

**AGENDA**  
**IU EAST FACULTY SENATE**  
**November 6, 2007**  
**11:00 – 12:15**  
**132 Whitewater Hall**

- I. Approval of minutes—Faculty Senate meeting of October 2, 2007
  - II. President's report
  - III. Standing Committees
    - A. Athletics Committee – Neil Sabine (15 minutes)  
**Voting Item:** Policy on Excused Absences of Student Athletes (Cir. E11-08)
    - B. Admissions and Academic Affairs Committee – Michele Curry (25 minutes)  
**Voting Item:** Admissions Policy (Cir. E12-08)  
  
Supporting Documents:  
Highlights of Changes (Cir. E12a-08)  
Current Admissions Policy (Cir. E12b-08)
    - C. Curriculum Committee – Bob Ramsey (5 minutes)  
**Information Item:** MCI Activation Math-M 415 (Cir. E13-08)
    - D. Faculty Affairs Committee – Laverne Nishihara (5 minutes)  
**Information Item:** Merger of HFA and BSS
    - E. Nominating Committee – Greg Barton (5 minutes)  
**Information Item:** Election for Faculty Board of Review
  - IV. Chancellor's Report—Interim Chancellor Paydar (5 minutes)
  - V. Academic Affairs Report—Executive Vice Chancellor Richards (5 minutes)
  - VI. Old Business
  - VII. New Business
- Adjourn 12:15 P.M.

**INDIANA UNIVERSITY EAST  
2007-08 FACULTY SENATE  
October 2, 2007  
Whitewater Hall Room 132  
11:00 AM**

**Presiding:** Markus Pomper, Faculty Senate President

*Present:* Armstead, S.; Baker, D.; Baldwin, L.; Barton, G.; Battraw, J.; Baumann, P.; Beach, D.; Beck, V.; Bingaman, R.; Bow, C.; Braxton-Brown, G.; Bullock, D.; Clapp-Itnyre, A.; Clark, K.; Cooksey, A.; Dempsey, K.; Desantis, K.; Dhawale, K.; Dulemba, L.; Felton, K.; Fitzgerald, E.; Foos, M.; Frantz, D.; Harper, J.; Helton, E.; Henderson, T.; Humphries, P.; Jayasuriya, K.; Kirk, B.; Kunshek, R.; Lafuze, J.; Ludlum Foos, C.; Lundy, D.; Nishihara, L.; Passet, J.; Paydar, N.; Peacock, F.; Pomper, M.; Ramsey, R.; Rankin, S.; Rao, V.; Richards, L.; Roswell, R.; Sabine, N.; Scane, M.; Scott, W.; Seddighin, M.; Shyan-Norwalt, M.; Simon, J.; Slattery, E.; Stanforth, D.; Stolle, C.; Thomas-Evans, M.; Watkins, M.; Weber, G.; Wilde, J.; Williamson, M.; Winburn, E.

*Absent:* Bergen, M.; Blakefield, M.; Branstrator, P.; Breymier, T.; Buckner, B.; Chang, W.; Fell, M.; Folkert, M.; Huffman, E.; Knuths, J.; Kriese, P.; Mahaffey, J.; Maurer, J.; McFadden, B.; McFadden, S.; Morse, M.; Osgood, T.; Rivard, T.; Roberts, M.; Scales, T.; Shapiro, S.; Thomas, T.; Tolley, R.; Whitt, P.; Winton, K.

*Guests:* Dennis Hicks, *Registrar*

**Call to order**

Quorum was reached and the meeting was called to order at 11:01am by Markus Pomper, Faculty Senate President.

**I. Approval of Minutes**

A motion to accept the minutes for the August 23, 2007 meeting was made. The minutes were approved as presented.

**II. President's Report**

The members of the Review Board for Misconduct and Grievances are: FACULTY - Neil Sabine, Alisa Clapp-Itnyre and Paul Kriese. STUDENTS - Drew Davis and Elisabeth Nagee.

The members of the Athletics Committee are: FACULTY - Neil Sabine, Sheila Armstead, Curtis Bow and Cheryl Stolle. STUDENTS - Cory Herman and Amy Shultz. Mark Hester and Dennis Hicks are ex officio members.

UFC Update: The number of units being transferred in from community colleges to be used toward a baccalaureate degree is being reviewed. The renewal of the Family Leave Policy is being reviewed by the Fringe Benefits Committee. The P&T Guidelines highlighted in the memo from the Executive Vice President's office is now an item for discussion. Our campus is the only one that received the memo.

**III. Standing Committee**

**Nominating Committee – Greg Barton**

Lecturer Long Term Contract Review Committee one-year replacement is Paul Kriese.

P&T Committee one-year replacement is David Frantz.

Ballots were passed out for Faculty Board of Review. Members were to vote for two candidates. Results will be announced at next month's meeting.

**Curriculum Committee – Bob Ramsey**

**Voting Item** - A motion to approve the Associate of Science in Business degree changes as presented in Circular E07-08 was moved and seconded by the committee. The changes being implemented are to bring the degree in to compliance with the general education guidelines and prior recommendations.

Discussion: Clarification was requested regarding the ECON E103 & E104 courses counting as the BSS credit fulfillment and as required courses. In an effort to give the students options they are required to take the ECON courses but may opt to take additional BSS hours.

The motion to approve the ASB as presented in circular E07-08 passed without opposition.

