

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

**AGENDA
and
PRIOR NOTICE OF PROPOSAL TO
RESCIND A PREVIOUSLY ADOPTED POLICY**

**October 7, 2008
11:00 – 12:15
132 Whitewater Hall**

- I. Approval of minutes—Faculty Senate meeting of August 24, 2008
- II. President's report
- III. Standing Committees
 - A. Nominating Committee – Denise Bullock (10 minutes)
 - Voting Items:**
 - 1. Faculty Board of Review
 - 2. By-Election: Promotion and Tenure Committee
 - 3. By-Election: Athletics Committee
 - 4. By-Election: Nominating Committee
 - B. Faculty Affairs Committee – Laverne Nishihara (10 minutes)
 - Voting Item:**
 - Resolution for Academic Appointments (Cir. E09-09)
 - Affected policies:
 - Classification of Academic Appointments (Cir. E09a-09)
 - Academic Appointments (Cir. E09b-09)
 - C. Curriculum Committee – Bob Ramsey (40 minutes)
 - 1. **Information Item**
 - MCI Course Activations:
 - MUS-K 110 (Music Composition for Non-Music Majors) (Cir. E10-09)
 - MUS-K 361 (Intro to MIDI and Computer Music) (Cir. E11-09)
 - MUS-M430 (Intro to Contemporary Music) (Cir. E12-09)
 - 2. **Voting Item:**
 - Resolution for First Year Seminar (Cir. E13-09)
 - Affected policies:
 - First Year Seminar Policy (Cir. E13a-09)
 - General Education Framework (Cir. E13b-09)
 - Institutional Program Requirements (Cir. E13c-09)
- IV. Chancellor's Report—Interim Chancellor Paydar
- V. Academic Affairs Report—Executive Vice Chancellor Richards
- VI. Old Business
- VII. New Business

Adjourn 12:15 P.M.

**INDIANA UNIVERSITY EAST
2008-09 FACULTY SENATE
August 21, 2008
Holiday Inn
1:30 PM**

Presiding: Markus Pomper, Faculty Senate President

Present: Armstead, S; Baker, D.; Baldwin, L.; Barbre, J.; Barton, G.; Battraw, J; Baumann, P.; Beach, D; Beck, V.; Bingaman, R; Blakefield, M.; Bow, C.; Branstrator, P; Breymier, T.; Buckner, B.; Bullock, D.; Clapp-Itnyre, A.; Cooksey, A.; Curry, M.; Desantis, K.; Dempsey, K.; Desantis, K.; Doerger, D.; Dulemba, L.; Fell, M.; Felton, K.; Folkerth, M.; Frantz, D.; Gabston, M.; Greer, K.; Harper, J.; Helton, E.; Henderson, T.; Humphries, P.; Jance, M.; Jayasuriya, K.; Kathuria, H.; Kriese, P.; Kunshek, R.; Lafuze, J.; Ludlum Foos, C.; Ma, H.; Maurer, J.; McFadden, B.; McFadden, S.; McKinley, E.; Morse, M.; Nishihara, L.; Paydar, N.; Peacock, F.; Pomper, M.; Ramsey, R.; Rankin, S.; Richards, L.; Rivard, T.; Sabine, N.; Scales, T.; Scane, M.; Scott, W; Seddighin, M.; Shapiro, S.; Simon, J.; Slattery, E.; Stanforth, D.; Thomas-Evans, M.; Tolley, R.; Watkins, M.; Wazir, M.; Whitt, P.; Wilde, J.; Wilson, E.; Williamson, M.;

Absent: Bergen, M.; Braxton-Brown, G.; Chang, W.; Clark, K.; Fitzgerald, E.; Huffman, E.; Harper, J.; Kirk, E.; Knuths, J.; Lundy, D.; Mahaffey, J.; Passet, J.; Roswell, R.; Stolle, C.; Thomas, T.; Weber, G.; Winburn, E.;

Purdue: Absent

Guests: Dennis Hicks, Registrar; *Lisa Steiner*, IUPUI Faculty

Call to order

Quorum was reached and the meeting was called to order at 1:45 pm by Markus Pomper, Faculty Senate President.

I. Approval of Minutes

The minutes for the May 6, 2008 meeting were presented and adopted by unanimous consent.

