GRADUATE PROGRAMS in AVIATION TECHNOLOGY

PURDUE
UNIVERSITY

COLLEGE OF TECHNOLOGY

PURDUE AVIATION TECHNOLOGY

The graduate program in Aviation Technology provides a comprehensive education leading to the **master of science degree** in aviation and aerospace management. Coursework options focus on the following concentration areas: global aviation, aviation management, human factors, and aviation operations. A **PhD program** with a technology emphasis is also available. Flexibility of individual programs is stressed, and faculty mentors will assist students in designing a degree program that addresses their particular aviation interests. All students are expected to acquire a broad background in aviation management practices and in the design and quantitative methods necessary for research in the field. The primary goal of the program is to produce master's and doctoral level graduates educated in the use of aviation research and management methodologies, and with the background and training to make substantive contributions to the aviation field. The master of science degree program requires the completion of a research-oriented thesis or project. The PhD program is research-oriented and requires a dissertation on research completed with an aviation focus. An online version of the MS degree, focused on industry professionals, is under development and will be offered in the near future.

Master of Science in Aviation and Aerospace Management Areas of Study

Global Aviation Area

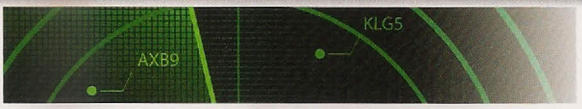
Subject areas include: international aviation policy, global supply chain management, aviation geopolitical and legal environment, managing global enterprise, managing cultural diversity, and leadership in international human resources.

Aviation/Areospace Management Area

Subject areas include: operational assessment and improvement, resource analysis and optimization, strategic planning and marketing, aerospace marketing management, micro-economics, economic decision making, and aviation project management.

Aviation Operations Area

Subject areas include: quality and productivity, measurement and evaluation, aviation labor relations, Six Sigma and lean manufacturing, biometrics technology, E-business applications, operations research, leadership and ethics, project management in industry, and systems theory.



Human Factors Area

Subject areas include: human error, aviation human factors, aviation/aerospace safety management, transportation security, human factors in engineering, and risk management in aviation.

Core/Capstone Area

Core courses required: managerial statistics, research methods, research seminar, and a directed project or thesis

Research Facilities

Research and training facilities include: a university-owned airport, a composites laboratory, an avionics and electronics laboratory, airframe and powerplant laboratories, an interdisciplinary ergonomics laboratory, flight training/research aircraft, and advanced simulation/research laboratories. The department's academic buildings and laboratories are located on the southwest corner of campus at the Purdue University airport. The department has its own computer lab, as well as access to the resources of the Purdue Computing Center.

Purdue University's Aviation Technology Library is also located at the airport and supports teaching and research activities of the Department of Aviation Technology. The collection includes over 4,000 monograph and serial volumes on aviation electronics, aviation maintenance technology, general flight and professional pilot technology, air traffic control, and aviation management. Federal Aviation Administration publications and other selected government documents and technical reports are also part of the collection. Most aeronautical engineering research materials are located in the Engineering Library in the Potter Engineering Center on the east side of campus.

A recent expansion and renovation of the Niswonger Aviation Technology Building has improved the research, collaboration, and classroom space for the department.

Financial Support

Assistantships & Fellowships

There are a limited number of graduate fellowships, and research and teaching assistantships available each year to qualified candidates.

Fellowships are available on a competitive basis to highly qualified master's and doctoral students.

Graduate teaching and research assistantships provide a unique opportunity for students to gain teaching experience and to work with faculty members in classrooms and laboratories related to their area of specialization. Assistantships are available in many academic departments across campus. Some assistantships in the Department of Aviation Technology may require special certification such as an Airframe and Powerplant Certificate or a Certified Flight Instructor Certificate.

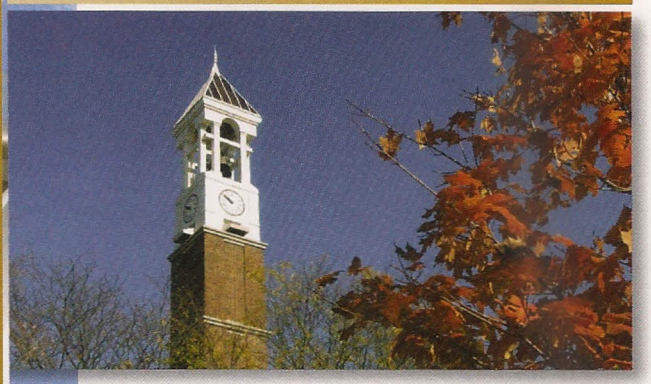
To obtain more information, contact the Aviation Technology associate department head for graduate studies at atgrad@purdue.edu or the professor with whom you would like to work (see list on pages 6-9).