**Voting Item** - A motion to approve the Bachelor of Science in Business degree changes as presented in Circular E08-08 was moved and seconded by the committee. The changes being implemented are to bring the degree in to compliance with the general education guidelines as well as eliminating low enrolling concentrations and courses, streamlining high enrolling courses and allowing flexibility in electives.

Discussion: Is a reduction in credit hours required from HFA, NSM and BSS typical? The required number of hours adheres to the general education requirements. When will the changes be implemented? Spring 2008. Concern was expressed about the number of sections being offered by other divisions to accommodate business students that will no longer be required. The Business division does not believe there will be a large drop in enrollment for Spring based on the number of current students under the existing track. Technical Writing has been eliminated from the composition requirement. Has the division considered eliminating ENG W132 rather than technical writing? The change is in compliance with the general education requirements. Concern was expressed about the elimination of philosophy and ethics requirements. The division addresses these issues in other courses such as Business and Society (J404).

The motion to approve the BSBA as presented in circular E08-08 passed without opposition.

**First Reading** – Minor in Informatics (Circular E09-08)

Discussion: It was asked why a Minor was being proposed over a Certificate program since Minors typically target existing students and Certificates tend to bring in people from the community. The Informatics Committee welcomes a certificate program; they just conquered the Minor first. The need for no additional resources was questioned. The committee indicated that all the courses already exist or will be cross-listed with existing courses. Housing for the degree was questioned. NSM has had Informatics in their long-term plan and has expressed interest in housing the program. Some faculty expressed concern about the degree stalling over housing issues. Other faculty expressed concern about the housing issues not being settled in the beginning. Some believe this interdisciplinary degree would be best serviced in the Arts and Sciences. The Chancellor has asked the new Dean of Informatics to come hold an informational meeting with Chairs and interested faculty. We may need to hold off on making this decision until after we have met with the Dean. Parallels were expressed between Informatics and other interdisciplinary programs.

It was moved to defer the discussion on the housing of the program until after the visit from the Dean of Informatics.

Discussion continued regarding the degree contents. A request for syllabi was made. Most of the syllabi are not yet available because the courses have not been brought forward yet. Markus will compile a list of course descriptions from the Master Course List to help give some idea of course content. Concern was expressed regarding the lack of a capstone course or program portfolio. How will students be able to articulate what they have in an Informatics degree without it? What sort of program assessment will be

done? No application of the program seems to be listed. The committee expected that to come from the student's major. How is this different from a Computer Science Minor? Computer Science is the core of Informatics but it also includes Ethics.

A motion to send the proposal back to the Informatics Committee to address the concerns of the senate was made. The motion was seconded. Discussion resulted in a friendly amendment to include housing in the issues being addressed. The motion to send the proposal back to the Informatics Committee to address the concerns of the senate including the housing issues passed without opposition.

#### AAA – Michele Curry

##### **First Reading** – Admissions Policy (Circular E10-08)

The new format is common on other campuses. It divides admission and placement. The subcommittee is currently reviewing the policy. Subcommittee members are Molly Vanderpool, David Silberstein and Mary Blakefield.

The committee feels it is important to take a step back from micromanaging of practice placement and trust the people doing their jobs are doing what they've been charged to do. The new policy allows flexibility and independence to those implementing the policy.

Discussion: It was recommended for consistency the three places that read "grade point average of 2.0" be changed to match the two places that read "a grade point average of at least 2.0". It was confirmed that if the "new" policy were passed, it would replace the current policy. The 2004 document combined admissions, placement and advising. The proposal moves advising and placement items to "practices". It was asked that the current policy be sent electronically for comparison. It was asked whether the requirements are being kept vague intentionally. Yes, the specifics will be outlined in the "practices" portion. Who sets practices? The subcommittee is addressing the practices and making recommendations. AAA will then review them and set policy. Putting the practices on the admissions department has created a huge hindrance. All of the denials we had for Fall were a result of the compass testing. There are no other schools that do this – it is unique to us. What would we do instead? The same things other four year institutions use over time. Concern was expressed over the cost to students for the various tests. It was suggested we pick one and stick with it. There is an urgency to this. Admissions needs to proceed. We need a practical and usable document. How will we glean appropriate placement data? We are looking at new thinking: admit the students then decide where they should be placed. The placement of students should not be part of whether they should be admitted to IU East. It was suggested that the AAA committee offer a document summarizing issues that have already been considered rather than rehashing them on the Senate floor. Questions should be sent to Michele Curry via email.

#### **IV. Chancellor's Report**

- Congratulations to the campus for a wonderful semester so far. Several faculty members have published works already. Chancellor Paydar is looking for ways to publicize their accomplishments.
- Our enrollment is extremely strong. We have had the highest enrollment growth in credit hours of all the IU campuses.
- 63% of our students are full-time students a significant increase over the last few years.
- Organizational changes presented in August are in place. The changes will be reviewed in the next few months. We will all have an opportunity to offer feedback before interim positions are finalized with the search process.

