing a graded course. Beginning with the summer 2002 session, "*WF*" grades are no longer included in computing the cumulative GPA. A "*WN*" records failing status in a course being taken Pass/No Pass. (Pass/No Pass grades are not permitted for courses on your plan of study.) "*W*," "*WF*," and "*WN*" grades are recorded on your permanent record.

B.   Adding Courses

Courses added during the first week of the semester require the approval and signature from the ECE Graduate Office. Courses added during weeks 2 through 4 require the approval and signature of the instructor and the ECE Graduate Coordinator. Courses may be added during weeks 5 through 9, but only under extraordinary circumstances, and require the approval and signature of the instructor and the ECE Graduate Coordinator. For non-ECE courses, the head of the department where the course is offered is also required. You must then take the completed registration form to the Registrar's office.

C.   Summer Session

The calendar for dropping and adding courses during the summer session is accelerated due to its shorter duration. You can check these dates on the bulletin board outside the ECE Graduate Office so that you do not miss any important deadlines.

➡ RESIDENCY AND LOAD

A.   Semester Load

To qualify as a full-time student, you must satisfy one of the following criteria:

- Be registered for nine credit hours

- Hold a research or teaching assistantship (1/4 time or greater) and be registered for at least six credit hours

   All international students must be full-time in order to maintain their visa status.

Any student holding a **teaching or research assistantship** is expected to register for at least six credit hours (3 hours in summer). ECE Teaching Assistants may register for a maximum of nine credit hours of coursework and/or thesis research.

No student may register for more than one Computer Science course per semester.

B.   Resident Study Requirements

The total number of hours of academic credit used to satisfy the residency requirements of the Graduate School consists of all course credit hours that appear on the plan of study, other graduate course credit hours with grades of "*C*" or better that appear on the

Purdue transcript, and research hours with grades of *"S"* that appear on the Purdue transcript.

- At least 90 total credit hours are required.

- A Master's degree from any accredited university is considered to contribute 30 credit hours toward satisfying this residency requirement.

- At least one-third of the total credit hours used to satisfy degree requirements must be earned, while registered for Ph.D. study, in continuous residence on the West Lafayette Purdue campus. Course credits obtained via televised instruction are considered to have been obtained in residence on the campus from which the course was broadcast.

In fulfilling these requirements, a maximum of 15 credit hours will be allowed from any one semester (8 hours from a summer session). In general, the ECE Graduate Office advises thesis students to register for the maximum allowable number of EE 699 credits each semester as a precaution against falling short of the requirement.

XI.   MINIMUM ACADEMIC STANDARDS

As a Ph.D. student in ECE, you are expected, throughout your academic program, to achieve the following standards:

1) Maintain a cumulative grade point average of at least 3.30 out of 4.00 over the courses on your plan of study, with no grade less than "C,"
2) Earn grades of "Satisfactory" in thesis research credit hours,
3) Satisfactorily complete the EE 694 seminar and the written English proficiency requirement within the first two semesters of your academic program,
4) Make continuous and significant progress each semester toward completion of your degree requirements, and
5) Complete all degree requirements and graduate within the deadlines described in Section 0, "Final Examination."

Each of these standards is related to the minimum requirements for graduation. You will be placed on academic probation if you complete any semester or summer session with a deficiency in any of these standards. Should you remain on academic probation at the end of the succeeding semester or summer session, you may not be permitted to register for further graduate study, at the discretion of the Graduate Coordinator. Students concerned about their academic progress should schedule an appointment with the ECE Graduate Coordinator.

The cumulative grade point average referred to above is calculated using the courses on the Ph.D. plan of study, excluding courses taken as part of the Master's program. If a course is taken more than once while you are enrolled as a graduate student, only the most recent grade received in the course will be used in computing the grade point average. Transfer courses and graduate-level courses taken while an undergraduate student are not included in the computation of the cumulative grade point average. University requirements state that no grade of *"D"* or *"F"* is allowed in a course on the plan of study. Any plan of study course in which a grade of *"D"* or *"F"* is received must be repeated and completed successfully; it cannot be dropped from the plan of study.

XII.   CHANGES IN ACADEMIC PROGRAM

It is recognized that as a student's program progresses there may arise conditions that make it desirable to change the plan of study, and indeed, such changes, when based upon sound academic reasons, are encouraged. However, some regulations have been found necessary in order to prevent this privilege from being abused. Specifically:

- A course may not be removed from a plan of study once it has been taken and a grade of *"D"* or lower received.