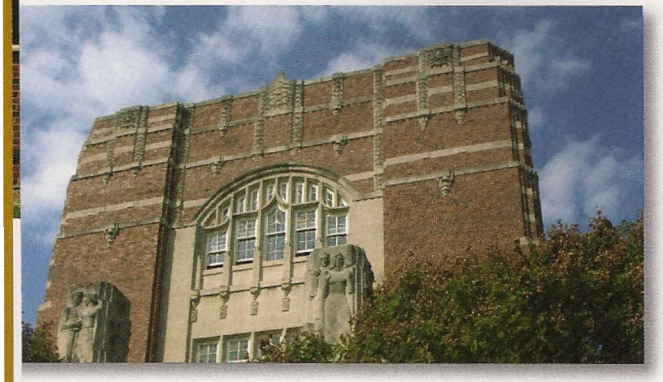
To assure that recipients of these assistantships progress satisfactorily toward their degree objective, graduate appointments are usually limited to no more than one-half-time (20 hours per week). All departments provide several types of graduate research and teaching assistantships.

Applicants may also qualify for competitive University-sponsored funding. A listing of these additional opportunities may be found at: www.gradschool.purdue.edu/funding/.

Graduate counselorships in the residence halls are also available to qualified students who must live in the residence halls and will be on duty for approximately 20 hours/week. These 10-month appointments include tuition remission and room and board and require separate application and interviews. Interested students should contact University Residences (www.housing.purdue.edu) for more information.

Financial support during the summer months is automatically included with some awards (e.g., University-sponsored and extramural fellowships). For students on academic-year support (e.g., a teaching assistantship), summer funding opportunities may be available on faculty research grants, through internal support provided by the department and the university on a competitive basis, or for teaching undergraduate courses during the summer sessions.





Admission Procedures

Applications to the College of Technology's graduate programs can be filed electronically at www.gradschool.purdue.edu/admissions. The $55 processing fee can be mailed to Graduate School Admissions, Purdue University, 170 Young Graduate House, West Lafayette, IN 47906-6208 USA, or can be paid by credit card when completing your online application.

The items in the list below must be on file in the College of Technology's Graduate Admissions Office in order for your application to be considered complete and ready to be reviewed for consideration:

Statement of Purpose: Should be 300-500 words in length; a statement of purpose which exceeds the 500-word limit will be returned for revision. The statement should describe your purpose for undertaking or continuing graduate study, your reasons for wanting to study at Purdue, your professional plans, your career goals, and your research interests. You may also explain any irregularities or special circumstances applicable to your background and elaborate on your special abilities, awards, achievements, scholarly publications, and/or professional history.

Resumé: Provide a resumé that describes your education, work history, significant skills, experiences, and accomplishments.

Letters of Recommendation: Recommendations must come from three persons who can attest to your academic ability and scholarly potential (this does not include family, friends, ministers, etc.). If the admissions committee determines that any of the three recommendations received are unacceptable, additional recommendations may be requested, but such action may cause a delay in the processing of your application.

Transcripts: Official original transcripts from each college or university at which you have completed course work must be received before an application can be processed. Applicants are expected to have completed a bachelor of science or arts degree with a grade point average of at least a 3.00 on a 4.00 scale.

GRE/GMAT Scores: Scores from the General Test of the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) must be received before an applicant can be considered for admission and must be on file at the Graduate School at Purdue University before an application can be forwarded with a recommendation to admit. You do not have to wait until you have taken the GRE or GMAT to submit your application for admission to the Graduate School. For more information on scheduling a test, contact Sylvan Learning Center's Lafayette Office at (765) 447-5996 or go to www.gre.org or www.gmat.org .

TOEFL Score: International non-native speakers of English must achieve a TOEFL (Test of English as a Foreign Language) score of 550 or higher on the paper-based examination or 213 or higher on the computer-based examination before an applicant will be considered for admission. The score must be no more than two years old.

Send Supporting Documents to:

Office of Graduate Studies
College of Technology
Purdue University
Knoy Hall/Room 150
401 N. Grant Street
West Lafayette, IN 47907-2021

Application Deadlines: Applications and all supporting documentation must be received on or before the deadlines listed below.

