

**AGENDA  
AND  
PRIOR NOTICE OF PROPOSED  
CHANGE TO BYLAWS**

**INDIANA UNIVERSITY EAST  
FACULTY SENATE 2008/09**

**May 5, 2009**

**11:00 – 12:15**

**132 Whitewater Hall**

- I. Approval of minutes—Faculty Senate meeting of April 7, 2009
- II. Executive Session  
**Voting Item:** Approval of May 2009 Graduates (Cir. E123-09)  
(Not included in this version)
- III. President's report
- IV. Standing Committee
  - A. Curriculum Committee – Bob Ramsey  
**Voting Items:** New Course Requests  
BIOL-L191 Biology of Mental Illness (Cir. E124-09)  
BIOL-L393 Hormones and Human Health (Cir. E125-09)  
  
New Degree Proposal: Minor in Biophysics (Cir. E126-09)  
  
**Information Items:**  
Change of Degree Requirements for B.S. in Biology and Biotechnology  
(Cir. E127-09)  
  
MCI Course Activations (not included in print version)  
MUS-S110 Applied Violin Elective (Cir. E128-09)  
MUS-T113 Musical Theory I (Cir. E129-09)  
MUS-T114 Musical Theory II (Cir. E130-09)  
MUS-T213 Musical Theory III (Cir. E131-09)  
MUS-T214 Musical Theory IV (Cir. E132-09)
  - B. AAA Committee – Michele Curry  
**Voting Items:**  
Rescind and Replace Drop, Add, Change of Section Policy (Cir. E133-09)  
Related Documents:  
Existing “Drop, Add, Change of Section” Policy (Cir. E133a-09)  
Proposed “Drop, Add and Change of Section Policy” (Cir. E133b-09)  
  
Merge “Pass/Fail Policy” into “Grades and Grading Policy” (Cir. E134-09)  
Related Document: Cir. E134a-09

**Information Item:**

Revisions to Classes and Classroom Policies (Cir. E135-09)

C. Faculty Affairs Committee – Laverne Nishihara

**Voting Items:**

Bylaws Revision – Budgetary Affairs Committee (Cir. E136-09)

Revision of Promotion and Tenure Policy (Cir. E137-09)

Revision of Conflict of Interest Policy (Cir. E138-09)

D. Nominating Committee – Denise Bullock

**Voting Items:**

Confirmation of Members of Budgetary Affairs Committee (Cir. E139-09)

Election of IU East Representative to Learning Technologies Steering Committee

V. Chancellor's Report—Chancellor Paydar

VI. Academic Affairs Report—Executive Vice Chancellor Richards

VII. Old Business

VIII. New Business

**Adjourn 12:15 P.M.**

**INDIANA UNIVERSITY EAST  
2008-09 FACULTY SENATE  
April 7, 2009  
Whitewater Hall Room 132  
11:00 AM**

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

*Present:* Armstead, S; Baldwin, L.; Baumann, P.; Beach, D; Bergen, M.; Bingaman, R; Blakefield, M.; Bullock, D.; Clapp-Itnyre, A; Cooksey, A.; Curry, M.; Dempsey, K.; Dulemba, L.; Fell, M.; Felton, K.; Fitzgerald, E.; Folkerth, M.; Frantz, D.; Gabston, G.; Greer, K.; Harper, J.; Hefron Williamson, M.; Helton, E.; Henderson, T.; Jance, M.; Jayasuriya, K.; Kathuria, H.; Kriese, P.; Kunshek, R.; Lafuze, J.; Ludlum Foos, C.; Lundy, D.; Ma, H.; Mahaffey, J.; Maurer, J.; McKinley, E.; Nishihara, L.; Paydar, N.; Peacock, F.; Pomper, M.; Ramsey, R.; Rankin, S; Richards, L.; Rivard, T.; Roswell, R.; Sabine, N.; Samborsky, E.; Scales, T.; Scott, W.; Seddighin, M.; Simon, J.; Slattery, E.; Thomas-Evans, M.; Tolley, R.; Watkins, M.; Wazir, M.; Weber, G; Whitt, P.;

*Absent:* Baker, D; Barbre, J.; Battraw, J; Beck, V.; Bow, C.; Branstrator, P; Braxton-Brown, G.; Breymier, T.; Buckner, B.; Clark, K; Desantis, K.; Doerger, D.; Huffman, E.; Humphries, P.; Kirk, B.; Knuths, J.; McFadden, B.; McFadden, S.; Morse, M.; Passet, J.; Scane, M.; Shapiro, S.; Stanforth, D.; Stolle, C.; Thomas, T.; Wilde, J.; Wilson, E.

*Guests:* Dennis Hicks, Registrar; Dan Dooley, VC Admin.

**Call to order**

Quorum was reached and the meeting was called to order at 11:03am by Markus Pomper, Faculty Senate President.

**I. Approval of Minutes**

The minutes for the March 3, 2009 meeting were approved as presented.

**II. President's Report**

UFC – meeting at IU Southwest. There was no quorum at the meeting (due to lack of participation from IU Bloomington), so no business was done. There was discussion of a proposed Promotion and Tenure Policy. Two committees had been working for over one year to create a document that seemed to address all the issues and appeared to be workable on all regional campuses. The UFC liked this draft document and charged the co-secretaries to create a draft policy that could actually be voted on.

At the last meeting, the document came back to UFC with numerous changes that were labeled compromise. Those changes were significantly at odds with the realities at the regional campuses. In addition, an entire section had been added at the behest of the President. The faculty councils IU Southwest and IU South Bend passed resolutions condemning the proposed policy. Our Faculty Affairs Committee also reviewed the policy and expressed similar reservations.

Additional item for discussion at the meeting was Student Code of Rights, Responsibilities and Conduct. It was proposed to include the word “gender identity” along with “gender, sex and sexual orientation” in the list of protected classes.

### III. Standing Committees

#### Nominating Committee – Denise Bullock

##### Elections:

**Nominating Committee:** Continuing members are Neil Sabine (NSM, '10), LaDonna Dulemba (NURS, '10). Members were instructed to vote for one.

**Promotion and Tenure Committee:** Continuing members are Jerry Wilde (Associate Professor, EDUC, '10), Neil Sabine (Co-Chair, Associate Professor, NSM '10), Kumara Jayasuriya (Associate Professor, NSM '10). Members were instructed to vote for three with one of the choices to be for a Full Professor.

**Lecturer and Long Term Contract Review Committee:** Continuing members are Michelle Curry (Chair, Sr. Lecturer, NURS, '10), Rob Tolley, (Sr. Lecturer, HSS, '10) and Jerald Wilde (EDUC, '10). Members were instructed to vote for three with at least one of those selected holding rank as senior lecturer. The Committee must contain representatives from at least three different Schools of Indiana University East.

##### Elections by nominations:

**Admissions and Academic Affairs Committee:** Continuing members are Michelle Curry (Chair, NURS '10); Kathleen Felton (HSS '10); Pamela Whitt (EDUC '10). *Proposed new members* – Kimberly Greer (NSM); Huafan Ma (BUS); Walter Scott (NSM) and Cheryl Stolle (EDUC). There were no nominations from the floor. The motion to accept the committee as presented passed without opposition.

**Athletics Committee:** Continuing Members are Neil Sabine (Chair, NSM, '10); Sheila Armstead (Social Work, '10). *Proposed new members* – Marsha Jance (BUS) and Duane Lundy (HSS). There were no nominations from the floor. The motion to accept the committee as presented passed without opposition.