- The deadline for submitting a request to the ECE Graduate Office to delete a course in which you are currently enrolled from your plan of study is the end of the ninth week of the semester, or the end of four and one half weeks in the summer session.

- Any change to a plan of study requires approval of the student's advisory committee and the ECE Graduate Coordinator.

To change your preliminary Ph.D. plan of study, or to change your final Ph.D. plan of study if you submitted your original plan in paper format, you fill out a "Request for *Change to the Plan of Study"* form, which you will find at the **Graduate School website:**

http://www.purdue.edu/GradSchool/

Click on *"Forms and Reports."* From the list of forms available online, click on the *"Change to Plan of Study"* form GS-13. The Change to the Plan of Study form is also used to request a change of Major Professor or other committee members. Complete the form, **including a valid academic reason for each change**, sign it, then have the Major Professor sign it. If you are adding or deleting committee members, they must also sign. Retain a copy of these forms for your file, and deliver the originals to the ECE Graduate Office.

You must submit an electronic request to change your final Ph.D. plan of study, if you submitted your original plan of study in electronic format. To do this, go to the Electronic Plan of Study program on SSINFO as described previously in Section VI, "Ph.D. Plan of Study."

In the case when the ECE requirements for the Ph.D. degree program change, there is no need for you to revise your previously approved plan of study to conform to the new rules. All approved plans of study remain valid. You have the option to request to change your plan of study to conform to the new rules, but are not required to do so.

XIII.   QUALIFYING EXAMINATION

The Qualifying Examination (QE) is a written examination required of all ECE doctoral students, and must be attempted before the start of the fourth semester (sixth semester for direct Ph.D. students). The QE is offered twice each year, typically on the Thursday of the week preceding the start of classes in the Fall and Spring semesters. You must register for the exam before the end of the fifth week of the Fall or Spring semester

preceding the QE. This examination is a four-hour closed-book examination, consisting of questions from the material covered in each of the ECE core courses and questions from each of the eight ECE graduate Research Areas. Each area will usually prepare "Basic" and "Advanced" questions. You may select which questions to answer subject to the following restrictions. You must answer:

    a)   At most four questions.
    b)   A core course question from outside your Primary Area. (If your Primary Area is VLSI and Circuit Design (VC), you must declare EE 606 or EE 608 as your Primary Area course prior to the exam.)
    c)   At least two questions from your Primary Area, one of which may be the Area core course question.
    d)   At most one Advanced Question from your Primary Area.

A score of 280 out of 400 is required to pass the QE. Students who do not pass the QE must take the QE again on the following offering of the examination. Failure to take the QE by the deadline results in automatic failure of that attempt of the QE. The program of students who fail their second QE attempt will be terminated, unless they request and are granted permission to take the QE a third time. Under no condition may a student take the QE more than three times. The content and administration of the QE are described in more detail in the *"School of Electrical and Computer Engineering Rules and Procedures for the Ph.D. Qualifying Examination."*

XIV.   PRELIMINARY EXAMINATION

The Preliminary Examination is given to determine whether you are adequately prepared to conceive and undertake a suitable research topic. You may not schedule your Preliminary Examination until after you have passed the Qualifying Exam and submitted your final plan of study. The Preliminary Exam may include a written exam if the Doctoral Advisory Committee desires, but it must include an oral part and a written thesis proposal. You must complete your Preliminary Examination at least two academic sessions (summer or academic year) for which you are registered before taking the Final Examination. Since one goal of the Preliminary Examination is to allow your Doctoral Advisory Committee members the opportunity to provide you research direction and feedback, you should take it early enough to allow the Doctoral Advisory Committee to make an effective contribution. During the Preliminary Examination, you should exhibit:

- A clear understanding of the research problem.

- An awareness of pertinent background literature and current efforts in the research area of interest.

- Some initial progress toward solving the research problem.

- A plan to execute the entire thesis research.

The requirements, structure, and administration pertaining to the Preliminary Examination are described below.

1. No more than six semesters can elapse after entering the doctoral program before you take the Preliminary Examination (eight semesters for direct Ph.D. students). Any student not meeting this requirement must request an extension of the deadline.

A form for this request is available in the ECE Graduate Office. On this form, you must describe the reason(s) for the violation and list specific actions to be taken to remedy the situation. This form must be signed by every member of your doctoral advisory committee and the ECE Graduate Coordinator each semester past the deadline to allow your course registration to be processed.