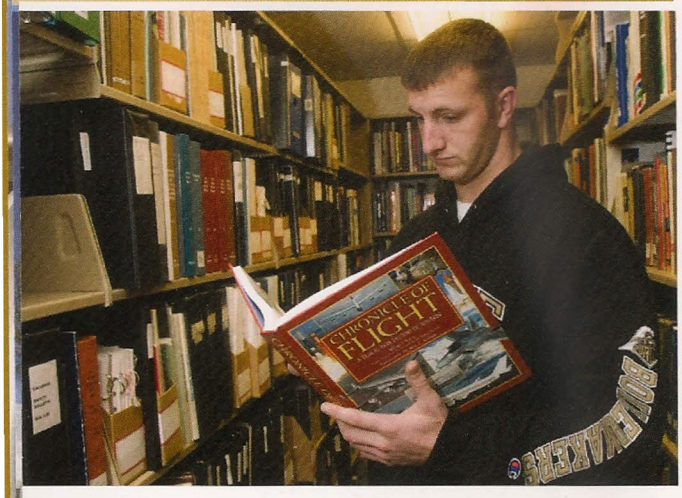
Domestic – U.S. citizens and international residents within the United States:

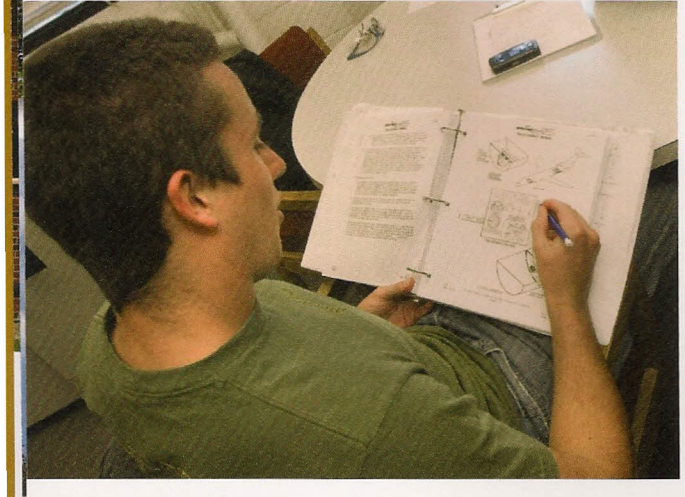
Fall entry:	April 1
Spring Entry:	October 12
Summer entry:	April 1

International – Outside the United States

Fall entry:	April 1
Spring Entry:	September 1
Summer entry:	February 15

Notification: You will be notified about the outcome of your application as soon as the admissions committee has made a final decision regarding your admission. You may also check your application status by accessing your on-line application through the Graduate School web page. Final action on all applications is usually completed by April 15 for the fall semester.





Faculty Research Interests

The following pages list the graduate faculty in the Department of Aviation Technology, their undergraduate and graduate degrees, FAA or other specialized certification, research/specialty areas, and representative scholarly publications. Pay careful attention to the listed research/specialty areas to determine those faculty members who can provide expertise in your particular area of interest.

Brent D. Bowen; EdD, Oklahoma State University, 1990; MBA, Oklahoma State University, 1988; BS, Oklahoma State University, 1983.

FAA or other specialized certification: Airline Transport Pilot, Type rating DC-3 SIC; Certified Flight Instructor (Gold Seal), Designated Examiner-written.

Research/specialty area (s): Airline service quality, aviation safety and security, aviation applications of public productivity.

Scarpellini-Metz, N. & Bowen, B. (2005). Maximizing intra-agency relationships through AGATE and SATS. *Public Works Management and Policy,* 9(4), 305-318.

Bowen, B. & Lu, C.T. (2004). Developing a standardized mechanism for measuring airline service performance: a preparation for airlines and the flying public. *International Journal of Applied Aviation Science,* 4(2), 1-14.

Thomas Q. Carney; PhD, Purdue University, 1984; MS, Purdue University, 1977; BS, Purdue University, 1971.

FAA or other specialized certification: Airline Transport Pilot; MU300/BE400 Type Rating; Certified Flight Instructor; Ground Instructor; Certified Aviation Manager.

Research/specialty area(s): impact of weather on aviation operations, synoptic-scale dynamics and energetics, and the interactions between synoptic- and mesoscale motion fields.

Carney, T.Q. (1997). The effects of turbulence on corporate flight operations. Contributed article in "Insuring a Smooth Ride in a Turbulent Environment", National Center for Atmospheric Research, Boulder, CO.