**Curriculum Committee:** Continuing members are Ron Bingaman (NSM, '10); Bob Ramsey (Chair, HSS, '10); and Teresa Henderson (HSS, '10). *Proposed new members* – Brenda Buckner (EDUC); Paul Kriese (HSS); Maureen Scane (EDUC) and Mort Seddighin (NSM). There were no nominations from the floor. The motion to accept the committee as presented passed without opposition.

**Faculty Affairs Committee:** Continuing members are Kumara Jayasuriya (NSM, '10); Marilyn Watkins (EDUC, '10). *Ex Officio:* Hitesh Kathuria (UFC Representative). *Proposed new members* – Denise Bullock (HSS); Kelly Dempsey (NURS); Markus Pomper (NSM) and TJ Rivard (HSS). There were no nominations from the floor. The motion to accept the committee as presented passed without opposition.

#### Athletics Committee – Neil Sabine

**Voting Item:** Resolution to add Men's and Women's Tennis (Cir. E90-09)

The motion to add Men's and Women's Tennis came moved by the Athletics Committee and was seconded by a member of Senate.

Discussion: None

The motion to add Men's and Women's Tennis as presented in (Cir E90-09) carried without opposition.

**AAA Committee – Michele Curry**

**Voting Items:**

**Amendment of Privacy of Student Records Policy (Cir E88-09)**

The Amendment as presented in (Cir E88-09) came moved and seconded by the AAA committee.

**Discussion:** None

The Privacy of Student Records Policy as presented in (Cir E88-09) was approved without opposition.

**Amendment of Standards of Student Conduct Policy (Cir. E89-09)**

The Amendment as presented in (Cir. E89-09) came moved and seconded by the AAA committee.

**Discussion:** None

The Standards of Student Conduct Policy as presented in (Cir. E89-09) was approved without opposition.

**Amendment to Pass/Fail Policy (Cir. E91-09)**

Amendment to Pass/Fail Policy as presented in (Cir. E91-09) came moved and seconded by AAA committee.

**Discussion:** The grade of 'S' does not count in their GPA but the grade of 'F' does count towards a student's GPA. 'D-' is the lowest passing grade, this can only be changed if a course states that you must have a 'C' to pass that particular course.

The Amendment to Pass/Fail Policy as presented in (Cir. E91-09) was approved without opposition.

**Resolution to Replace Academic Standards Policy (Cir. E92-09)**

The Resolution to Replace Academic Standards Policy as presented in (Cir. E92-09) came moved and seconded by the AAA committee.

**Discussion:** None

The Resolution to Replace Academic Standards Policy as presented in (Cir. E92-09) passed without opposition.

Related Documents: Existing Academic Standards Policy (Cir. E92a-09)

Proposed new Academic Standards Policy (Cir. E92b-09)

**Budgetary Affairs Committee – Cathy Ludlum Foos**

**Voting Item:**

Resolution to Rescind Obsolete Policies (Cir. E93-09)

Related Document: Text of referenced policies (Cir. E93a-09)

The Resolution to Rescind Obsolete Policies as presented in (Cir. E93-09) came moved and seconded by the BAC.

**Discussion:** The old salary floor policy is less than what we currently offer for salaries. Budgetary Affairs in general and salary decisions in particular are purview of the Administration. Faculty can only make recommendations. According to IU policy, Merit should be the primary factor in determining faculty raises.

The Resolution to Rescind Obsolete Policies as presented in (Cir. E93-09) was approved without opposition.

#### **Curriculum Committee – Bob Ramsey**

**Information Items:** MCI Course Activations

SPAN-S230 Cervante's Don Quixote in Translation (Cir. E94-09)

SPAN-S241 Golden Age Literature in Translation (Cir. E95-09)

**Discussion:** These courses can be counted as language or culture requirements for specific schools.

**Information Item:** 27 Music courses, listed separately, (Cir. E96-09 through E122-09)

**Discussion:** These will be offered over the course of the next two years.

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

Budget – the IUE budget is doing great, over 2.3 million in reserve, the money we have in reserve is in cash. We do not hire on cash, we don't have a program on cash so it is the base part that is important to us. The State came out with its revenue for March and it is about 10% below what was projected and about 15% below what was received by this time last year. Last year they asked that IU give back 1% and they may ask that again this year. The Senate committee is looking at our budget currently. Purdue has announced that they are not giving raises this year. IU has not made a decision. I would like to have raises as a priority #1 if at all possible. We have to wait for IU to make a decision regarding raises.

Installation of the new chancellor: we are preparing procedures for the installation of the chancellor. I have decided to let the traditional installation procedure go and this year we are going to challenge the community to come together and celebrate a new beginning at IUE. My wish is that we will receive support in 7 digit figures. We need to articulate our plans and we are in the process of doing just that. This is a great opportunity for us to go out into the community and help them realize what contributions this campus is making. This celebration will take place in June. We will be celebrating their contributions.

Campus Campaign: the money will be going to 40 different accounts. We would like to have 100% participation. The sculpture garden will not be in one designated place but it will be all over campus. We want to see art all around us. The chancellor will give \$10.00 for every donation made by employees.

#### **Academic Affairs Report – Executive Vice Chancellor Larry Richards**

Thank you to the Faculty Salary Equity and Policy Review Committee for all their hard work.

Please do not give out "Incompletes" if the student has not asked for it. It affects Financial Aid and the students don't realize it.

**V. Old Business**

None

**VI. New Business**

The Registrar's Office/Student Records is currently understaffed so please be patient with them.

The meeting adjourned at 11:51am.

**New Course Request**                      **Indiana University**                      East                      Campus

Check Appropriate Boxes: Undergraduate credit                       Graduate credit                       Professional credit

1. School/Division NATURAL SCIENCE & MATHEMATICS                      2. Academic Subject Code BIOL  
3. Course Number L-191 (must be cleared with University Enrollment Services)                      4. Instructor PROF. JOAN E. LAFUZE  
5. Course Title BIOLOGY OF MENTAL ILLNESS

Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): FALL 2009

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: IN THIS COURSE STUDENTS WILL LEARN ABOUT STRUCTURE AND FUNCTION OF BRAIN AND NERVOUS SYSTEM; ABOUT SIX MENTAL ILLNESSES WITH THEIR BIOLOGICAL SYMPTOMS, RECOVERY AND RESTORATION OF HEALTH; AND HOW THE STUDY OF BIOLOGICAL BASIS OF MENTAL ILLNESS CHANGES COMMUNITY BEHAVIOR. NO PREREQUISITES REQUIRED.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at ZERO or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 50 of which \_\_\_\_\_ percent are expected to be graduate students.

14. Frequency of scheduling: ONCE/YEAR Will this course be required for majors? NO

15. Justification for new course: SEE ATTACHED

16. Are the necessary reading materials currently available in the appropriate library? YES, ALSO PROVIDED ONLINE

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:	Approved by:
_____ Date _____	_____ Date _____
Date Department Chairman/Division Director	Dean
_____ Date _____	_____ Date _____
Dean of Graduate School (when required)	Chancellor/Vice-President
	_____ Date _____
	University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White



**15. Justification of new course-**

- a) These topics are not included in any course currently being offered at IU East
- b) Required component for upcoming BS in Human Biology degree.
- c) Expansion in offerings for BS Biology in School of Natural Science and Mathematics.