- Executive Director of External Affairs and Marketing: Rob Zinkan. The search committee unanimously recommended Rob. The Chancellor has worked with Rob for four years.
- Our budget is balanced. We used up most of our reserve. It has been replaced and then some. We will talk more about that on Thursday with the Budgetary Affairs Committee.
- The Chancellor is authorizing searches to begin:
  - BSS/HFA have four positions to fill (two each)
  - BUSE has three positions to fill - in addition to Wendy's position that will be released back to Business at the end of the fiscal year.
  - EDUC has three positions to fill
  - NURS has one position to fill
  - NSM has two positions to fill
  - SWK has one position in process being paid by IUPUI and one graduate position to fill if the graduate program is finalized
- Plans have been developed for a number of areas. We have changed the way we have organized ourselves and how we do certain businesses. We need to make sure we keep our focus on quality and increase our faculty size. There are other areas we are also working on making some changes. In working with the chairs and the Senate President a document has been developed to work on reducing the faculty workload. It is not yet complete. Need to implement the faculty development fund and put the pieces together. (Chairs are working with faculty on decided where funds need to be spent.) Hope to work to reduce the workloads in the next month.
- Define the role of the Chairs. What is the responsibility of the Chairs? How do we hold them accountable? How do we allow them to provide authority? Make sure they pass on responsibilities. The Chancellor has asked the Senate President to work with the faculty on some of these issues including schools versus divisions. We are too small to be schools like at Bloomington and IUPUI but we are too big to remain divisions unrecognized by the rest of the campuses. We need to change the Chairs' titles to Deans with appropriate responsibilities (Administrative decision). The Chancellor is excited where we are right now.
- Voted in to NAIA on 10/1. Thank you to Neil and the committee for their work.

**V. Academic Affairs Report** – Executive Vice Chancellor Larry Richards

If we get the two faculty searches for the school of social work we will essentially be replacing the five we lost last year.

**VI. Old Business**

None.

**VII. New Business**

None.

The meeting adjourned at 12:17pm.

**Indiana University East  
Policy for Approved Absence of Student Athletes**

Student athletes are required to attend all classes. At any time, the Director of Athletics and/or Compliance Coordinator may declare an athlete ineligible for practice and competition when, in his/her opinion, a student athlete's academic status so warrants.

**Approved Absences**

**Defined:**

Scheduled, college-approved athletic events that require student athletes to miss class. Athletic competitions are considered approved absences (in no case should students miss class to attend athletic practice). In cases where travel is required, students must attend all classes which do not conflict with the latest possible departure time.

**Policy:**

For approved absences, student athletes are expected to personally inform the instructor in advance of the planned absence. This notice should be given no later than the last class before the anticipated absence. Instructors will make reasonable accommodations to minimize the disruption to the student athlete's educational experience. Instructors may require scheduled assignments, papers, quizzes and exams to be completed before the missed class. When student athletes miss unique in-class learning experiences, faculty members may require appropriate substitute assignments. If a student athlete fails to notify faculty in advance of approved absences, the faculty member may consider the absence unexcused. Faculty members will work with student athletes to allow them to complete appropriate make-up work, but students bear the ultimate responsibility for all missed class material.

Instructors will not place restrictions on approved absences. If an instructor has concerns about an approved absence, the instructor should resolve the concern with the Faculty Athletic Representative or coach. If the concern cannot be resolved to the satisfaction of all parties, then the matter should be brought before the Executive Vice Chancellor of Academic Affairs who will make the final decision.

**To take the place of the Indiana University East Admission Policy Dated: 10-13-2004**

**Undergraduate Admissions Policy**

***Indiana University East***

Effective Fall 2008

**Section I--Introduction**

Undergraduate admission to IU East is selective and based on an applicant's demonstrated ability and academic preparation to succeed in completing a bachelor's degree at IU East. While selective, IU East will continue to value access for all qualified applicants and the pursuit of full diversity. No applicant will be denied admission based on gender, age, race, religion, ethnic origin, veteran status, disability, or sexual orientation. (Note: Admissions standards are subject to change from year to year as the campus seeks to maximize the admission of students who will succeed and to minimize the admission of students who will not.)

**Section 2--Academic Preparation—First-time Beginners**

All first-time-in-college (beginner) applicants for undergraduate admission must arrange for the submission of official transcripts indicating the award of a high school diploma or GED. The primary criterion used to assess preparation for college-level work is the applicant's high school curriculum. All first-time beginner applicants are expected to have a minimum of 28 college preparatory units; all students with an Academic Honors Diploma and all students with a Core 40 diploma with a high school grade point average of at least 2.00 (on a 4.00 scale) are treated as meeting the standards for academic preparation. For other applicants, high school courses and grades, particularly English and math, are used to make this assessment.

**Section 3--Academic Abilities, Motivation, and Maturity—First-time Beginners**

In addition to the high school curriculum of an applicant, the following factors are evaluated to assess further the first-time beginner applicant's academic abilities, motivation and maturity, and hence potential for success in completing a bachelor's degree at IU East.

- High school grade point average (GPA) and class rank.
- SAT or ACT test scores. (All applicants applying for fall admission who completed high school in the previous June must submit test scores for the SAT—Math and Critical Reading, or ACT plus Writing.)
- Credits and grades in AP, dual credit, dual enrollment or other college-level courses.
- Awards, recognitions, recommendations, accomplishments and other activities indicating potential for success.

Other relevant factors (work experience, military service, etc.) may be considered for evaluating non-traditional age, first-time applicants. Final admissions decisions are based on an evaluation of an applicant's record as a whole.