Carney, T.Q., A.J. Bedard, J.M. Brown, M.J. Kraus, J. McGinley, T.A. Lindholm, (1995). Hazardous mountain winds and their visual indicators. Department of Commerce/National Oceanic and Atmospheric Administration.

Brian G. Dillman; MS, Purdue University, 2000; BS, Purdue University, 1995.

FAA or other specialized certification: Airline Transport Pilot, Instrument and Multiengine Ratings, Certified Flight Instructor-Airplane, Instrument, & Multiengine, Advanced Ground Instructor. Designated Pilot Examiner.

Research /Specialty Area: aeronautical decision making, safety management systems, and upset recovery training.

Dillman, B. G., and Lee, J. R, (2006), Utilizing situational judgment tests (SJT) for pilot decision-making. *International Journal of Applied Aviation Studies*, 6 (1), 145-154.

Dillman, B.G., Lee, J.R., and Petrin, D.A., (2003). Developing an aviation safety culture: Utilizing databases to promote accident/incident prevention programs. *International Journal of Applied Aviation Studies*. 3 (1), 91-104.

Thomas K. Eismin; MS, Purdue University, 1979; BS, Purdue University, 1977.

FAA or other specialized certification: Inspection Authorization, Airframe and Powerplant Certificate, Designated Mechanic Examiner, Private Pilot with Instrument and Lighter-Than-Air ratings.

Research/specialty area(s): advanced electronic technologies found on modern computerized aircraft, including: data mining, wireless communications, data bus architecture, electronic instrumentation, and synthetic vision systems.

Eismin, T.K. (2002). *Avionics: Systems and Troubleshooting.* Weyers Cave, Virginia: AVOTEK Publishing Co.

Eismin, T.K. (1996). *Aircraft electricity and electronics (5th ed.).* New York: Glencoe Macmillan/ McGraw Hill Publishing Co.

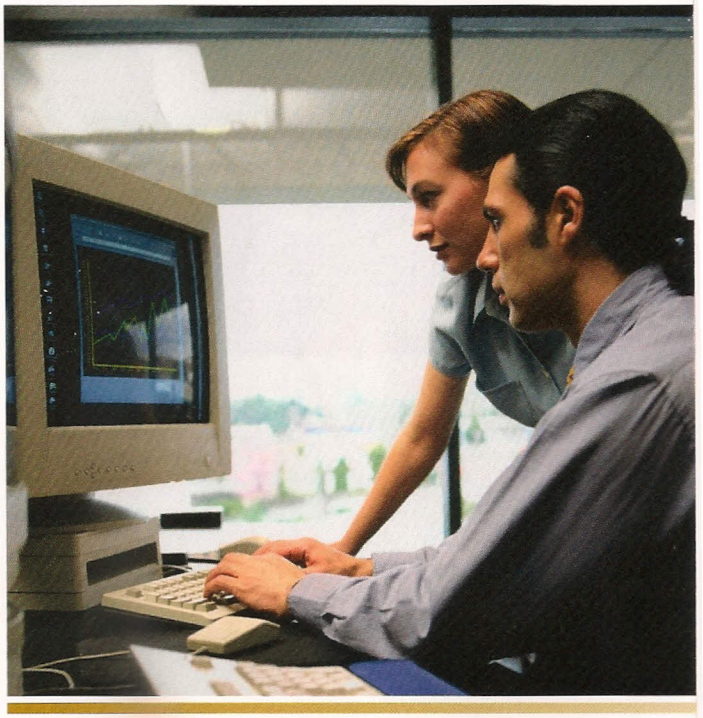
Richard O. Fanjoy; PhD, Purdue University, 2004; MA, Central Michigan University, 1975; BS, Penn State University, 1969.

FAA or other specialized certification: Commercial Pilot, Instrument and Multiengine Ratings, Advanced Ground Instructor.

Research/specialty area(s): aviation human factors, learning styles and cognitive models, aeronautical decision making theory, and advanced aircraft systems operations.

Lee, J. R., Fanjoy, R.O., & Dillman, B.G. (2006). The effects of safety information on aeronautical decision making. *Journal of Air Transportation*, 10(3), 1-10.

Fanjoy, R. O., & Young, J. P. (2004). Flight deck automation: Line pilot insight for improved initial pilot training. *International Journal of Applied Aviation Studies* 5(1), 13-24.



Thomas C. Hagovsky; PhD, Purdue University, 2002; MS, Ohio University, 1990; BS, University of Southwestern Louisiana, 1984.