**18. Does this course overlap with existing courses?**

No overlap with courses currently offered at IU East

## Indiana University East Course Outline of Record

### Biology of Mental Illness BIOL-L 191

**Instructor:** Professor Joan E. Lafuze

**Office:** WZ271

**Phone:** 765-973-8246

**E-mail:** [jlafuze@indiana.edu](mailto:jlafuze@indiana.edu)

In this 3 credit hour course students will:

1. Learn about the scientific method and a number of basic biological concepts from such areas of biology as animal cell anatomy and physiology, embryology and genetics, relevant chemistry, the neuromuscular system, endocrinology and the brain.
2. Learn to relate the: a) structure to the function of the brain; b) structure to the function of the nervous system; c) structure to the function of the endocrine glands and d) symptoms of six mental illnesses with biological symptoms.
3. Become intuitive about relating behaviors associated with mental illness to the appropriate biological bases.
4. Learn how clinicians (social workers, nurses, psychologists and psychiatrists) work as team members with the person who is ill and her or his family toward the goal of recovery from serious mental illness and the restoration of wholeness (health).
5. Gain an appreciation of how the understanding of the biological basis of mental illness is changing the way that the larger community (criminal justice and law enforcement systems, schools, religious organizations, and health centers) reacts to and interacts with persons who have mental illnesses.

#### **Texts-**

Case Analysis for Abnormal Psychology: Looking Beyond the Symptoms, Osborne, Lafuze and Perkins;

My Stroke of Insight: A Brain Scientist's Personal Journey, Taylor;

Out of Darkness- The Journey to Hope Van Dusen; and

I am Not Sick, I Don't Need Help, Amador.

- These texts are available on line, at the Indiana University East Campus Bookstore and juried (peer reviewed) journals.
- Another required text *Brainfacts* is available as a pdf file that can be accessed in the course.

### **Brief description-**

Biology of Mental Illness may be offered as an online course or as a traditional lecture course. During the semester students will meet AT LEAST one biologist, one psychologist, one registered nurse, one psychiatrist, one social worker, one primary consumer of services (a person who has a diagnosis of one of the mental illnesses we discuss) and one family member. These guests will share their expertise from a number of different perspectives, and you will need to gain Information from each and synthesize that information into an understanding that is uniquely yours.

### **Units-**

Week 1: Introduction

Week 2: Overview: Biology and the Integration Service Disciplines

Week 3: The Basics of Science and the Scientific Method

Week 4: A Look at Medical Terminology and the Physical Basis of Mental Illnesses; Suicide

Week 5: Cells and How they Work (and Play); Anasognosia; Introduction to Schizophrenia

Week 6: The Nerve Cell Structure and Function and the Brain; Schizophrenia

Week 7: The Muscle Cell Structure and Function/Mood Disorders

Week 8: Neuromuscular Interactions/Mood Disorders

Week 9: The neuroendocrine System/Anxiety Disorders

Week 10: Anxiety Disorders

Week 11: Personality Disorders

Week 12: Addictions and Dual Diagnosis

Week 13: Children and Adolescent Disorders

Week 14: Special Topics

### **Grading-**

There are fourteen (14) Modules/Units. Activities within a Unit have varying point values that add up to a course total of 1000 points. At the end of each assignment the student will receive a stated number of points. Students will earn these points by following the instructions in the assignment. A student will receive full credit if they complete the assignment as stated in the assignment on or before the due date.

## **Learning Objectives-**

1. Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.
2. Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.
3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading writing, speaking and technology.
4. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity.
5. Educated persons should develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems.
6. Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

In this course we will address learning objective 4.

4. In this course students are presented information about mental illnesses from the perspectives of psychiatrists, nurses, psychologists, social workers, family members and those who have diagnoses themselves. They also hear presentations from representatives from the criminal justice system and when possible representatives from the religious community. It is the responsibility of the student to receive information from these different perspectives, process that information in order to develop her/his own understanding of the illnesses and the persons who are affected by them.

**New Course Request**                      **Indiana University**                      EAST Campus

Check Appropriate Boxes: Undergraduate credit                       Graduate credit                       Professional credit

1. School/Division NATURAL SCIENCE & MATHEMATICS                      2. Academic Subject Code BIOL

3. Course Number L-393 (must be cleared with University Enrollment Services)                      4. Instructor Dr. HITESH KATHURIA

5. Course Title HORMONES AND HUMAN HEALTH I

Recommended Abbreviation (Optional) \_\_\_\_\_  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): SPRING 2010

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: STUDY THE CAUSE, EFFECT AND MANAGEMENT OF SELECT DISEASES AND HEALTH CONDITIONS RELATED TO HUMAN HORMONES. TOPICS INCLUDED ARE DIABETES, DISEASES OF HUMAN ENDOCRINE SYSTEM, FEMALE UROGENITAL DISEASES, HORMONAL EFFECTS IN NEWBORN, PREGNANCY & CONTRACEPTION, BLOOD PRESSURE. P: BIOL-L107

11. Lecture Contact Hours: Fixed at 3 HOURS or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at ZERO or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 50 of which \_\_\_\_\_ percent are expected to be graduate students.

14. Frequency of scheduling: ONCE / YEAR Will this course be required for majors? YES-BS BIOCHEM.

15. Justification for new course: SEE ATTACHED

16. Are the necessary reading materials currently available in the appropriate library? NO; BUT AVAILABLE ONLINE

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:	Approved by:
_____ Date _____	_____ Date _____
Date Department Chairman/Division Director	Dean
_____ Date _____	_____ Date _____
Dean of Graduate School (when required)	Chancellor/Vice-President
	_____ Date _____
	University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724                      University Enrollment Services Final-White; Chancellor/Vice-President-Blue; School/Division-Yellow; Department/Division-Pink, University Enrollment Services Advance--White



**Continuation of New Course Request Form for BIOL-L393**

**10. Course Description- (50 words)**

Study the cause, effect and management of some common diseases and health conditions related to human hormones. Several included topics are diabetes, diseases of human endocrine system, female urogenital diseases, hormonal effects in newborn, menopause, pregnancy and contraception. Also included are diseases like Alzheimer's, breast cancer and blood pressure. Prerequisites – BIOL-L-107.

**15. Justification of new course-**

- a) These topics are not included in any course currently being offered at IU East
- b) Required component for upcoming BS in Biochemistry degree.
- c) Expansion in offerings for BS Biology in School of Natural Science and Mathematics.

**18. Does this course overlap with existing courses?**

No overlap with courses currently offered at IU East.

## Indiana University East Course Outline of Record

### Hormones and Human Health I BIOL-L-393

**Instructor:** Dr. Hitesh Kathuria  
**Office:** WZ254  
**Phone:** 765-973-8247  
**E-mail:** [hikathur@indiana.edu](mailto:hikathur@indiana.edu)

**Instructor:** Professor Joan E. Lafuze  
**Office:** WZ271  
**Phone:** 765-973-8246  
**E-mail:** [jlafuze@indiana.edu](mailto:jlafuze@indiana.edu)

- Hormones and Human Health I may be taught either as a traditional lecture or an online course and will be offered every fall semester. BIOL-L-107 is a prerequisite for this course and no books are required.
- The course is designed to address gender studies as well. Approximately 40 % of the course is related to gender specific diseases. The selection of the diseases to be covered in this course is based on how hormones affect human health. Some other common diseases have also been included that can be found in newborns, teenagers and senior citizens. The purpose is to increase scientific awareness about common diseases that affect people of different age groups and genders.
- In this course we will attempt to broadly cover the following topics -
  1. Introduction to the endocrine system
  2. Diseases of the human endocrine system
  3. Female urogenital diseases
  4. Menopause and PMS
  5. Hormonal effects in newborn
  6. Pregnancy and contraception
  7. Blood pressure
  8. Diabetes
  9. ADHD
  10. AIDS
  11. Alzheimer's disease
  12. Breast cancer
  13. Acne

#### **Outline of activities:**

- 1.** Hormones and Human Health I may be taught as an **online course** or as a traditional lecture class.
- 2.** In an online class **lecture slides are posted online** every Friday on Oncourse as Power point or Adobe presenter files.
- 3.** **Links to important websites and videos** are being provided as well. This addresses the needs of visual and auditory learners.
- 4.** Most of the slides have a recorded narration in an attempt to simulate class room conditions.
- 5.** Additionally, some topics will also have a **podcast**.
- 6.** All students have to participate in a **forum section**. This is an interactive way in which students can ask questions and discuss points with each other as well as with the instructor.
- 7.** Each week students will be required to attempt a **quiz** for 10 points each. There will be **two exams** worth 100 points each during the semester. The exam will be on Oncourse and students can attempt the exam only once. Once opened the exam shall expire and auto submit after the allotted time and cannot be retaken.