II. Voting Item: Meeting Dates for 2008/09

All meetings of the Indiana University East Faculty Senate during 2008-09 shall be from 11:00-12:15 on the first Tuesday of the month altering only in January

The meeting dates presented on Circular E03-09 was approved without opposition.

The meeting dates are as follows: August 21, 2008; October 7, 2008; November 4, 2008; December 2, 2008; January 20, 2009; February 3, 2009; March 3, 2009; April 7, 2009; and May 5, 2009.

III. Annual Reports 2008/09

A. President's Report

The first major senate action was the conversion of divisions to schools and the creation of Dean positions, which required major revisions of the entire bylaws and constitution and the Faculty Affairs Committee did a great job preparing all of this.

The second major senate action item was the revision of the Admission policy. The new Admissions policy allows the admissions office, in consultation with the Admissions and Academic Affairs committee, to adjust the admissions criteria annually.

Other proposals: The faculty senate discussed a proposed policy for excused absences of student athletes. The proposed policy was deemed too vague in many respects and returned

to the committee for revision. The Athletics Committee was not able to present a revised version before the end of the academic year.

The University Faculty Council has been discussing promotion and tenure guidelines. It was discussed in UFC and then taken to its Faculty Affairs Committee. The committee has done its work and made a few recommendations and now another committee is looking at it currently. That Committee is composed of Faculty Senate Presidents of each campus (or like positions) and the Vice Chancellors of each campus. It is trying to reconcile the recommendations of the UFC Faculty Affairs Committee. We anticipate having the final report from them by December. Our Faculty Affairs Committee will then look at our P&T Policy and see whether it is consistent with those recommendations.

Transfer Credit was another issue that was addressed and voted on in UFC. Transfer Credit Policy limits the number of credit hours that can be transferred in from a Community College and then applied to a Baccalaureate degree to 64 hours. Exceptions are made for existing articulation programs, for programs that require more than 64 credit hours to earn an Associate Degree, and for four-year degree programs that are offered by two-year colleges.

UFC has also been looking at Intellectual Property Policy. Originally, that policy was passed in 2006 but wasn't implemented due to the wording being too complicated. The University Faculty Council and the University Council's Office created a new version. UFC considered this revised version and accepted the changes.

The faculty senate president participated in the retention task force meeting with Noel-Levitz consultant David Trites. This task force has identified several strategies to improve retention of our students. One of these strategies involves the creation of a coherent first year experience, including a mandatory freshmen seminar. The faculty senate president was asked to create a timetable for the creation of such a seminar.

Other priorities for this upcoming year are further revisions of our Academic Handbook. Many of our Faculty Senate policies are not academic in nature; they were inadvertently elevated to the status of Faculty Senate policy when they were included in the 1995 Academic Handbook. The faculty senate standing committees should identify obsolete policies and should propose that they are officially rescinded.

Faculty Senate should strive to implement several policies aimed at improving retention of our students. The most pressing ones appear to be the creation of the Freshmen Seminar, increasing the number of Learning Communities and an administrative withdrawal policy for students who are not attending classes.

B. Athletics Committee – Neil Sabine

The Athletics Committee has developed an excused absence policy.

The reports includes a fiscal analysis of the expenses and revenue from athletics. These expenses and revenues are compared to the Best Case Scenario and Worst Case Scenario that had been considered in April 2007, when Faculty Senate approved joining the NAIA. The budget for athletics looks very promising this year, as the projections of the Best Case Scenario have been exceeded.

C. AAA Committee – Michelle Curry

The AAA committee heard and reviewed forty student suspension appeals with thirty-two appeals granted and eight appeals denied. The committee also reviewed and denied two student written requests for grade changes.

AAA Committee is in the process of developing an Administrative Withdrawal Policy and, at present, this policy is in draft form. It is the AAA Committee's intention to bring this

policy forward to the Faculty Senate by October or November for approval. There are still parts of the document that need to be discussed and approved by the committee members before the document is ready to be brought forward to the Senate.

AAA Committee had their suspension appeal on August 4th. At the time of the report, twenty-one cases had been considered, with sixteen of them being granted and five denied. Two further cases were still pending and should be concluded by Friday, August 22, 2008.

D. Budgetary Affairs Committee – Cathy Ludlum Foos

The Chancellor delivered a brief presentation on RCM to the BAC committee.