FAA or other specialized certification: Airframe & Powerplant Technician; Inspection Authorization (IA); Designated Mechanic Examiner; Private Pilot.

Research/specialty area(s): distance education; ABET transition.

Hagovsky, T. C. (2006). WebCT Vista: The evolution of the delivery method, *ATEC Journal*, 27(1).

Hagovsky, T. C. (2004). WebCT in the technical classroom: Strengths and weaknesses of using the delivery method, *ATEC Journal*, 26(1).

Mary E. Johnson; PhD, The University of Texas at Arlington, 2001; MSIE, The University of Texas at Arlington, 1989; BSIE, The University of Texas at Arlington, 1984.

Research/specialty area(s): performance measurement, process improvement, enterprise modeling, benefits measurement for advanced technologies, lean six sigma.

Jacobson, J.M. and Johnson, M.E. (2006). Lean and Six Sigma: Not for Amateurs, a 2-part series, *Lab Medicine*, Part 1: 37(2), 78 – 83. Part 2: 37 (3), 140-145.

Jackson, A. E. and Johnson, M. E. (2005). Incorporating the 5S Philosophy into a Modern Engineering Education Program at Texas A&M University-Commerce. Presented at the 2005 American Society of Engineering Education (ASEE) Annual Conference, June 12-15, 2005 in Portland, Oregon. *Proceedings of the 2005 American Society of Engineering Education Annual Conference and Exposition.* Document: 2005-2329.

Denver W. Lopp; MS, Purdue University, 1971; BS, Purdue University, 1969.

FAA or other specialized certification: A&P Mechanic Certificate; Private Pilot Certificate; Certified Member of the Association of Airport Executives.

Research/specialty area(s): operational improvement, operational quality/safety.

Stanley, D., Suckow, M., & Lopp, D. (2005). Obstacles to growth in the MRO business. *Jetrader*, Fairfax, Virginia, 19-21.

Brazee, C., Lopp, D., & Thomas, S. (2003). Managing the workplace when it's not your workplace: measuring at-risk behaviors in third party maintenance providers. *2nd Annual Aviation Management Education and Research Conference.* (group 1). Montreal, Canada.

Chien-tsung Lu; PhD, University of Nebraska, 2003; MS, University of Central Missouri, 1998; BS, National Chung-Hsing University, Taiwan, 1991.

FAA or other specialized certification: Airframe and Powerplant Certificate, FCC General Radio Operating License.

Research/specialty area(s): aviation safety and security, system safety and risk management, safety management services.

Lu, C-t. (2008). Aviation security management model. *Aviation Security Management* (A. R. Thomas, eds.). University of Akron.

Lu, C-t., Bos, P., & Caldwell, W. (2007). System safety application: Constructing a comprehensive aviation system safety management model (ASSMM). *International Journal of Applied Aviation Studies*, 7(1), 28-45.

Dale B. Oderman; PhD, Purdue University, 2001; MS, Purdue University, 1969; BS, United States Air Force Academy, 1968.

FAA or other specialized certification: Commercial Pilot, Instrument & Multi-engine ratings, DC-9 type rating.

Research/specialty area(s): business ethics, airline management and operations, aviation safety.

Oderman, D.B. (2004). Ethics education in university aviation management programs in the US: Part three – qualitative analysis and recommendations. *Journal of Air Transportation*, 9(1), 58-85.

Oderman, D.B. (2002). Ethics education in university aviation management programs in the US: Part one – the need. *Journal of Air Transportation*, 7(3), 3-32.

Donald A. Petrin; MS, Indiana University, 1988; BA, Indiana University, 1969.

FAA or other specialized certification: Airline Transport Pilot; Lear Jet, Diamond Jet, and Beechjet Type Ratings; Certified Flight Instructor; Ground Instructor

Research/specialty area(s): crew resource management, human factors, applied turbine flight operations, aviation safety, aviation educational strategies.

Petrin, D.A., & Suckow, M.W. (2006), Harmonized collegiate aviation as a global educational strategy. *Global Education Journal*, 6(3), 41-47.

Dillman, B.G., Lee, J.R., & Petrin, D.A., (2004), Utilizing preflight observations to facilitate the development of safety cultures, *International Journal of Applied Aviation Studies*, 4(1), 57-66.

Timothy D. Ropp: MS, Purdue University, 1998; BS, Purdue University, 1997.

FAA or other specialized certification: FAA Airframe and Powerplant Mechanic, Private Pilot.