Midterm Exam – Week 7 of the semester –	100 points
Final Exam – Week 14 of the semester –	100 points
Weekly quizzes – 10 points for each quiz -	130 points
Forum participation – 10 points for each week-	130 points
Total score will be out of -	<b>460 points</b>

### **Learning Objectives-**

- 7.** Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression. Hormones and Human Health I is a biology course that educates the student about various diseases and conditions affecting the human body. It satisfies the natural science criteria.
- 8.** Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development. The hormones and human health I course is focused only on the human diseases and its related aspects thus provide the students depth in a specific area – human health.

9. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails the successful sharing through a wide variety of techniques, including reading, writing, speaking and technology. Since this is a 100 % online class students learn how to use technology effectively and in a paper free environment. The forum section gives them ample opportunities to hone their writing skills and be able to communicate effectively in a distance education class environment.
10. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation and creativity. In this course students have to answer forum questions, discuss and review case studies which helps them develop their critical thinking skills, do online research and find answers to problems independently.
11. Educated persons should develop the skills to understand, accept and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities and value systems. This course fulfills this learning objective as several students have different beliefs and values especially in relation to topics like pregnancy and contraception, ADHD, menopause and PMS. They get to learn from others experiences and how an individual's beliefs and diverse cultural backgrounds affect their perception related to such diseases and conditions.

**INDIANA UNIVERSITY**  
**Request for a New Academic Program**

**Campus:** East

**Proposed Type (minor, certificate, etc.)**

**Title of Program:** Minor in Biophysics

**Proposed Date of Implementation:** Fall Semester, 2009.

**I. Why is the program needed? (Rationale)**

- Combines cross-disciplinary courses to support growing academic interest in biophysics.
- Complements existing BS degrees in Biology and Biotechnology.
- Opportunity to incorporate a biophysics option specialization into other major programs.
- Would be an asset to students interested in graduate programs in biophysics (e.g. IUPUI, IUB)
- Would provide initial platform for possible later creation of BS biophysics program at IUE.
- Would facilitate transfer into undergraduate programs in biophysics for interested students.

**II. List major topics or curriculum of the program.**

- The minor encompasses 24 credit hours:
  - 15 credit hours in biology electives at the 200 or higher level.
  - Modern Physics Theory (P 300 or P301): Relativity, atomic physics, atomic absorption spectrometry (AAS), X-Rays, properties of electrons ( $e$  &  $e/m$ ), electron diffraction (SEM), electron spin resonance (ESR), nuclear magnetic resonance (NMR/MRI), pair-production (PET), radiation processes ( $\alpha$ -particles,  $\beta$ -particles,  $\gamma$ -rays), semiconductors (PN Junction). (3 credit-hours)
  - Modern Physics Laboratory (P 309): Relativity, properties of the electron, em-field interaction with electrons, atomic absorption and discharge spectrometry, electron diffraction, laser interferometry, NMR/ESR, quantum dot tagging, semiconductor devices, radiation. (3 credit-hours)

- Cell Biology (Biology L315): Organization of cells, enzyme function, cell environment, cellular communication, membrane structure and function, cell metabolism, cell functions. (3 credit-hours)

### **III. List the major student outcomes (or set of performance-based standards) for the proposed program.**

The Student Learning Outcomes are the same as those for the other science programs and degrees, Students graduating with a Minor in Biophysics should be able to:

1. Demonstrate knowledge and ability to integrate form, function, and organization within and across the disciplines of biological and physical science investigation.
2. Describe basic principles of biology and physics, apply these to experimental outcomes, and examine biophysical phenomena through observation and logical and critical thinking.
3. Apply key concepts, practices, and materials required for hypothesis-based, scientific research in the biological and physical sciences.
4. Demonstrate the ability to locate, evaluate, and use information effectively to develop scientific ideas and concepts and prepare oral and written scientific communication. (In accordance with the *Information Literacy Competency Standards for Higher Education*. American Library Association. 2006 <http://www.ala.org/acrl/ilcomstan.html> )
5. Evaluate the ethical and social implications of biology and physics on humans and the environment, and personally demonstrate adherence to accepted standards of professional and ethical behavior.

**IV. Explain how student outcomes will be assessed (course-embedded assessment, graduate follow-up, employer survey, standardized tests, etc.).** The assessment plan for other School of Natural Science and Mathematics minor programs will be followed, and may consist of course-embedded assessment questions and problems in examinations, as well as writing and laboratory assignments. Students will be encouraged to voluntarily maintain records of principal course work (papers, projects, and laboratory journals), for personal or professional use, completed in core and elective courses composing the biophysics minor program. Students will also be encouraged to voluntarily maintain records or evidence of all relevant research and presentations for personal or professional use.

**V. Describe the student population to be served.** The biophysics minor program will meet the needs of students who are interested in the areas where physics and biology overlap. Currently students with an interest in biophysics must choose a degree in either biology or biotechnology, taking only required lower division courses in physics, and optional upper division courses in physics. Those degrees include specific biology courses which may not be relevant to the field of biophysics. Both degree seeking and transfer students in biology, biotechnology, biophysics, physics and mathematics, as well as in the health sciences, will be serviced by the minor program in biophysics. Prospective transfer or graduate students in these areas will receive an introduction

to the cross-disciplinary study of biophysics.

**VI. How does the program complement the campus or department mission?** This minor program complements the other science degrees of the School of Natural Science and Mathematics by using existing courses and combining them in different ways. A biophysics concentration will attract additional students and increase enrollment in existing courses and degree programs. Creating a minor in biophysics is currently listed as an NSM objective.

**VII. Describe the relationship to existing programs within Indiana University.**

Students seeking BS degrees in biology and biotechnology will be able to add a minor in biophysics by taking just two additional courses; Physics P 300 (3 cr.) or Physics P 301 (3 cr.), and Physics P 309 (2 cr.). Other students who complete the necessary pre-requisite courses and 3 who take additional credit hours at the 200 level in biology or biotechnology may also qualify for the minor, or be interested in pursuing a minor in biophysics at IUE. The minor would also serve to help prepare interested students for advanced degree programs in biophysics offered at other IU campuses, such as those at IUB and IUPUI. This minor has been modeled after the Biochemistry Minor offered through the Potts School of Science and Engineering at the University of Southern Indiana and the Minor in Biochemistry offered at IUSB.

**VIII. List and indicate the resources required to implement the proposed program.**

**Indicate sources, e.g. reallocation or any new resources such as personnel, library holdings, equipment, etc.**

None. (Courses, laboratories and materials are already in place.)

P 300 and P301 are currently offered together as a combined independent study hybrid Fall semester course, which is planned to also be offered online (student option) in Fall of '09.

P 309 is currently offered as a Fall semester one four-hour (1x4) laboratory meeting per week, or a two two-hour (2x2) split, (student option), directed weekly traditional laboratory course.