2. Once you and Doctoral Advisory Committee have agreed upon the scheduling and you have scheduled the room (see the secretary in the main office, EE 122), you should request the ECE Graduate Office to formally schedule the Preliminary Examination. This must be done at least three weeks before the proposed date of the exam. At the time of scheduling, you should supply the ECE Graduate Office with the following in electronic form via e-mail to the Administrative Assistant to the Graduate Program:

   a) Your name.
   b) Title of the Research.
   c) Your Primary Area.
   d) Names of Doctoral Advisory Committee, with the Major Professor designated.
   e) Faculty identifiers (see Appendix B) and areas—in case of faculty outside of the ECE Department, please supply the person's department and campus address.
   f) Date, time and place of the Preliminary Examination.
   g) An abstract (no more than 250 words) of the thesis proposal clearly defining the problem and its significance.
   h) The completed "Final Exam Check Sheet" included with this Handbook (see Appendix E).

3. You should submit your written thesis proposal to all members of your Doctoral Advisory Committee at least two weeks before the Preliminary Examination.

4. If you pass the Preliminary Examination, the Doctoral Advisory Committee certifies that you have passed the Examination by signing the *"Report of the Preliminary Examining Committee"* furnished by the ECE Graduate Office.

5. If you fail the Preliminary Examination at least one academic session (academic year or summer) must elapse before a re-examination is permitted.

XV. DOCTORAL THESIS RESEARCH AND REVIEW PROCEDURES

The doctoral program is highly research oriented, hence the thesis is the most important single aspect of the program. Doctoral research work must be an original contribution in the candidate's area of specialization, and it should be of sufficient importance to merit publication.

As a doctoral student, you are expected to make satisfactory progress on your research each semester/session for which you are registered for EE 699. Unsatisfactory progress results in a grade of *"U"* in EE 699. If you earn a *"U"* grade in two consecutive sessions of EE 699, the school of ECE is required to take formal action and inform you and the Graduate School with regard to discontinuation or conditions for continuation of your graduate study. The ECE Graduate Coordinator will conduct a Formal Review of your program (see Section XIX, *"Formal Review"*) in order to assess the circumstances

contributing to your performance and to determine the future of your program. The ECE Graduate Coordinator may require you to convene your Doctoral Advisory Committee to conduct a Formal Review Examination. The purpose of the Formal Review Examination is to allow your Advisory Committee to determine whether continuation of your doctoral program is merited. The Committee will recommend 1) continuation of your program, possibly with specific changes designed to promote progress towards your research, or 2) changing your project or transferring to a new Major Professor, or 3) termination of your program upon receipt of a grade of *"U"* in EE 699 in a future semester. In any event, your progress should be reviewed each session by the ECE Graduate Coordinator. The Graduate School may also review your progress. Should you fail to perform in either coursework or research on a level acceptable to your advisory committee, the ECE Graduate Coordinator, or the Dean of the Graduate School, your doctoral program may be terminated.

XVI.   FINAL EXAMINATION

Upon completion of your thesis research you must submit a first draft of your thesis to your Major Professor no later than six weeks before the end of the semester, and the completed thesis no later than three weeks before the end of the semester.

The Final Examination is given after the thesis and all other requirements have been completed. The Final Exam covers primarily the thesis and related topics. The Final Examination Committee is the Doctoral Advisory Committee; however, the Dean of the Graduate School reserves the right to appoint additional Committee members.

There must be at least two academic sessions (counting regular semesters and summer sessions for which you are registered) between the Preliminary Examination and the Final Examination. You must take your Final Examination within five calendar years of passing your Preliminary Examination, or before the end of your eighth year of your doctoral program (ninth year for direct Ph.D. students), whichever comes first. Students unable to complete their thesis research and dissertation in this time must petition the ECE Graduate Coordinator for an extension. This request will initiate a Formal Review by the ECE Graduate Coordinator. See Section XIX, *"Formal Review"* Your request for an extension must detail the reasons for the delay, and explain what actions you are taking to prepare to take the Final Examination at the earliest opportunity. Your Doctoral Advisory Committee members must sign your request, indicating whether or not they support your request, and are invited to comment on your progress. The ECE Graduate Coordinator may either 1) grant an extension of one calendar year, or 2) require you to convene your Doctoral Advisory Committee to conduct a Formal Review Examination. The purpose of this Formal Review Examination is to allow your Advisory Committee to determine whether continuation of your doctoral program is merited. The Committee will make a recommendation for or against a one-year program extension. A recommendation against continuation will result in termination of your program. The format of the Formal Review Examination is the same as that for the Preliminary Examination, and includes both a written proposal and an oral presentation. Any requests for a subsequent extension (one year maximum per request) will require a Formal Review Examination.