Research/specialty area(s): Learning and assessment methodologies in technology and engineering curriculums; Safety Management Systems, and human factors education in industry.

Ropp, T.D. & Stanley, D., (2006). Developing Learning Outcomes to Fit Industry Metrics. *Aviation Technician Education Council Journal*, 27 (2), 37-41.

Thompson, R., Suckow, M. & Ropp, T., (2006). Developing a broad-based active learning capstone experience. IEEE / ASEE – *American Society of Engineering Education. 5th Annual ASEE Global Colloquium on Engineering Education*. October 9 - 12, 2006. Le Meridien Hotel Rio de Janeiro, Brazil. Conference proceedings.

David L. Stanley; MS, Purdue University, 1993; BA, Purdue University, 1991.

FAA or other specialized certification: Airframe and Powerplant Certificate; Certified Flight Instructor

Research/specialty area(s): biofuels.

Stanley, D. (2005). Biofuels research: A collaborative effort with engineering, technology, and industry partners. Published in the conference proceedings of the Global Congress on Engineering and Technology Education conference, March 14, 2005, Guaruja/Santos, Brazil.

Stanley, D., & Lopp, D. (2003). Expanding the use and market for agricultural products: The practical and economic obstacles for biofuels. Published in the conference proceedings of the 2003 International Conference on Business, Honolulu, Hawaii.

Michael W. Suckow; MBA, St. Bonaventure University, 1991; BS, Parks College of St. Louis University, 1981.

FAA or other specialized certification: Airline Transport Pilot, SA-227, SF-340 Type Ratings; Certified Flight Instructor.

Research/specialty area(s): operations research, airline management, aviation entrepreneurship.

Eiff, G., & Suckow, M. (2005, April 18-21). Safety strategies which also improve operational performance. *International Symposium on Aviation Psychology*, (pp.162-166). Oklahoma City, OK.

Eiff, G., & Suckow, M. (2003, July 21 & 22). Process mapping: a strategy for measuring and improving operational performance. *Aviation Management Education and Research Conference*, (Group 2 (3) pp.1-19). Montreal, Quebec, Canada.

J. M. Thom; MA, University of Missouri, 1989; BS, Purdue University, 1981.

FAA or other specialized certification: A&P, Designated Mechanic Examiner (DME).

Research/specialty area(s): experiential skills in engineering technology, recruiting of women into technical careers, alternative fuels for turbine/piston engines, logistics support analysis.

Thom, J.M., and Brzezenski, J. (2006). Turbine powerplants: Using the A&P course to fulfill engineering needs. *Aviation Technical Education Council Journal*, 28(1), 9-13.

Thom, J.M., & Thom, MA (2006). Back to the future: A survey of engineering and technology education over the last century. *Aviation Technical Education Council Journal*, 28(1), 24-30.

Bernard W. Wulle; MS, Ball State University, 1974; BS, Ball State University, 1971.

FAA or other specialized certification: Airline Transport Pilot, Certified Flight Instructor, SA340 Type Rating, Designated Pilot Examiner: PA, CA, IRA, AMEL, CFI, CFII.

Research/specialty area(s): aviation education learning styles, communication between flight crews and ground support technicians, gender issues in aviation, regional airline operations.

Wulle, B., & Zerr, A. (1997). Factors that affect ATC controller/pilot communication, readbacks, volume of information, experience level, personal problems, standard phraseology and the relation to safety. *International Journal of Aviation Psychology*, 10, 721-726.

Turney, M., Wulle, B., & Sitler, R. (1995). Understanding gender differences in the aviation industry. *3rd Australian Psychology Association Symposium*, 343-350.

John P. Young; MS, Indiana University, 1989; BS, Purdue University, 1974.

FAA or other specialized certification: Airline Transport Pilot, Boeing - 727 Type Rating, Certified Flight Instructor, Ground Instructor, Flight Engineer – Turbojet.

Research/specialty area(s): aviation human factors, crew resource management, advanced flight training operations, instructional systems design.

Young, J.P., & Fanjoy, R.O. (2003). Advanced collegiate flight automation training: What is needed and at what cost? *International Journal of Applied Aviation Studies*, 3(2), 215-225.

Young, J.P., Mattson, M.F., & Petrin, D.A. (1999). Integrating the aviation system toward safety: Implications of interdepartmental human factors training for pilots and maintenance technicians. *Proceedings of the 10th Biennial Symposium on Aviation Psychology, The Ohio State University, Columbus, Ohio*, 2, 1060-1065.