(Pending sufficient enrollment, these courses will become regularly offered Fall term courses.)

**IX. Describe any innovative features of the program (e.g. involvement with local or regional agencies, offices, etc., cooperative efforts with other institutions, etc.).**

Program is currently designed to offer students interested in biophysics, or pursuing other degree programs in natural science and mathematics, or health science fields at IUE with focus on biophysics as a minor option. Students interested in transfer or graduate programs in biophysics will receive a start toward preparing and qualifying for, or completing, those programs at other institutions (eg. IUB or IUPUI)

Physics P 300 and P301 are currently offered as a combined hybrid course, but will be offered online, as an option for the student, as part of the distributed learning curriculum. The minor also combines existing and cross-disciplinary courses in an integrated and complementary manner to support growing interest in biophysics.

**Indiana University East**  
**School of Natural Science and Mathematics**  
**New HFA and BSS Distribution Requirements for BS in Biology and BS in**  
**Biotechnology**

The School of Natural Science and Mathematics is adjusting the requirements of the BS in Biology and BS in Biotechnology as follows:

Current Requirements	New requirements
Humanities & Fine Arts: 12 credits. Must include courses from at least 2 different disciplines.	Humanities & Fine Arts: 9 credits. Must include courses from at least 2 different disciplines. One studio course may be included.
Behavioral & Social Sciences: 12 credits. Must include courses from at least 2 different disciplines.	Behavioral & Social Sciences: 9 credits. Must include courses from at least 2 different disciplines.

Rationale: Because so many IU East students need to take as many as 3 math classes prior to the calculus course required for the degree there are few, if any, actual electives in these two programs. Reducing the number of HFA and BSS distribution courses by one each will allow students an opportunity for 2 “real” electives. This change will increase flexibility for students wishing to take a minor in something other than chemistry and still meet the campus general education requirements.

Indiana University East  
Faculty Senate 2008/09  
Admissions and Academic Affairs Committee

Resolution

RESOLVED that the Faculty Senate rescind the policy titled “Drop, Add, Change of Section” as it appears in the Academic Handbook of 1995 (see Cir. E133a-09) and replace it with the “Add, Drop and Change of Section Policy” (see Cir. E133b-09)

**Drop, Add, Change of Section Policy**

In order to alter an original class schedule (withdrawal or change of section), the procedures outlined below must be followed. A student who does not follow these steps risks receiving an F in the course.

Drops and Adds may be made the first week of class without the instructor's signature. During this period, a 100 percent refund will be permitted. After the second class meeting, the instructor's signature will be required to add a course. The refund policy is listed in the Schedule of Classes. Refunds are based upon the date of the official withdrawal application as stated below:

Refund Schedule

Tuition and course related fees are refundable upon proper withdrawal from coursework. Refunds are based on the following schedules:

Courses scheduled 9-16 weeks in length:

For withdrawal during:	Refund %	Forfeit %
1st Week of Classes	100%	0%
2nd Week of Classes	75%	25%
3rd Week of Classes	50%	50%
4th Week of Classes	25%	75%
5th Week of Classes	0%	100%

Courses scheduled 5-8 weeks in length:

For withdrawal during:	Refund %	Forfeit %
1st Week of Classes	100%	0%
2nd Week of Classes	50%	50%
3rd Week of Classes	0%	100%

To be eligible for a refund, students must complete the appropriate forms and submit them to the Records Office at the time of withdrawal.

A Refund Appeal Committee is in place and if a student wishes to appeal the amount of refund received, he/she may pick up the appeal guidelines from the Bursar Office.

Students may withdraw from classes during the automatic withdrawal period with the approval of (in order of preference) the instructor, the divisional chairperson, or their advisor.

Withdrawals after the automatic withdrawal period must be approved by the instructor and the chairperson. Instructors will be notified of all withdrawals and notation of all transactions will be printed on the Final Grade Roster. Complete withdrawal from the University requires the withdrawal procedure for each class. The mere fact the student ceases to attend class does not initiate a withdrawal for the student.

#### Late Program Change Fee (Mandatory and Non Refundable)

A twelve dollar (\$12) late program fee is assessed in addition to credit hour fees to all students who alter their class schedule (add, even exchange, but not just drop) after the first week of classes. Note: AFTER THE REFUND PERIOD, THERE IS NO REFUND GIVEN FOR A DROPPED COURSE EVEN IF YOU ARE ADDING A COURSE OF EQUAL VALUE OR GREATER VALUE AT THE SAME TIME. YOU MUST PAY FULL FEES FOR THE ADDED COURSE PLUS THE TEN DOLLAR (\$10) LATE PROGRAM FEE. Section changes and audit/credit transactions will continue to be treated as exchanges upon payment of the late program change fee.

Passed: Faculty Senate Handbook 12/95

## **Drop, Add, and Change of Section Policy**

In order to alter an original registered/enrolled class schedule (withdrawal or change of section), the procedure must be followed properly with the proper forms completed. A student who does not fill out the necessary forms will be regarded as absent from class and receive an F for the class. It is advised that students contact their advisors before dropping/changing classes from their original enrolled class schedules.

Drops and Adds may be made the first week of class without the instructor's signature. During this period, a 100 percent refund will be permitted. After the second class meeting, the instructor's signature will be required to add a course. The refund policy is listed in the Schedule of Classes on the Office of the Registrar's website.

To be eligible for a refund, students must complete the appropriate forms and submit them to the Records Office at the time of withdrawal.

A Refund Appeal Committee is in place and if a student wishes to appeal the amount of refund received, he/she may pick up the appeal guidelines from the Bursar Office.

Students may withdraw from classes during the automatic withdrawal period with the approval of (in order of preference) the instructor, the Dean of School, or their advisor.

Withdrawals after the automatic withdrawal period must be approved by the instructor and the Dean of the School. Instructors will be notified of all withdrawals and notation of all transactions will be printed on the Final Grade Roster.

Students wishing to withdraw from all of their classes will complete the Total Withdrawal Form.

The mere fact the student ceases to attend class does not initiate a withdrawal for the student.

Passed: Faculty Senate Handbook 12/95  
Revised Admissions and Academic Affairs Committee 4-14-2009

Indiana University East  
Faculty Senate 2008/09  
Admissions and Academic Affairs Committee

Resolution

RESOLVED that the Faculty Senate merge the existing “Pass/Fail Policy” (April 7, 2009) into the existing “Grades and Grading Policy” (Academic Handbook, 12/95), thus creating one single policy, as printed on Cir. E134a-09.

## **Indiana University East Faculty Senate 2008/09**

### **Grades and Grading Policies**

#### **1. Grades of Incomplete**

Incompletes. The grade of "I" (Incomplete) may be given to a student whose work in a course is satisfactory except that some terminal aspect of the course requirements has not been completed. The grade of "I" will only be given if the instructor has sufficient reason to believe that failure to complete the requirements of the course was beyond the student's control and that it would be unjust to hold the student to the time limits normally fixed for completion of the required work.

By assigning an Incomplete, an instructor implicitly authorizes and requires the "I" to be automatically changed to an "F" at the end of the appropriate time period, if that instructor does not otherwise act to remove or extend the "I". Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade.

A student may not enroll in a course in which he has a grade of Incomplete.

Generally, the time allowed for the removal of an Incomplete is one calendar year from the date of its recording.

#### **2. Grade Changes**

Once a final grade report has been received by the Records Office, no grade (except that of Incomplete) contained thereon may be changed except by approval of the instructor, chairperson of the division in which the course has been offered, and the Vice Chancellor for Academic Affairs. The nature of the reason for the error must be made clear on the request for the Change of Grade form provided by the Records Office.