When scheduling your Final Examination, please furnish the ECE Graduate Office with information regarding the time and place of the Examination and the thesis title **at least**

three weeks before the Final Examination. The ECE Graduate Office must then submit to the Graduate School Office a request for approval for the Doctoral Advisory Committee to conduct the Final Examination. Please be aware that late requests to schedule your Final Examination do not allow sufficient time to process your request and adequately publicize your Examination date. Any request to schedule a Final Examination less than three weeks in advance must be approved by the ECE Graduate Coordinator, and will be approved only in exceptional circumstances. At the time of scheduling, you should send the following information via e-mail to the Administrative Assistant to the Graduate Program:

a) Your name.
b) Title of the Research.
c) Your Primary Area.
d) Names of Doctoral Advisory Committee, with the Major Professor designated.
e) Faculty identifiers (Appendix B) and areas—in case of faculty outside of the ECE Department, please supply the person's department and campus address
f) Date, time and place of the Preliminary Examination.
g) An abstract (no more than 250 words) of the thesis proposal clearly defining the problem and its significance.
i) The completed "Final Exam Check Sheet" included with this Handbook (see Appendix E).

The Doctoral Advisory Committee must report the results of the Final Examination to the ECE Graduate Coordinator within 24 hours after the Examination has been taken. Not more than one dissenting vote is acceptable in certifying the candidate to receive the degree. If the student is to receive the degree during the session in which the Examination is taken, the report must be received in the Graduate School by the posted deadline (approximately one week before the last day of classes in that session). Check on the Graduate School website or in the ECE Graduate Office for the specific deadline. If the examination is unsatisfactory, at least one semester or summer session must elapse before the Final Examination is repeated.

The time and location of the Final Examination will be distributed to the entire ECE faculty, and posted on the ECE Graduate Office bulletin board in the EE Building. University regulations permit visitors to attend the Final Examination. Such visitors are permitted to ask questions of the candidate, after having been recognized by the Chair of the Doctoral Advisory Committee (Major Professor), but they may not be present while the Doctoral Advisory Committee deliberates on its decision.

➡ **THESIS PREPARATION**

You should pick up a copy of the *"Graduate School Manual for the Preparation of Graduate Theses"* and the School of Electrical Engineering *"Thesis Format: A Style and Notation Guide for the Preparation of Graduate Theses"* in the ECE Graduate Office. Both documents are also available on the web at:

http://www.ece.purdue.edu/~andy/thesis.html

1. Before proceeding to write your thesis, you are strongly encouraged to meet the Thesis Format Advisor for ECE to review your plans to prepare your thesis and get answers to any questions about the document formatting requirements.

2. Two weeks prior to oral exam, deliver your thesis to the members of your examining committee.

3. The final exam must be completed before the last week of classes, but we strongly recommend you do not wait until this late date. Those who are registered for *"Exam Only"* must complete their final exam by the eighth week of classes (fourth week of a summer session).

4. On the day of the Final Exam, your Major Professor should pick up your file from the ECE Graduate Office. The file will contain two forms that need to be signed by your committee: *"Report of the Final Examination,"* Graduate School Form 11 and *"Thesis Acceptance,"* Graduate School Form 9. The *"Report of the Final Examination"* must be signed and returned with your complete file by your Major Professor to the ECE Graduate Office immediately after your exam.

5. Keep the *"Thesis Acceptance"* Form 9 until you have made all revisions that were requested by your committee, and obtained the signatures of all committee members. **Please Note:** ECE format approval can only be done by the Thesis Format Advisor. The Graduate School will not accept Form 9 unless it is signed by the Thesis Format Advisor. Your Major Professor is not responsible for format approval; and he/she should **not** sign Form 9 at the bottom under *"Format Approved by."*

6. You should schedule an appointment with the Thesis Format Advisor as early as possible to allow time to make any changes necessary to bring your thesis in compliance with format requirements.