Q&A

Stanley Harriman
PhD student

Master's thesis: "Very Light Jet Impact on General Aviation Airport Emergency Preparedness."

Q: What drew you to Purdue University?

A: Purdue has a great reputation in aviation and research. When I visited Purdue, I noticed that there were many funded projects going on in the field of aviation. This opened my eyes to the many possibilities that Purdue has to offer.

Q: Describe a typical day of an AT graduate student?

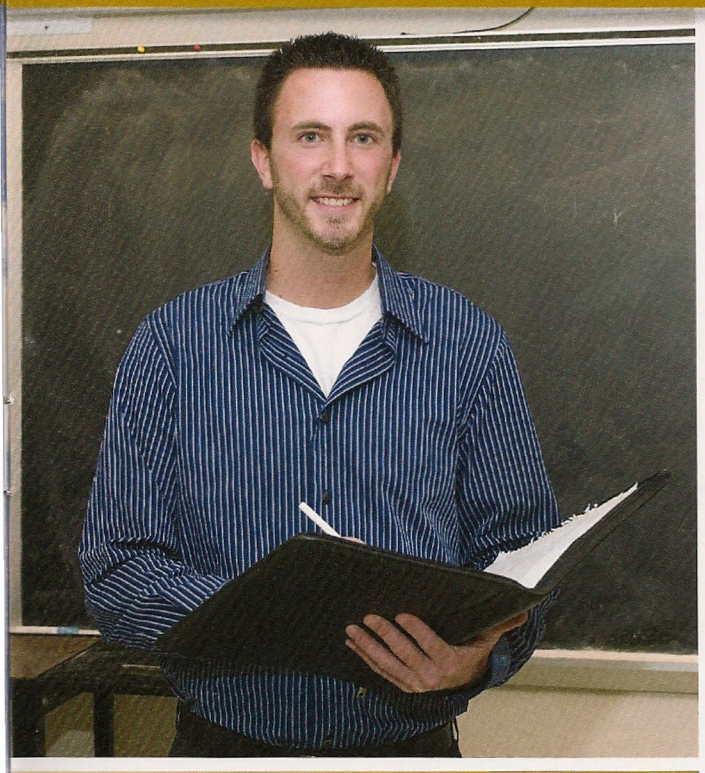
A: If it's a day that involves classes, I will expect to attend classes with around 10 people. This allows for great discussion times and a casual instructional atmosphere. I think that this type of openness facilitates new ideas and points of views from even the most timid student.

If it is a day that I will be working as a teaching assistant, I will teach classes that involve my specialization and work with Purdue undergraduates. If you are a research assistant, time will be taken to research literature, test new procedures, or maybe even analyze data from a survey that you have just sent out.

Q: Why should others consider Purdue's Department of Aviation Technology for graduate school?

A: Purdue has a great reputation for research work and, therefore, more opportunities to study and investigate a field that you may be interested in. There are many dedicated professors who have extensive industry experience and are consultants for prominent companies in the aviation community.

Attending a university that is on the leading edge of aviation research and consulting will only return valuable results towards job placement in industry.



Q&A

Joe Welch
MS student

Q: What drew you to Purdue University?
A: I decided to remain at Purdue for my advanced degree largely due to the strong relationships I had formed with the faculty and my familiarity with the facilities. I also knew that no other university could offer me the level and quality of education that I would receive from this institution.

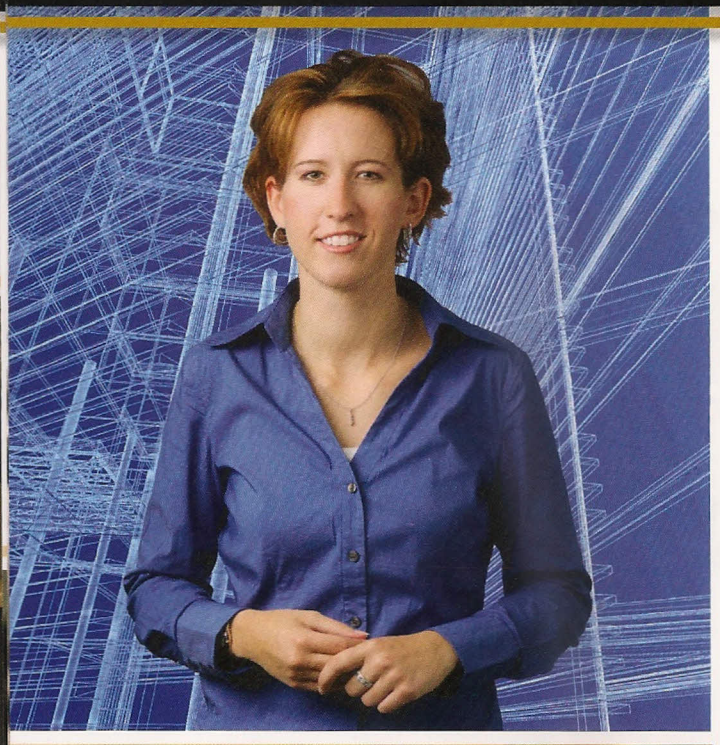
Q: What is your area of study?
A: My area of study is operational performance with a focus in aviation. My undergraduate degree (aeronautical technology) provided me with a technical background to apply to the aviation industry; however I wanted to go beyond that. I wanted to get involved with the business and operational side of the industry as well as to try to grasp the whole picture.