Definite and concise explanation must be given with the specific recommendation. On completion of the Request for Change of Grade form, the instructor should submit the form to the division chairperson and to the Vice Chancellor for Academic Affairs. When approved the request should be forwarded to the Records Office. If the faculty member appeals the decision of the Vice Chancellor for Academic Affairs, the appeal will go before the Admissions and Academic Affairs Committee. The Committee's decision will be forwarded to the Records Office. The student will be notified after the change has been processed. Extreme care should be exercised in calculating and recording grades. If a grade change is requested on the grounds of miscalculation, the division chairperson may request that all grades be re-calculated and evidence submitted that it has been done. Please appreciate that this strictness is to protect the instructor from disgruntled students and parents.

#### **3. Midterm Class Reports**

Near mid-semester, members of the faculty receive in the mail "pink sheets" on which are listed the

names of all students in their various classes. Instructors make corrections on the report and return it to the Office of the Registrar, which researches discrepancies, makes changes, and notifies students of possible problems, so that final grade sheets at the end of the academic session are correct.

#### **4. Final Grade Reports**

At the end of the semester faculty members are given final grade report sheets in which they are to enter the grades discussed below. One of the following grades should be given to all credit students: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W- withdrawal passing (official withdrawal), I-incomplete. The S-F grades (satisfactory-unsatisfactory) are reserved for designated classes on campus. Auditing students should not be given a grade on the official grade reports. Final grade reports for all students are mailed directly to the students by the Records Office. A grade given to a student who is taking the course on a Pass/Fail option will be converted to a "P" or "F" by the Records Office. If the grade of "I" is given, an additional form "Incomplete Grade Report Sheet" must accompany the final grade roster when returned to the Records Office.

In Learning Skills Development courses the "I" will be awarded to those students who have completed the course requirements but have not reached the desired level.

#### **ACADEMIC POLICY ON COURSE WITHDRAWALS [EFS 4/6/93]**

A grade of W is given automatically to student who makes formal application for withdrawal during the first nine weeks [EFS 10/4/94] of a regular semester, the first three weeks of a seven week module or a six week summer session, or the first five weeks of a ten week summer session. For offerings other than these standard time intervals, the midpoint of the course shall constitute the deadline for withdrawal. Official forms for this purpose are available in the Student Records Office. Withdrawals are not normally considered during the last seven weeks of a semester, the last four weeks of a seven week module, the last three weeks of a six week summer session, the last five weeks of a ten week summer session or the last half of a nonstandard interval course offering. The instructor will submit a letter grade for each student enrolled in a class after the withdrawal period expires. Failure to continue class attendance does not constitute withdrawal and will result in a grade of F in the course. Withdrawals after the deadline require the signature of the faculty member and the division chairperson/dean of the division in which the course resides.

Application for withdrawal cannot be considered until all fees have been paid.

#### **5. Revalidation of Courses**

[EFS 4/27/84] Revalidation is the procedure by which previously taken courses are reviewed and judged currently valid in order for credit to be applied at Indiana University East. Revalidation of courses, including the setting of time limits, the development of criteria of evaluation, the decisions applied and all other related matters, is a faculty matter. The faculties of the academic divisions or similar units may collectively devise revalidation policies relevant to their disciplines. If such policies are lacking, the presumption is that revalidation is the prerogative of the faculty in the discipline of which the course is representative. This statement shall be taken as policy for the faculty as a whole.

## **6. Academic Honors** Indiana University Policy (UFC 4/26/83)

1. To graduate with academic distinction, baccalaureate and associate degree candidates must rank within the highest 10% of the graduating class of their respective degree-granting units. Additionally, baccalaureate degree candidates must have completed a minimum of 60 hours at Indiana University. Associate degree candidates must have completed at least half of the hours required for their degree at Indiana University.
2. The determination of students eligible for graduation with academic distinction will be done by degree-granting units so that students will be ranked with classmates who receive the same type of degrees.
3. Each degree-granting unit shall determine the appropriate GPA requirements for the three levels of recognition: distinction, high distinction, and highest distinction.
4. In the application of this policy, questions about ties and fractions shall be decided by the degree-granting unit. To go beyond the 10% restriction in the event of a tie should not be construed as a violation of this policy.
5. This policy shall apply to students first matriculating at Indiana University in the fall semester of 1983-84 and thereafter. Those who matriculated prior to that time shall be eligible for degrees with academic distinction under the guidelines which prevailed at the time of their matriculation in the degree-granting unit in question. (UFC 11/27/84)
6. The standards recommended here are minimum standards, and any degree-granting unit may adopt standards that are in excess of these.

### Indiana University East Standards [EFS 1/21/77]

(For matriculants prior to Fall 1983) The following criteria are used for awarding academic honors to graduating students: Graduation with Distinction for students with grade point averages between 3.50 and 3.74; Graduation with High Distinction for students with grade point averages between 3.75 and 4.00. These criteria will be applied to course work done up to the semester prior to commencement, in order to facilitate computation and the printing of commencement programs.

[EFS 4/24/87] (For matriculants beginning Fall 1983) For the purpose of determining students eligible for graduation with distinction in those programs in which the degree is conferred by Indiana University East, the degree granting unit will be designated as Indiana University East. Currently these programs consist of the Associate of Arts in Liberal Studies, the Associate of Science in Business, the Associate of Science in Computer Science and the Associate of Science in Early Childhood Education. Graduating students in all programs in which the degree is conferred by Indiana University East will be pooled together into a single unit to be known as the graduating class of Indiana University East.

In compliance with the policy on distinction established by the University Faculty Council on

4/26/83 (effective for students matriculating at Indiana University in the fall semester of 1983-84 semester and thereafter), students eligible for distinction will be those students in the top ten percent (10%) of the graduating class at Indiana University East who have a cumulative G.P.A. of 3.7 and above.

The following criteria will be used for awarding academic honors to graduating students:

Graduation with Distinction — Grade Point Averages between 3.70 – 3.79

Graduation with High Distinction — Grade Point Averages between 3.80 – 3.89

Graduation with Highest Distinction — Grade Point Averages between 3.90 – 4.00

These criteria will be applied to all course work done up to and including the semester prior to commencement.

Designation of Indiana University East as the degree granting unit in this policy refers only to the determination of students eligible for graduation with distinction. Programs other than those in which the degree is conferred by Indiana University East may request that their students be included in the Indiana University East pool.

~~Implementation of this policy will be initiated with June 1987 graduates.~~

## **7. Pass/Fail Option**

The option that permits students to designate courses to be taken for either a Pass (P) or Fail (F) grade is available to all undergraduate students for a maximum of two elective courses. The course selected for P/F must be an elective; it may not be used to satisfy requirements for institutional or degree programs.

Students must file a P/F option request at the time of registration, and that status cannot be changed after the course has begun. Students should consult with the academic advisor and school dean prior to submitting the P/F option request. The school dean is responsible for determining the elective nature of the course and signing the request form. Once approved, the Pass/Fail Option request form is forwarded to the Office of the Registrar for processing.

Instructors will not be notified of those students registering for the P/F option. A final letter grade will be submitted by the instructor and any grade other than an F, FN, or FNN will be converted to S. A grade of S is not counted in computing grade point averages; however, a grade of F is included in that average.

Students taking courses on the IU East campus, but completing their degree program on another IU campus or on the Purdue University campus, should adhere to the P/F policy and transfer credit policy of that campus.