**Section 4--External Transfer Students**

Applicants who have previously attended one or more accredited two-year or four-year colleges and universities external to Indiana University and have attempted 12 credits or more of coursework from those institutions are considered transfer applicants. AP, dual credit, dual enrollment, or other college-level courses taken prior to high school

graduation are not included in the calculation of attempted credits. Transfer applicants must submit official transcripts from all institutions previously attended. A cumulative GPA of at least 2.00 (on a 4.00 scale) at the most recently attended institution is expected. Transfer applicants who have accomplished one of the following are eligible for undergraduate admission to IU East.

- Documented receipt of an accredited associate degree.
- Completion of 12 credits or more of postsecondary transferable coursework from previous institutions.
- Completion of courses equivalent to W130 and M007, or higher level writing and math courses, with grades of at least C in both.

Transfer applicants who do not meet one of these criteria, or applicants who do not have at least 12 credits of attempted courses, are evaluated based on the same criteria as first-time beginner applicants. Transfer applicants who do not have a GPA of at least 2.00 (on a 4.00 scale) at their most recently attended institution may be admitted on academic probation.

#### **Section 5--Inter-Campus Transfer Students**

Applicants for transfer to IU East from another campus of Indiana University should have an Indiana University cumulative grade point average of at least 2.00. If not, they are subject to the same academic suspension and probation policies as current IU East students and may be required to petition for admission.

#### **Section 6--Admission on Academic Probation**

Applicants who do not fully meet the standard criteria for admission, but are admitted based on other factors (leadership roles, artistic talent, etc.) indicating potential for success, are admitted on academic probation. They must achieve a GPA of at least 2.00 during their first semester or be subject to the academic suspension and probation policies of IU East.

#### **Section 7--Use of Conditional Admission Status**

The status of conditional admission is to be used for internal reporting purposes, but not for distinguishing students in their letters of admission or subsequent advising, with one exception. The exception is for those applicants who apply just before the beginning of a semester and are admitted based on sufficient evidence of admission eligibility, but who do not have time to provide all required application documentation prior to the start of classes. The admission of these students is “conditional” on the completion of their application files during their first semester of study. Failure to complete the application file during the first semester will result in suspension until the file is complete. (Note: The internal use of conditional admission status will follow IU guidelines.)

#### **Section 8--Non-Admitted Applicants**

When an applicant is denied admission, the letter to the applicant will list the steps to take in order to be reconsidered at a later date, usually the successful completion of certain courses at a two-year community college. The applicant will be given an IU student identification number and encouraged to reapply. The Office of Admissions will follow up with letters and/or phone calls to inquire as to applicant progress.

#### **Section 9--Responsibilities and Accountability**

The IU East Faculty Senate grants its Admissions and Academic Affairs (AAA) Committee the responsibility for reviewing and recommending changes to the undergraduate admissions policy. This is to be done in collaboration and coordination with the Office of Admissions. The Executive Vice Chancellor for Academic Affairs is responsible for oversight of the IU East admissions policy, ensuring compliance with principles and guidelines set forth by the IU Board of Trustees and achievement of satisfactory levels of student academic quality and success.

**Section 10--Severability**

If a provision of this policy is held in violation of state or federal laws and regulations, or contrary to Indiana University policy, or otherwise invalid, only the affected part shall be void. This invalidity shall not affect other provisions of this policy which can be given effect without the invalid provisions. To this end, the provisions of this policy are severable.

### Highlighting Changes in the New Admissions Policy

Current Policy and Practice	Under the New Provisions
Policy and practices are not distinguished	Practices will be distinguished from policy guidelines; these may be updated on an annual basis—such things as SAT/ACT scores
Current practice is to send letters to large numbers of prospective students informing them that they are “conditionally” admitted	New practices will focus on internal tracking of conditional admits, but will communicate admission as a regular admission—this is in line with other IU institutions
Students admitted as conditional are deficient in at least one of a wide variety of criteria, many of which are fairly minor	New guidelines will focus more on allowing the admissions staff to consider “borderline” cases on an individual basis
Pretty much an open admission policy	New policy will set the stage for transition to more selective admission standards, but allows for gradual implementation
Placement tests and admissions decisions are intertwined	Admission is determined by high school academic record and test scores, or college coursework for transfer students

#### Questions and Answers

Q: Why are the changes being proposed?

A: Under the current system, IU East has combined the admission and placement process. These proposed changes are designed to determine a student’s admission status as separate from determining their college coursework. The Office of Admissions will evaluate materials to determine entrance into the university. English and math faculty will play a larger role in evaluating the basic competencies of the students and determining standards and procedures to appropriately place students in their first semester courses. (Although the admissions staff will now play a less direct role in placement, we should not be admitting a large number of students who place into remedial courses (X050, M006, W001) which we no longer offer.)

Q: Are our admissions standards changing?

A: Yes and no. On the one hand, it seems prudent to place less emphasis on COMPASS test results and place more emphasis on a student’s overall high school academic performance. Looking at a student’s completion of a Core 40 curriculum may be a better predictor of later success in collegiate life. On the other hand, as IU East moves further towards four year undergraduate and graduate degree programs, our admissions standards need to become more stringent. This change cannot happen all at once. But through the new processes, we are establishing standards that will be gradually increased over time. In fact, the average ACT and SAT scores for incoming freshman in Fall 2007 were higher than in 2006.

Q: Why are admissions practices being separated from the admissions policy?

A: We are moving to rely more on the expertise of our professional admissions staff. As we move toward state-of-the-art admissions and enrollment management practices, the method by which we communicate to our prospective students, the manner in which we process admitted students and the practicalities of how individual admission decisions are made will evolve over time. There must be flexibility to adjust these from year to year.