Q: What research are you focused on?
A: I am doing my research on alternative fuels for reciprocating engine aircraft. Alternative fuels has been an increasingly hot topic over the last several years and contributing to that body of knowledge is what drives my ambition in that field. This is exactly what makes graduate school so rewarding, knowing that the research you do will affect any future advancement or research in that particular area.

Q: Describe a typical day of an AT graduate student?
A: A typical day of an AT grad student can tend to be fairly busy. Several graduate students become involved in either a teaching or research assistantship as a means of funding their graduate education. These assistantships require approximately 20 hours of work per week. As a graduate teaching assistant I had to plan my weekly labs and exercises along with actually teaching the labs. I had to balance my time between this and attending my own classes and preparing my own assignments and projects.

It's pretty safe to say that every graduate student has a unique experience on a daily basis.

Q: Why should others consider Purdue's Department of Aviation Technology for graduate school?
A: My experience at Purdue has allowed me to excel professionally and academically through education-in-industry experiences. I truly feel like I am receiving the highest quality of education here at Purdue.



Q&A

Keri Wright

BS '04, MS '05

Chief Operating Officer
Universal Asset Management Inc

Q: What area of study is your degree in?

A: International Aviation Operations. This curriculum focuses on global aviation management, international human resources, international business cultures and etiquette, and global supply chain management.

Q: What would you tell a prospective grad student to help him or her decide that Purdue is the place to be?

A: My success to date has nothing to do with me. It has everything to do with the fact that I attended Purdue University and was prepared for what was to come. My boss and CEO went searching for an educated, technically savvy, intellectual resource to help grow his company; he looked no further than Purdue.

Q: How has your graduate degree in aviation been helpful in your career?

A: Through my experience as vice president and now chief operating officer of Asset Management, I am able to see first hand why the airline industry struggles. I have had the opportunity to travel extensively around the world. In these experiences, I've been able to utilize my graduate degree in approaching every business interaction with a sensitivity to the culture.

I've observed the global aviation community and found that the standards that they adhere to are congruent with industry standards but the culture in creating operating results is vastly different due to the cultural differences. I could not have recognized this without my course of study at Purdue University.

Q: What would you consider the strengths of Purdue's aviation technology graduate program?

A: The program offers a strong curriculum foundation and supplements the coursework with industry-partnered research groups that provide student exposure to the aviation industry. I was involved in research projects with such industry partners as IBM, Sage-Popovich Inc. and the U.S. Navy. Each project offered industry experience in utilizing the course knowledge and applying it to aviation programs that require exacting and revenue-generating results.

IMPORTANT CONTACT INFORMATION

Frequently Used Telephone Numbers, email addresses, and Web sites

Department of Aviation Technology

Graduate Faculty Chair (E-mail: atgrad@purdue.edu)	(765) 494-9964
Aviation Technology Main Office	(765) 494-5782
FAX	(765) 494-2305

Aviation Technology Website:
www.tech.purdue.edu/at

College of Technology Graduate School

Graduate Admissions Office	(765) 494-6875

Graduate School Website:
www.tech.purdue.edu/academics/graduate

Purdue University Graduate School

Graduate Admissions Office	(765) 494-2597
Minority Programs Office	(765) 494-0945
Fellowship Office	(765) 494-6963

On-line Graduate Application Website:
www.gradschool.purdue.edu/admissions
Graduate School Website:
www.gradschool.purdue.edu

Other University Offices

Financial Aid	(765) 494-5050
International Students and Scholars	(765) 494-5770
University Housing	(765) 494-1000
Adaptive Programs	(765) 494-1245
Dean of Students TTY/TDD	(765) 494-1247