Passed: Faculty Senate Handbook 12/95

Revised : Admissions and Academic Affairs 4-29-2009

## **Indiana University East Faculty Senate 2008/09 Classroom Policies**

### **1. Attendance**

Indiana University has a no-class-cut system. Illness is usually the only acceptable excuse for absence from classes. Other absences must be explained to the satisfaction of the instructor who will decide whether or not omitted work may be made up.

### **2. Schedule of Classes**

The faculty members are expected to be available (~~on duty~~) from the date of the beginning of the appointment through commencement, with the exception of the usual vacation periods. Instructors are expected to hold classes upon the basis of the regular schedule of courses. The number of class meetings and the length of each class period have been set to meet University and accrediting standards. They should not be altered without prior clearance from the division chairperson and the Executive Vice Chancellor for Academic Affairs. A break not to exceed ten minutes may be provided between each class period. In case the instructor needs to change the location or time of the class meeting, he/she should complete a Room Change Request Form.

### **3. First Class Meeting**

It is Indiana University policy that all classes meet for the full scheduled time for the initial class period. It is expected that students will have purchased textbooks prior to that first class meeting.

4. Acceptance of a faculty appointment carries with it the responsibility of meeting every scheduled class. Occasionally, it may be necessary to miss classes because of illness or the need to be away on University business. In such cases the faculty member should:

- A. Notify the dean of school (~~divisional chairperson~~) who in turn informs the Executive Vice Chancellor for Academic Affairs and arranges for a qualified replacement instructor, if possible, so that the class will not have to be cancelled. The substitute should be supplied with material for presentation to the class. Secretarial personnel and students are not to be involved in matters that should be handled by instructional staff.
- B. Notify the dean of school (~~divisional chairperson~~), who in turn informs the Executive Vice Chancellor for Academic Affairs, if some emergency requires that the class be suddenly cancelled. He/she will notify the faculty secretaries, who will call students from out-of-town. This procedure should not be used capriciously, for it is both burdensome and expensive to implement. If a class meeting must be cancelled, the class session should be made up by a special meeting if possible or by the assignment of additional academic work.
- C. Classes are not to be cancelled in order to lengthen scheduled vacations.

Passed: Faculty Senate Handbook 12/95

Revised Admissions and Academic Affairs Committee 2-28-2009

**Indiana University East  
Faculty Senate 2008/09  
Faculty Affairs Committee**

**[The Faculty Affairs Committee proposes the following revision to the Bylaws to make current practice explicit in the policy, with membership on the Budgetary Affairs Committee lasting two years. Revisions are indicated by strikethroughs and boldface type within square brackets.]**

3. Budgetary Affairs Committee:

This shall be concerned with financial and budgetary matters. Each member shall represent a different School but shall not be Dean of that School. The Library shall be considered a School for the purposes of membership on this committee.

**[Membership will last for two years with continuity and rotation guaranteed by filling only the vacancies that exist at the start of each academic year.]** Prior to the end of the spring semester, each School **[with an anticipated vacancy]** shall select a School nominee for the ~~coming academic year.~~ **[next two academic years.]**

The name of that nominee shall be forwarded to the Nominating Committee for inclusion in the fall elections. In addition, the elected faculty representatives to the budget-related committees of the University Faculty Council may serve as ex-officio members of the Budgetary Affairs Committee. These members are not included in the calculations of any representational ratio or size limits relating to committee membership unless duly appointed to the Budgetary Affairs Committee by the Faculty Senate.

**Indiana University East  
Faculty Senate 2008/09  
Faculty Affairs Committee**

**Proposed Revisions to the IU East Promotion and Tenure Policy and Procedures  
(long version is 21 pages and includes passages that are not being revised)**

**First, the Faculty Affairs Committee proposes the following updates to the IU East  
Promotion and Tenure Policy:**

- Division Chairperson—change to Dean throughout document
- Vice Chancellor for Academic Affairs—change to Executive Vice Chancellor for Academic Affairs throughout document
- Division—change to School throughout document

**Second, FAC proposes the following revisions, which are indicated by strikethroughs and boldface type in square brackets. They address the recommendations of the IU East P & T Committee dated 4/10/07.**

*The following is from p. 5 of the current P & T Policy and Procedures, under A.5.c Role of the Division Chairperson:*

(5) The ~~Division Chairperson~~ **[Dean]** will read and evaluate the complete dossier including the recommendations of the external reviewers and the ~~Division~~ **[School]** Promotion and Tenure Committee**[, if applicable]**. The ~~Chairperson~~ **[Dean]** will add his/her written recommendation to the candidate's dossier and send a copy to the candidate. (The ~~Division Chairperson~~ **[Dean]** will not make a recommendation in his/her own case for promotion or tenure.) The ~~chairperson~~ **[Dean]** and/or supervisor will then forward the candidate's dossier to the campus P&T Committee with a letter of transmittal that describes the purpose of the candidacy, e.g., "candidate for tenure" and/or "candidate for promotion". **[In the event that a Dean has not supervised a candidate, for example the Dean or supervisor is new, the candidate may request that a senior faculty member or administrator familiar with the candidate's work write a recommendation to be included in the dossier prior to its submission to the Office of Academic Affairs. At the correct stage of the sequence of review of the dossier as explained in Section A.5.j of the IUE Promotion and Tenure Policy and Procedures, the Dean will write a recommendation. This letter will explain that he or she has not supervised the candidate, and explain how he or she has drawn conclusions from the materials presented in the dossier, including the recommendations in it.]** *[Explanation: the IU Academic Handbook*

*states, "Recommendations for advancement to tenured status are prepared by chairpersons or other appropriate administrative officers." If someone other than the Dean were to write the chairperson's recommendation, it could be argued that the case violates the intent of IU policy and procedures. The IU Academic Handbook also states, "It shall be the privilege of any faculty member to submit a recommendation for the promotion of any faculty member, including himself or herself." A senior faculty member or administrator may submit a recommendation for the candidate, though it would not replace the chairperson's recommendation. The IUE P & T policy states that the Dean will "read and evaluate the complete dossier." In the event that a Dean has not supervised a candidate, it is reasonable to expect that the Dean's letter will explain this fact, and explain how he or she has drawn conclusions from the complete dossier, including the recommendations. This will help to ensure thoroughness and fairness in such cases.]*

*The following is from p. 13 of the current P& T Policy and Procedures, under B.5, Evaluation of Teaching Activities:*

***b) Forms of evidence on the quality of Teaching:***

- (1) Every dossier will contain a narrative, which includes a philosophy of teaching, in which candidates relate specifics of their teaching to the criteria for judging the quality of teaching. To do this, candidates will describe in detail up to three courses that they feel best demonstrate the evaluation criteria. It is the responsibility of candidates to make explicit the connections between their teaching documentation as evidenced in the selected courses and the evaluation criteria. It will be most helpful if at least one of the selected courses provides evidence over multiple semesters. **[In the narrative, candidates present an argument that their teaching has met or exceeded the criteria for judging the quality of teaching. Supporting documents, including the annual service reports and supervisor's annual reviews, may be referred to in the narrative but do not by themselves constitute the candidate's argument.]**

*The following is from p. 17 of the current P & T Policy and Procedures, under B.6, Evaluation of Service Activities:*

***b) Forms of evidence on the quality of Service:***

- (1) Every dossier will contain a narrative in which candidates relate specifics of their service to the criteria for judging the quality of service. To do this, candidates will, within the context of their overall plans of service, describe in detail up to three service activities that they feel best demonstrate the evaluation criteria. It is the responsibility of candidates to make explicit the connections between their service documentation as evidenced in the selected activities and the evaluation criteria. **[In the narrative, candidates present an argument that their service has met or exceeded the criteria for judging the quality of service. Supporting documents, including the annual service reports and supervisor's annual reviews, may be referred to in the narrative but do not by themselves constitute the candidate's argument.]**