Q: If the new policy had been in place this Fall, would it have changed the number of students admitted?

A: No, not significantly. However, it would have substantially changed how we communicated with these prospective students. We appear to have lost a number of students for Fall 2007 when they were “Admitted” to Ball State, yet were only “Conditionally Admitted” to IU East. If the new policy had been in effect, we may have been able to increase our enrollment through more positive communications with students.

Q: How can we adopt an admissions policy without knowing exactly how placement processes will be handled?

A: Discussions with faculty are underway about revising our placement processes. It is anticipated that these changes will be forthcoming in the next several months. However, recruitment is currently underway for Fall 2008, and we need to communicate with prospective students, counselors and parents. The admissions office should be enabled to act in an efficient and effective manner.

Title: **The Faculty and the Student**

Section: **X-1**

Subtitle: **Admission, Placement, Advising, and Registration**

Date: **--/03**

Source: **ADM**

Responsibility of: **Admin & Faculty**

This policy is effective for applicants beginning Fall 2005.

### **A. Admissions Principles**

Indiana University East supports and complies with Affirmative Action/Equal Opportunity regulations; admission to Indiana University East will be evaluated without regard to sex, age, sexual orientation, race, religion, ethnic origin, veteran status, or disability.

### **B. Admissions Procedures**

The Vice Chancellor for Enrollment Services/Dean of Students will set a procedure for admissions that is compatible with this policy.

### **C. Admissions Status Categories:**

1. **Regular Admission:** This category includes individuals who seek an undergraduate degree and who have met requirements for admission either as Beginning Freshmen, as Transfer Students, or as Non-Traditionally Admitted Students.

- a. **Beginning Freshmen:** Recent high school graduates with less than 26 semester hours of attempted course work at the college level.

Requirements for admission as beginning freshmen are:

- i. High School graduation, or equivalent. This requirement can be demonstrated by one of the following:
  1. A High School Diploma with a GPA of at least 2.0 and class rank in upper 50%; or
  2. A home school certificate;
  3. An earned GED;
  4. A similar certificate (for example, a graduation diploma from a foreign country equivalent to a high school diploma).
- ii. A current (less than 3 years old) SAT or ACT score above the median established by Indiana students.
- iii. Sufficient college preparatory work. This requirement may be demonstrated by one of the following:
  1. Completion of Core 40 for Indiana High School graduates, or equivalent for out-of-state applicants;
  2. An Academic Honors Diploma;
  3. 28 units of college preparatory work (eight semesters of English, four semesters of social science, four semesters of

algebra, two semesters of geometry, two semesters of lab science, and eight semesters in a combination of foreign language, mathematics, lab science, social science, computer science, or courses of a college preparatory nature). This option is available only for applicants who graduated from high school before 2009, unless extended.

- b. **Transfer Students:** Students transferring from other institutions with 26 or more semester credit hours of transferable work. Requirements for admission as Transfer Student are the following:
- i. High School Graduation, or equivalent, as described above;
  - ii. Completion of 26 or more transferable semester hours at an accredited university or college (including junior and community colleges), with a GPA of at least 2.0 for students transferring from institutions within Indiana, and at least 2.5 for students from out of state institutions;
  - iii. The applicant has not been dismissed for academic reasons from the institution he/she last attended.
- c. **Non-Traditional Students:** Qualified students who are at least 24 years of age. Requirements for admission as a Non-Traditional Student are the following:
- i. High School Graduation, or equivalent, as described above;
  - ii. 24 years of age or older;
  - iii. Sufficient college preparatory work. This requirement may be demonstrated by one of the following:
    1. Completion of Core 40 for Indiana High School graduates, or equivalent for out-of-state applicants;
    2. An Academic Honors Diploma
    3. An ACT or SAT above certain minimum scores. These minimum scores are chosen to coincide with a placement in no more than one low placement range among reading, writing and mathematics.
    4. 16 units of college preparatory work (six semesters of English, four semesters of mathematics, including two of algebra, and six semesters of physical, biological and/or social science) each completed with a grade of C or better. This option is available only for applicants who graduated from high school before 2009, unless extended.

2. **Special Admission for Non-Degree Seeking Students:** This category includes non-degree seeking students who attend Indiana University East in order to take courses. Students may re-apply to change their admission status to a degree-seeking category.

- a. **Non-Degree:** Non-degree seeking applicants who have earned a High School diploma (or equivalent, as under "Regular Admission – Beginning

Freshmen" above) may apply for admission as non-degree students.

- b. Graduate Non-Degree: Applicants who have previously completed a bachelor's degree may apply for admission as graduate non-degree students. Graduate non-degree students are not admitted to an advanced degree program.
- c. Visiting: Individuals who have previously attended or been admitted to another college or university and who plan to enroll for a limited time before returning to their home institution may apply for admission as visiting students.
- d. High School: Applicants who are currently in high school and who have successfully completed their junior year may apply for admission by submitting the regular application for admission, an official high school transcript, and written permission from their high school principal or guidance counselor. Applicants who have not completed their junior year of high school should contact the Indiana University East Office of Admissions and Financial Aid. Exceptions may be approved by the Director of Admissions and Financial Aid.

3. [Reserved for **Admission of Graduate Students**.]