The committee was asked to provide input on Administration's proposed Faculty Support Document. This feedback was shared with faculty senate president, the faculty affairs committee and administration.

The Chancellor proposed raises for promotion and BAC was asked to comment. BAC met once on this issue and submitted comments on the proposed raises to the faculty senate president.

The Chancellor provided BAC with the proposed budget plan under RCM.

BAC was asked by faculty senate president to take a vote on whether or not they wished to discuss salary issues. The vote was in the affirmative, but it was almost year-end, and we agreed that the next committee could consider this issue.

E. Curriculum Committee – Bob Ramsey

We had one new degree program added, 3 new courses approved, 3 revisions to current programs approved, 5 courses brought off the master course list and a new policy implemented as listed in Cir. E05-09.

F. Faculty Affairs Committee – Laverne Nishihara

We have postponed work on the Promotion and Tenure Policy and guidelines. This academic year we will resume work on revising the P&T policy and guidelines. Once we hear from the UFC and receive their recommendations we will review their recommendations from our own P&T Committee and will then hopefully be able to resume working on the P&T policy and guidelines.

FAC resumed its examination of the division chair review instrument and policy. Due to the possible and then actual conversion from chairs to deans, FAC postponed any proposed revisions to the chair review instrument and policy until the responsibilities of deans were clarified and finalized.

Faculty Senate Constitution revisions: FAC first worked on revisions to Article 2 of the Constitution. These had priority due to the proposed conversion from divisions to schools. The revised constitution makes a clear distinction between faculty's legislative and consultative authority. The revisions delineate further between the Faculty Senate's legislative authority and areas of School Faculty's legislative authority. The Faculty Senate voted to approve these revisions during the December 2007 meeting. FAC then worked on revisions to the Constitution that addressed associate faculty members and faculty on leave. The revisions stated that they had all rights and privileges in Senate except to vote, with some provisions for faculty on leave. Faculty Senate voted to approve these revisions on March 4, 2008.

IUE Bylaws revisions: FAC worked on revisions to the description of the Faculty Senate President's summer stipend. The Senate approved these revisions on March 4, 2008. FAC

then worked on other Bylaws revisions, including clarifications, revisions to committee descriptions, updates to administrative officers' titles, and revisions to process for updating and maintaining the Academic Handbook. Faculty Senate voted to approve these revisions on May 6, 2008.

G. Lecturer Long Term Contract Review Committee – Michelle Curry

The LLTCRC reviewed three dossiers for the senior lecturer promotion. All three were reviewed and discussed by members of the committee. With complete consensus, all three dossiers were recommended for promotion to Senior lecturer status. The committee concerns and discussion topics were shared with Dr. Richards, Executive Vice Chancellor.

H. Promotion and Tenure Committee – Neil Sabine

The P&T Committee reviewed five cases during the 2007-2008 academic year.

I. Nominating Committee – Greg Barton

Budgetary Affairs Committee had 3 new members elected: Rudi Kunshek (BUSE, '10); Diana Stanforth (NURS, '10); Judy Battraw (EDUC, '10).

Admissions and Academic Affairs Committee had 3 new members elected: Michelle Curry (NURS, '10); Kathleen Felton (HSS, '10); Pamela Whitt (EDUC, '10).

Curriculum Committee had 4 new members elected: Maureen Scane (EDUC, '09); Ron Bingaman (NSM, '10); Bob Ramsey (HSS, '10); Teresa Henderson (HSS, '10).

Faculty Affairs Committee had 3 new members elected: Kumara Jayasuriya (NSM, '10); Marilyn Watkins (EDUC, '10); Cathy Foes (ex officio as UFC rep.).

Nominating Committee had 2 new members elected: Greg Barton (Chair, HSS, '10); Neil Sabine (NSM, '10).

Athletics Committee had 1 new member elected: Neil Sabine (NSM, '10)

IV. Charges to the Committees 2008/09

Faculty Senate committees should take an active role in weeding and pruning senate policies so that the collection of our policies can be bundled into a coherent Academic Handbook.

AAA - Weed and prune AAA related policies and develop academic policy for mandatory attendance verification and develop an administrative withdrawal for students in their first year.