   After the Thesis Format Advisor has approved your thesis and added his signature to Thesis Acceptance Graduate School Form 9, you must bind the *"Thesis Acceptance"* form **into the front of the copy to be deposited with the Thesis Approval Office** and take it to Department Head for his signature. **Please Note:** the Department Head will sign only if you follow these steps in this order. You will need to schedule an appointment with the Department Head (via his secretary in the Main Office).

➡ **THESIS DISTRIBUTION**

Distribution of final thesis is as follows:

1. Two copies (one bound and one unbound), with the Department Head's signature, to Thesis Approval Office, Room 279, Stewart Center, on or before the last day of the session in which the student is a candidate.

2. One copy to your Major Professor.

3. A copy to any member of your advisory and/or examining committee who wants one.

4. One copy to the ECE Graduate Office (this copy is sent POTR Library).

XVIII. RESEARCH IN ABSENTIA AND OFF-CAMPUS STUDENTS

Under unusual circumstances, it is sometimes possible for graduate students to complete their research in absentia. We have observed that it is very difficult for students to complete their degree requirements in absentia status, and we seldom recommend this course of action. You should consider this only when you are within one year of completing your work. Permission for research in absentia status must be obtained from the Graduate Council of the University and the request for research in absentia must be initiated by the student's Major Professor on forms available in the ECE Graduate Office. The Graduate School must receive the Request Form at least one month prior to the beginning of the initial session for which absentia registration is sought. Research in absentia is not permitted until after you have completed your course work, passed the Preliminary Exam, and made substantial progress on the Ph.D. thesis research. In addition to the graduate school regulations governing research in absentia, as outlined in the Graduate School Bulletin, the School of Electrical and Computer Engineering has established the following rules to apply to all requests for permission to register for research in absentia:

1. All requests for research in absentia must be approved by the ECE Graduate Coordinator.

2. The official request form (Graduate School Form 12) should be accompanied by a statement, approved by all members of your Doctoral Advisory Committee, clearly specifying the reasons for the request.

3. If your research requires the use of facilities that are available elsewhere, but not at Purdue, you should retain your University appointment, register as a regular student and file a request for *"Change of Duty Station."*

4. When approved, permission to register for research in absentia will be valid for an initial period of one calendar year. Any request for an extension of this time initiates a Formal Review by the ECE Graduate Coordinator. You must submit a written progress report and a complete explanation of why the deadline for completion within one year was not met. In addition you must convene your Doctoral Advisory Committee to conduct a Formal Review Examination (see Section 5.XX *"Formal Review"*). The committee will make a recommendation for a) a one year extension of your research in absentia status, b) termination of your research in absentia status (requiring you to return to Purdue), or c) termination of your doctoral program. Students granted an extension of the one year limit must submit a written progress report to their Doctoral Advisory Committee and to the ECE Graduate Office prior to every registration for Research In Absentia. Subsequent requests for an extension of your research in absentia status are subject to the same review procedures.

5. You must register for research in absentia every semester, not including summer sessions, from the initial approval until all requirements are completed.

XIX.   FORMAL REVIEW

In the case of some students' program, there may be signs of less than satisfactory progress towards the completion of the doctoral degree. Examples include:

1. Two consecutive grades of *"U"* in EE 699.

2. Failure to take the Final Examination within five calendar years of passing the Preliminary Examination, or before the end of the eighth year of the doctoral program (ninth year for direct Ph.D. students).

3. Failure to take the Final Examination within one calendar year of beginning research-in-absentia status.

In these circumstances, the ECE Graduate Coordinator will conduct a Formal Review of your program. This Formal Review may include any or all of the following:

1. A written explanation by the student of the circumstances that have led to the academic problems and a proposed remedy,
2. Interviews with the student, members of the doctoral advisory committee, other faculty, students, or staff who have knowledge of the student's program,

3. A Formal Review Examination of the student, conducted by the student's doctoral advisory committee.

The format of the Formal Review Examination is similar to that of a Preliminary Examination, and will include a written proposal or thesis and an oral presentation. The purpose of this examination is to allow the Advisory Committee to recommend for or against continuation of the student's doctoral program. If the committee's recommendation is in favor of continuation, the committee should also recommend any changes to the student's program that may lead to renewed progress.

The ECE Graduate Coordinator, after considering all the available evidence, will inform the student, the Doctoral Advisory Committee, and the Graduate School of the decision for or against the student's continuation in the program.