4. **Conditional Admission**: This category includes degree-seeking students who have not met the requirements for regular admission. These students may be admitted conditionally. Applicants who are admitted under this category will be given stipulations which have to be satisfied before the applicant can be re-classified under Regular Admission. Under normal circumstances, a student who is admitted conditionally is expected to satisfy the stipulation(s) by the end of the semester in which the student takes the 26<sup>th</sup> credit hour of course work at IU East.

Under special circumstances, students may appeal for an extension of this timeframe to the Vice Chancellor for Enrollment Services. Students who have been conditionally admitted but do not fulfill these stipulations within the specified time period will be dismissed. Once all stipulations have been met, the student's admissions status will be reclassified.

Common situations in which students are admitted under this category include:

- a. Lack of college preparation: An applicant who lacks the college preparatory work required for regular admission may be conditionally admitted. Students will not be admitted if their SAT/ACT scores fall below certain minimum scores. These minimum scores are chosen to coincide with a placement in no more than one low placement range among reading, writing and mathematics. An individual who is conditionally admitted for this reason will, at the minimum, be required to:

- i. Take the placement test, or accept the placement based on SAT or ACT scores.
- ii. Each semester, make adequate progress toward meeting or preparing for the fundamental skills requirements (as defined in the section describing Placement Policies below) at IU East, until the requirements are met. To accomplish this, the student may be required to complete coursework at institutions other than IU East.  
For the purpose of this policy, "adequate progress" is defined as attempting and earning a passing grade in every course that leads to these requirements. A passing grade is characterized by 2.0 grade points in graded courses, or "Pass" in Pass/Fail courses.
- iii. Maintain a semester GPA of at least 2.0.
- iv. Details of the stipulation (i.e., the actions the student must take in order to gain regular admission status) will be determined on a case-by-case basis and will depend on the applicant's specific situation. In general, students who are deficient in fundamental skills must complete the fundamental skills requirements within the time frame outlined below (see the section "Advising Categories" under "Placement Polices").

- b. Post Secondary Preparation: An applicant who lacks the college preparatory work or minimum ACT/SAT scores required for regular admission, and who has completed less than 26 credit hours of transferable course work at other accredited post-secondary institutions may be conditionally admitted if the applicant has completed college preparatory courses at these institutions. In order to be admitted, the applicant must have successfully completed courses that would permit the student to be placed in no more than one low placement range among reading, writing and mathematics. An individual who is conditionally admitted for this reason will, at minimum, be required to:
  - i. Take the placement test, or accept the placement based on SAT or ACT scores, or previous college experience.
  - ii. Each semester, make adequate progress toward meeting or preparing for the fundamental skills requirements (as defined in the section describing Placement Policies below) at IU East, until the requirements are met. To accomplish this, the student may be required to complete coursework at institutions other than IU East.
  - iii. Maintain a semester GPA of at least 2.0.
  - iv. Details of the stipulation (i.e., the actions the student must take in order to gain regular admission status) will be determined on a case-by-case basis and will depend on the applicant's specific situation. In general, students who are deficient in fundamental skills must complete the fundamental skills requirements within the time frame outlined below (see the section "Advising Categories" under "Placement Polices").

- c. **Faculty Sponsorship:** An applicant who has been denied admission to IU East based on academic performance in high school or on national standardized tests may be conditionally admitted if a full time faculty member assumes the responsibility for sponsorship of the individual. This sponsorship is available in exceptional circumstances as determined by the faculty member. An individual who is conditionally admitted via faculty sponsorship will be required to agree to comply with the stipulations for admission as determined by the individual's faculty sponsor and academic advisor. At minimum, the individual will be required to:
  - i. Each semester, make adequate progress (as defined above) toward meeting the institutional degree requirements at IU East, until the requirements are met.
  - ii. Maintain a semester GPA of at least 2.0.
  
- d. **Transfer with Probation:** Individuals who transfer from another institution and who have completed 26 semester hours of transferable coursework at that institution and
  - i. have been academically dismissed from that institution; or
  - ii. have a GPA, from attempted coursework, of less than 2.0 (for students transferring from institutions within Indiana), or less than 2.5 (for students transferring from institutions out of state).

Students who are admitted in this category will be placed on academic probation. They will be evaluated for suspension or removal from probation as specified in the Academic Standards Policy. Once removed from probation, these students will be classified as regularly admitted.

- e. **Appeal Process:** All students have the option of appealing their admission status through the Vice Chancellor for Enrollment Services/Dean of Students to the Admissions and Academic Affairs committee. The committee may admit students under this category and impose stipulations.

## **D. Placement Policies**

### **1. Advising**

All students will be assigned an advisor upon admission regardless of admission status.

### **2. Placement and Fundamental Skills Requirements**

Fundamental Skills are defined as skills required to succeed in college level courses. They consist of the following basic skills:

- Reading: The ability to read and understand college textbooks. This skill is demonstrated by either a high placement score in a reading test or by completing a designated reading course.
- Writing: The ability to express oneself clearly in writing. This skill is demonstrated by completing the institutional program requirement in writing.
- Mathematics: A basic understanding of algebra. This skill is demonstrated by completing the institutional program requirement in mathematics.

Beginning students are assigned to the appropriate reading, writing and mathematics courses on the basis of the test scores in either ACT, SAT or an internal placement test.

The following students are required to take the Indiana University East placement test:

- a) beginning degree-seeking students whose ACT or SAT scores are more than three years old;
- b) transfer students lacking transfer coursework that satisfies the Indiana University East requirements in the areas of reading, mathematics, or writing.