*The following is from p. 19 of the current P & T Policy and Procedures, under B.7, Evaluation of Research and Creative Work:*

***b) Forms of evidence on the quality of Research and Creative Work:***

- . . .
- (1) Every dossier will contain a narrative in which candidates relate specifics of their research and creative work to the criteria for judging the quality of such activities. To do this, candidates will describe in detail up to three products that they feel best demonstrate the evaluation criteria. It is the responsibility of candidates to make explicit the connections between their documentation as evidenced in the selected products and the evaluation criteria. Included as part of this narrative should be an outline of the candidate's research and creative work plan, including both an historical review as well as a look at future goals and work in progress. **[In the narrative, candidates present an argument that their research and creative work has met or exceeded the criteria for judging the quality of research and creative work. Supporting documents, including the annual service reports and supervisor's annual reviews, may be referred to in the narrative but do not by themselves constitute the candidate's argument.]**

*The following is from p. 20 of the current P & T Policy and Procedures under C, Promotion & Tenure Dossier Outline:*

C. Promotion & Tenure Dossier Outline \*

1. COMMENTS ABOUT DOSSIER ORGANIZATION **[AND SIZE]**

- a) No document should appear in more than one section of the dossier. Reference to the original entry should be made in subsequent sections.
- b) Candidates should avoid including in their dossiers any material that is unrelated to promotion, tenure, or reappointment.
- c) Tenure dossiers should present all post-terminal degree work; promotion dossiers should present only work done while the candidate has been in the present rank, either at Indiana University or elsewhere.

**[d) Dossiers should fit within a binder that is a maximum of four inches wide. Candidates may use two-sided printing. No supplemental binders will be accepted.]**

## **Indiana University East Faculty Senate 2008/09 Faculty Affairs Committee**

**[The Faculty Affairs Committee proposes revising Section 6, “Conflict of Interest,” in IUE’s “Academic Appointment: Responsibilities and Privileges” because conflict of interest, including the disclosure statement, is an all-IU policy and practice. The policy is in place and the disclosure statements are completed without needing a separate IUE policy. FAC proposes replacing the policy with a sentence referring readers to the IU Academic Handbook. The proposed revisions are indicated by strikethroughs and boldface type within square brackets.]**

### 6. Conflict of Interest

**[For information about Indiana University Conflict of Interest policies, please consult “Policy on Financial Conflicts of Interest in Research,” “Policy on Conflicts of Commitment Involving Outside Professional Activities” and “Outside Activities and Extra Compensation” in the Indiana University Academic Handbook.]**

~~When an employee of Indiana University East has outside interests or obligations to a private business or individual, every possible effort should be made to prevent a conflict of interest. Some possible examples of a conflict of interest are as follows:~~

- ~~a. Using University research for the benefit of private business without disclosing this activity to the University or its sponsoring agency;~~
- ~~b. Purchasing major equipment for University research from a private business that the employee has interest in without the disclosure of such interest;~~
- ~~c. Using privileged information for personal gain;~~
- ~~d. Accepting gratuities or special favors from private organizations that do business with the University.~~

#### ~~Conflict of Interest Disclosure Statement~~

~~The procedure for filing a disclosure statement which is recommended is as follows:~~

- ~~1. The employee should obtain from the office of the Chancellor or from the office of the Vice Chancellor for Academic Affairs on the particular campus a disclosure statement form (central administration employees may obtain such forms from the Treasurer of the University, as well.)~~
- ~~2. When filled out by the employee, the disclosure statement should be submitted to the office of the Chancellor or Vice-Chancellor for Academic Affairs of the campus (to the Treasurer for central administration).~~
- ~~3. The statement will be forwarded to the Secretary of the Board of Trustees, with comments if advisable (see below).~~
- ~~4. The Secretary will transmit such statements to the attention of the Personnel Committee.~~
- ~~5. The Personnel Committee of the Board will process disclosure statements and make recommendations to the Board of Trustees.~~
- ~~6. The Secretary of the Board of Trustees will transmit approved statements to the State Board of Accounts.~~
- ~~7. The Secretary of the Board of Trustees will notify the employee of the action taken with respect to the disclosure statement filed by the employee.~~

**Indiana University East  
Faculty Senate 2008/09  
Nominating Committee**

**Committee Roster for Academic Year 2009/10**

All terms end in May of the year indicated, unless otherwise stated.

**Athletics Committee**

Neil Sabine (NSM, '10)  
Sheila Armstead (Social Work, '10)  
Marsha Jance (BUSE, '11)  
Duane Lundy (HSS, '11)  
Mark Hester (Athletic Director, ex officio)  
Dennis Hicks (Registrar, ex officio)  
TBA (Student)  
TBA (Student)

**Admissions and Academic Affairs Committee**

Michelle Curry (Chair, NURS '10)  
Kathleen Felton (HSS '10)  
Pamela Whitt (EDUC '10)  
Kimberly Greer (NSM, '11)  
Huafan Ma (BUSE, '11)  
Walter Scott (NSM, '11)  
Cheryl Stolle (EDUC, '11)

**Curriculum Committee**

Bob Ramsey (Chair, HSS, 10),  
Ron Bingaman (NSM, 10),  
Teresa Henderson (HSS, 10)  
Brenda Buckner (EDUC, '11)  
Maureen Scane (EDU, '11)  
Paul Kriese (HSS, '11)  
Mort Seddighin (NSM, '11)

**Faculty Affairs Committee**

Kumara Jayasuriya (NSM, 10);  
Marilyn Watkins (EDUC, '10).  
Denise Bullock (HSS, '11);  
Kelly Dempsey (NURS, '11);  
Markus Pomper (NSM, '11);  
TJ Rivard (HSS, '11)  
Hitesh Kathuria (NSM, ex officio as UFC Representative).

**Nominating Committee**

LaDonna Dulemba (Chair, Nurs, '10)  
Neil Sabine (NSM, '10)  
Mattie Gabston (HSS, '11)

**Lecturer Long Term Contract Review Committee**

Michelle Curry (Sr. Lecturer, NURS, '10)  
Rob Tolley, (Sr. Lecturer, HSS, '10)  
Jerald Wilde (EDUC, '10)  
Sheila Armstead (Clinical Assistant Professor, SWK, '11),  
Mary Folkerth (Clinical Assistant Professor, NURS, '11),  
Margaret Thomas Evans (Chair, Senior Lecturer, HSS, '11)

**Promotion and Tenure Committee**

Neil Sabine (Chair, Associate Professor, NSM '10)  
Jerry Wilde (Educ, '10)  
Kumara Jayasuriya (Associate Professor, NSM '10)  
Cathy Ludlum Foos (Associate Professor, HSS, '11),  
Joanne Passet (Professor, HSS, '11),  
Robert Ramsey (Associate Professor, HSS, '11)

**Faculty Board of Review**

(Terms end at the end of the calendar year)

Edwina Helton (HSS, '09)  
Lora Baldwin (LIB, '09)  
Greg Weber, (BUSE, '09),  
Joan Lafuze (NSM, '10)  
Markus Pomper (NSM, '10)

**Budgetary Affairs Committee**

Rudi Kunshek (BUSE, '10)  
Diana Stanforth (NURS, '10)  
Judy Batdraw (Co-Chair, EDUC, '10)  
Mort Seddighin (Co-Chair, NSM, '11)  
Jerome Mahaffey (HSS, '11)  
Sue McFadden (Library, '11)