XX.   RE-ENTRY INTO THE DOCTORAL PROGRAM

If a student in the doctoral program does not register at the West Lafayette Campus for three or more consecutive academic sessions, he/she must submit a new application for re-entry to the doctoral program and obtain approval from the ECE Graduate Office and the Graduate School before any subsequent registration is permitted. Registration for research in absentia is considered as registration at the West Lafayette Campus.

These students are required to submit new applications (ECE application and Graduate School application) as well as updated transcripts (if the applicant has pursued any academic studies in the interim). The student may also be required to submit a personal statement, and new letters of recommendation.

Five-year Rule: Course credits earned by a student whose graduate study and/or professional activity has been inactive for five years or more cannot be used on a plan of study for an advanced degree. A plan of study approved prior to such a period of inactivity is invalid. A Preliminary Examination passed prior to such a period of inactivity is invalid.

XXI.   PETITIONS TO THE GRADUATE COMMITTEE

All graduate students have the right to petition for exceptions to any existing rules if they feel that the circumstances are sufficiently unusual to warrant special consideration. The first step is to request an appointment with the ECE Assistant Head for Education to see if a resolution can be found at that level. If not, the student may file a petition with the ECE Graduate Committee. The petition should be delivered in writing to the Chair of the Graduate Committee and should contain the approval (or disapproval) of each member of the student's advisory committee.

Appendix A: PH.D. DEGREE MILESTONES

Following are milestone events that should be used as a guide to accomplishing needed tasks:

PRIOR TO FIRST REGISTRATION
◆ Consult with three faculty members for advice on possible courses to take in the first semester.
◆ Come to the ECE Graduate Office (EE Building, Room 135) to register.

DURING FIRST SEMESTER
◆ Satisfy **all admission conditions** (such as presentation of your final transcript to the Graduate School).
◆ Satisfy the English proficiency requirement. If you do not satisfy this requirement in the first semester, do so in the earliest semester possible.
◆ Select a Major Professor and an advisory committee.
◆ Submit a preliminary plan of study (**prior to registration for second semester**).
◆ Satisfy the EE 694 seminar requirement. If you do not satisfy this requirement in the first semester, do so in the earliest semester possible.

THIRD SEMESTER OR EARLIER
◆ Begin research.

BEFORE REGISTRATION FOR FOURTH (SIXTH) SEMESTER
◆ File final plan of study.

BEFORE BEGINNING OF FOURTH (SIXTH) SEMESTER
◆ Take the Qualifying Examination.

BEFORE COMPLETION OF FOURTH SEMESTER
◆ Satisfy English Proficiency Requirement.

BEFORE COMPLETION OF SIXTH (EIGHTH) SEMESTER
◆ Take the Preliminary Examination.

DURING FINAL SEMESTER
◆ Declare candidacy on the registration form when you register for your final semester.
◆ Review your plan of study to ensure that all degree requirements are met.
◆ Obtain thesis format approval from the Thesis Format Advisor prior to scheduling the final exam.
◆ Schedule final oral exam with your Major Professor, your advisory committee, and the ECE Graduate Office **at least 3 weeks prior** to the proposed date of the exam. The final exam must be completed before the last day of classes, but we strongly recommend you do not wait until this late date. Those who are registered for "*Exam Only*" must complete their final exam by the eighth week of classes (fourth week of a summer session).
◆ Distribute copies of your thesis to advisory committee **at least two weeks before** the oral exam.
◆ See Section 0, *"Final Examination,"* for more detailed information on submitting your request for final exam, and Appendix E for graduate faculty identifier numbers.

Appendix B.   GRADUATE FACULTY IDENTIFIERS

Graduate faculty identifiers must be listed on the plan of study following each committee member's signature. Below is a list of graduate faculty identifiers. For faculty in other departments or campuses, please check with the ECE Graduate Office.