The Academic Advising Center or the Office of Admissions and Financial Aid reserve the right to require a student to take the placement test if it is determined to be necessary. Students who are required to take the placement test but fail to take all or part of the tests will be placed into the beginning level of reading, mathematics, or writing. Students who are not required to take the placement test have the option of taking all or a portion of the Indiana University placement test. Students may elect to retest through the Office of Admission and Financial Aid, or through the other testing programs offered through Tutorial Services.

The required scores for placement in particular courses of reading, writing and mathematics are determined by the faculty in these specific areas. It is the responsibility of the appropriate divisions to inform the Vice Chancellor of Enrollment Services of any changes in placement scores. The Vice Chancellor will maintain a table with these scores and will make this information available to applicants.

### 3. **Exemption from Fundamental Skills Requirements**

Students may demonstrate proficiency in Fundamental Skills Requirements by providing high scores on national standardized tests.

Reading and Writing: Scoring at or above the 92nd percentile on the Writing (formerly "verbal") Examination of SAT I or on the English portion of the ACT; or an AP score of "well qualified" (or equivalent) or above.

Mathematics: Scoring at or above the 90th percentile on the Mathematics Examination of SAT I or on the ACT; or an AP score of "well qualified" (or equivalent) or above.

#### 4. Placement Ranges

Students are expected to meet the fundamental skills requirements early in their career. Each student's preparation level in each area among reading, writing and mathematics is classified in the ranges "high," "medium," and "low."

For beginning freshmen the placement range is determined by the course(s) into which the student places; for continuing students and transfer students, the placement ranges are determined by the course(s) for which the student has been prepared through previous course work, or through the placement test, if no such course work has been completed.

The placement ranges (for reading, writing and mathematics) are defined as follows:

- **HIGH:** The student places at or above course(s) designated to fulfill the fundamental skills requirement;
- **MEDIUM:** The student needs some preparation (one course in the area) before he/she is prepared take a course fulfilling the fundamental skills requirement;
- **LOW:** The student needs extensive preparation (more than one course in the area) before he/she is prepared take a course fulfilling the fundamental skills requirement.

#### 5. Advising Categories

Depending on the Placement Range, Placement Score, and progress toward meeting fundamental skills requirements, students are assigned an Advising Category. Advising Categories are "Unrestricted," "Guided," "Preparatory," "Foundational," or "Deferred."

Students in Guided, Preparatory or Deferred Advising Categories must prioritize their course load toward meeting the fundamental skills requirements in each semester during which they are enrolled:

- Full-time students must, during each semester in which they are enrolled, show adequate progress (as defined under "Admission Status Categories – Conditional Admission" above) in at least two courses meeting or preparing them to meet the fundamental skills requirements.
- Part-time students must, during each semester in which they are enrolled, show adequate progress (as defined above) in at least one course meeting or preparing them to meet the fundamental skills requirements.

Advising Categories are defined as follows:

- Unrestricted Advising.  
Students who have completed the fundamental skills requirements in reading, writing and mathematics.

Students in this category may be assigned a faculty advisor.

These students are expected to complete all remaining applicable institutional program requirements during or before the semester in which they complete their 45<sup>th</sup> credit hour of study at IU East.

- Guided Advising.

Students who place with a high range or above in all categories among reading, writing, or mathematics, but are not classified under Unrestricted Advising.

Students who fall into the Guided Advising category are assigned a Student Success Team advisor. Once a student has completed the fundamental skills requirements in reading, writing and mathematics, he/she will be assigned in the Unrestricted Placement category. After being assigned in the Guided Advising category, students are expected to progress into the Unrestricted Advising category during or before the semester in which they complete the next 12 credit hours at IU East.

- Preparatory Advising.

Students who place with a medium range or above in all categories among reading, writing, or mathematics, but are not classified under Guided Advising.

Students who fall into the Preparatory Advising category will be assigned a Student Success Team advisor and must obtain the advisor's permission before dropping and/or adding courses. It is the student's responsibility to obtain this permission. Failure to obtain such permission may be regarded as a violation of the stipulations of conditional admission. Students in this category may generally not enroll in courses above the 100 level. A student may enroll in 200 level courses only if no suitable 100 level course is available, and only with permission of the advisor. Students will be assigned in the Guided Advising category when at least High Placement Range has been achieved in all areas among reading, writing and mathematics. After being assigned in the Preparatory Advising category, students are expected to progress into the Guided Advising category during or before the semester in which they complete the next 12 credit hours at IU East.

- Foundational Advising.

Students who place in the Low Placement Range in only one area among reading, writing, or mathematics.

Students are classified in the Foundational Advising category will be assigned a Student Success Team advisor and must obtain the advisor's permission before adding and/or dropping classes. It is the student's responsibility to obtain this permission. Failure to obtain such permission may be regarded as a violation of the stipulations of conditional admission. Students in this category may not enroll in courses above the 100 level. They may take classes at IU East. Students will be assigned in the Preparatory Advising category when at least Medium Placement Range has been achieved in all areas among reading, writing and mathematics. After being assigned in the Foundational Advising category, students are expected to progress into the Preparatory Advising category during or before the semester in which they complete the 6<sup>th</sup> credit hour at IU East.

- Deferred Advising.

Students who place in the Low Placement Range in two or more areas among reading, writing, or mathematics. Students in higher advising categories may voluntarily request to be classified in this category.