Adams, George	C3066	Lehnert, James	C2648
Allebach, Jan	C2387	Lundstrom, Mark	C2194
Bagwell, Philip	C3632	Mazumdar, Ravi	C5156
Bahsir, Rashid	C5060	Melloch, Michael	C2649
Balakrishnan, V. Ragu	C4283	Meyer, David	C2456
Bell, Mark	C3289	Mowle, Frederic	C0769
Bouman, Charles	C3290	Neudeck, Gerold	C0770
Bourland, Joe	C1681	Nyenhuis, John	C2512
Brodley, Carla	C4278	Ogborn, Larry	C0773
Capano, Michael	C5301	Ong, Chee-Mun	C0774
Chen, Chin-Lin	C0735	Pierret, Robert	C0778
Cooper, James	C2508	Pollak, Ilya	C5340
Coyle, Edward	C2386	Pomeranz, Irith	C5363
Datta, Supriyo	C2258	Rosenberg, Catherine	C5157
DeCarlo, Raymond	C1658	Roy, Kaushik	C4186
Delp, Edward	C2643	Schwartz, Richard	C0781
Doerschuk, Peter	C3463	Shalaev, Vladimir	C5571
Ebert, David S.	C5438	Shroff, Ness	C4285
Eigenmann, Rudi	C4447	Silva, L.F.	C0785
Elliott, Daniel	C2644	Siskind, Jeffrey M.	C5644
Ersoy, Okan K.	C2822	Sudhoff, Scott	C3751
Fuchs, Kent	C4628	Swain, Philip	C0788
Fukunaga, Keinosuke	C0743	Talavage, Thomas	C5018
Furgason, Eric	C0745	Tan, Hong	C5017
Geddes, Leslie	C0748	Vijaykumar, T.N.	C4884
Gelfand, Saul	C2987	Wasynczuk, Oleg	C2064
Ghafoor, Arif	C3630	Webb, Kevin	C3405
Givan, Robert	C4716	Weiner, Andrew	C3904
Gray, Jeffery	C2646	Wodicka, George	C3286
Harper, Mary	C3285	Zak, Stanislaw H.	C2513
Hu, Y. Charlie	C5641	Zoltowski, Michael	C2911
Jamieson, Leah	C0784		
Janes, David	C3287		
Kak, Avinash	C0756		

Courtesy Appointments in ECE:

Kashyap, Rangasami	C0757	Downar, Thomas (Nuc Eng)	C2641
Katehi, Linda P. B.	C5677	Hirleman, Daniel (Mech Eng)	C5151
Koh, Cheng-Kok	C5061	Li, Zhiyuan (CS)	C4690
Koivo, Antti	C0758	Marinescu, Daniel (CS)	C2484
Krause, Paul	C0759	Pizlo, Zygmunt (Psych)	C3779
Krogmeier, James	C3464		
Lee, C S. George	C2825		

Appendix C   **Sample Ph.D. Preliminary Plan of Study**

See pdf file of same name

Appendix D: Final and Preliminary Examination Information

The ECE Thesis Format advisor is Andy Hughes (andy); in his absence, Linda Coady (coadyl) is the Thesis Format advisor.

Final and Preliminary Examination requests should be sent electronically to Linda Coady at coadyl@ecn.purdue.edu

Please follow the directions as listed above—refer to Section XIV. "Preliminary Examination" and Section XVI. "Final Examination."

Please you must follow the directions as listed above and complete the check sheet before your request will be processed.

TO RESERVE A ROOM FOR YOUR THESIS DEFENSE:

- Go to http://www.ecn.purdue.edu/ECN/RAT/

- Select the room you wish to schedule and check the availability of that room.

- After confirming the availability of the room, select "Request Reservation."

- Click on Matt Golden under the list of managers. You will then be able to submit the request online.

- Should the system not allow you to make a request, send the request by email to goldenm@ecn.purdue.edu

Appendix D: FINAL/PRELIMINARY EXAM CHECK SHEET

Before you submit your examination request via email (coadyl), please fill out this check sheet, sign it, and bring it to the ECE Graduate Program Office.

☐   **I have reserved a room for my examination, following the directions as above.**

☐   **I have consulted with my advisory committee, and have found a date and time for my examination that is acceptable to all. In addition, all committee members intend to be physically present for the examination.**✷

> ✷ In case a member of your examination committee is on a long-term absence from campus (such as sabbatical leave), you may hold your examination in their absence, if you make alternate arrangements for that committee member to examine your work. If this is the case, please explain the reason your committee member will be absent, and indicate *in detail* what arrangements you have made to present your examination. **Please note: This request must be approved by the Graduate Office before your examination request will be processed. CHAIRS OR CO-CHAIRS MUST BE PHYSICALLY PRESENT FOR YOUR EXAMINATION.**

☐   **I will deliver a copy of my thesis to all committee members at least two weeks before the exam.**

☐   **My thesis should be kept confidential.**

☐   **I understand that I must send an electronic exam request to Linda Coady (coadyl) three weeks before my exam date, following the directions as above. I also understand that once this request is processed, I cannot alter my thesis title or abstract.**

Name_____
Please Print

Date_____

_____
Your Signature