Students who are classified in the Deferred Advising category will be assigned a Student Success Team advisor who will determine which courses the student must take in order to be classified in a higher advising category. The student will then take all these classes at accredited institutions of higher education other than IU East. If this student successfully completes the required preparatory classes at other institutions, and returns to IU East within two years of completion, the student's new advising category will be determined by using the successfully completed coursework as evidence of completion of the appropriate preparatory course(s).

EXISTING COURSE ADOPTION PROCEDURE (ECAP)  
REVISED PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE  
LIST

Drafted by Curriculum Committee, Indiana University East  
Sept. 2002

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: Math M415

Course Title: Elementary Complex Variables

Credit hours: 3.0

Division offering: NSM

Faculty member submitting this proposal: Markus Pomper

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

Yes

Below, please list all those campuses which teach the course in question:

Bloomington  
South Bend  
Kokomo  
North West

PART 3:

Please provide the following elements to the model framework as required by the University Faculty Council (you may attach additional pages):

1) Describe the course content and your rationale for bringing it forward:

Course description from Master Course Inventory

P: M311. Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping. Application to physics.

More detailed description

The course is the first course in complex variables.

The first fourth of the course focuses on the basic definitions. We begin with a brief review of the complex number system, operations in the complex number system, polar representation of complex numbers and deMoivre's formula. This is followed by the definition of analytic functions, harmonic functions and the Cauchy-Riemann equations.

Approximately one fourth of the course material will focus on differentiation and integration of analytic functions. Topics covered include Cauchy's Theorem and its consequences (eg, Maximum Modulus Principle, Liouville's Theorem and Winding Number).

Roughly one third of the course material deals with power-series representation of functions of complex numbers. A brief review of series and their convergence is followed by Taylor series of analytic function. This includes series of analytic functions, pointwise convergence, uniform convergence and the Weierstrass M-test. The concept of analytic functions and Taylor Series representation is then extended to meromorphic functions and their Laurent Series expansion. Topics included in the study of meromorphic functions are the classification of singularities into removable singularities, poles of n-th degree, and essential singularities. Applications include the theory of residues, and techniques for evaluating indefinite integrals on the real line.

The course concludes with a brief overview of additional topics, which may include conformal mappings and Riemann Surfaces.

2) Describe the course's placement in the program, including its intended audience and any prerequisites.

This course is intended for students in Mathematics (BA in NSM with concentration in Mathematics), or for students in Secondary Education in Mathematics. These students would typically take this course late in their undergraduate career, probably in their Senior year. Since this course may be offered as a distance education course, it is very likely that active high school teachers who wish to broaden their understanding of mathematics or post-baccalaureate students preparing for graduate studies would take this course.

3) List the anticipated student learning objectives and outcomes.

Educated persons should have achieved depth of knowledge in one field of studies.

Knowledge of the topics in Complex Analysis listed above is clearly an advanced topic in undergraduate mathematics and therefore constitutes depth of knowledge in a field of study.

4) Discuss any special features of the course (eg. a service learning component)

None

5) **Attach a proposed syllabus for the course as it would be taught on the IU East campus.**

PART 4:

Representatives of your Division need to examine the sample syllabi and other materials from these campuses and determine whether your approach will be comparable. Please describe below your Division's final determination on this point and provide the chair's signature.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

\_\_\_\_\_  
Division Chair

\_\_\_\_\_  
Date

**Math M415 – Elementary Complex Variables**  
Course Syllabus (Typical)

(Directory about Instructor)  
(Class Policies, Grading Policies, etc).

**Textbook:** Marsden, J, and Hoffman, M., Basic Complex Analysis, Third Edition, 1999.

**Official Course Description:** Algebra and geometry of complex numbers, elementary functions of a complex variable, power series, integrations, calculus of residues, conformal mapping.

This course is the first course in complex variables. The objective is to familiarize you with the basic concepts of complex variables, including properties of complex numbers and the Complex Plane. We will study topic including continuity, differentiation of complex functions. Most of the attention will be focused on analytic functions, their properties and representation as power series, meromorphic functions and applications to residues.

**Tentative Class Schedule**

	Section	Topics
Week 1	1.1 1.2	Introduction to Complex Numbers Properties of Complex Numbers
Week 2	1.3 1.4	Some Elementary Functions Continuous Functions
Week 3	1.4 ctd 1.5	ctd. Basic Properties of Analytic functions
Week 4	1.6 2.1	Differentiation of Analytic functions Contour Integrals
Week 5	2.1 ctd 2.2	Contour Integrals Cauchy's Theorem
Week 6	2.3 2.4	Cauchy's Theorem Cauchy's Integral Formula
Week 7	2.5 3.1	Maximum Modulus Theorem Convergent Series of Analytic Functions
Week 8	3.1 ctd	ctd. Midterm (Covers Ch. 1-2).
Week 9	3.2 3.2 ctd	Power Series and Taylor's Theorem ctd.
Week 10	3.3 3.3 ctd.	Laurent Series and Classification of Singularities ctd.
Week 11	4.1 4.2	Calculus of Residues Residue Theorem
Week 12	4.3 4.3 ctd.	Evaluation of Definite Integrals ctd.
Week 13	5.1 5.2	Conformal Mappings Fractional Linear and Schwarz Transforms
Week 14	6.1	Analytic Continuation and Riemann Surfaces Review
		Final Exam