Athletics Committee – Consider new proposals for athletic sports and keep the faculty informed about them. Prepare recommendations for (or against) renewal of NAIA membership in March 2009.

BAC – Should consider drafting a mechanism for providing input into individual school's budgeting under RCM. Identify policies from the old handbook that need to be rescinded.

Curriculum Committee – Develop the curricular aspects of a coherent First Year Experience. Consider making learning communities mandatory. Weed and prune the Academic Handbook.

FAC – Will lay the groundwork for a complete revision of the Academic Handbook. Develop a coherent listing of academic ranks at IUE, summarizing the credentials and responsibilities of each.

Nominating Committee – Hold elections according to the Constitution and Bylaws. Create a manual for future nominating committees.

P&T and LLTCRC – Review cases for Promotion, Tenure or Long Term Contract according to policy. Report problems in respective policies to the Faculty Affairs Committee.

V. Standing Committees

A. Nominating Committee – Greg Barton

Faculty Board of Review Slate Selection

Faculty and Administrator issues are reviewed by this committee. This is a two year term, and consideration should be given across academic ranks and among divisions of the University. Vote for two. Strike from the list: Lora Baldwin, Edwina Helton, Susan Shapiro and Gregory Weber.

Review Board of Misconduct and Grievances

This committee handles complaints brought forward under the Student Code of Conduct. Select three candidates – at least one tenured. The Chancellor will appoint three members to the board. Term: 12 months with the possibility of reappointment.

B. Athletics Committee – Neil Sabine

Policy for Excused Absences of Student-Athletes.

Cir. E07-09, Policy for Excused Absences of Student-Athletes was moved by Neil Sabine and seconded by David Frantz.

Discussion: Approved absences only apply to the trip to the game and back; they do not apply to practice time.

Two amendments were made to Cir. E07-09:

Procedure:

3.) Faculty will not place restrictions on approved absences to read *Faculty will not place restrictions on the number of approved absences.*

5.) Insert the word *Executive* before *Vice Chancellor of Academic Affairs.*

The proposed policy was adopted, as amended, without opposition.

VI. Executive Session

Voting Item: August Graduates

Approval of August Graduates was passed without opposition.

Discussion: Dennis Hicks clarified that August graduate degrees cannot be deferred until August 31.

VII. Academic Affairs Report – Executive Vice Chancellor Richards

Executive Vice Chancellor Richards promoted the new Service Learning Center put together by Ange Cooksey. Please refer all Undecided/Exploratory students to see Belinda Wyss in Career Planning and Placement (WZ 112) so that they can declare a major by the end of the semester.

The President of the United States did sign the the Higher Education Act. There are some significant changes made to it. There is something about the expectations of Colleges and Universities on downloading materials. Students who are caught downloading illegally will be fined. This is serious business.

We are up in credit hours almost 7%. We are still 300 credit hours short of our budget goal. The budget goal is a budget of revenue generating credit hours. For example ACP students from the High School are not revenue generating credit hours. We need to be up 3.5% to 4 % in revenue generating credit hours so that we have some cushion.

The Retention initiatives we have discussed are important. We are now admitting students who we think have a higher preparedness than students we have admitted in the past based off of their ACT/SAT scores. This also means that we are denying more students now than we ever have in the past. In Fall 2004 we weren't denying any students. In Fall 2005 we added the requirement of taking the Compass Test and we denied about 8 students, it has gone up slowly since then. This year we will have denied around 50 students. The main thing that we found is that the deficiency that is lacking in most of these cases is the level of mathematics. This is something to seriously think about because we are probably not going to have a remedial math course here soon and about a third of our new students place into this class. We have an academic council retreat coming up and Sam Jones from the Commission of Higher Education will be speaking and one of his topics is "Remedial Education in a Four Year Institution". The result of this is that we will not be able to offer this course again. We must figure out what we can do to help these students be successful. We will be offering a Bridge Program that will be offered the summer before classes to help them prepare for college level classes. Things are looking good.

VIII. New Business

None

Adjourn 2:35 P.M.

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

Resolution

WHEREAS the policy for Academic Appointments was enacted by the Faculty Senate in 1995, and

WHEREAS this policy does not accurately reflect the proper use of academic appointment classifications,

NOW THEREFORE BE IT RESOLVED that the Faculty Senate adopts the Classification of Academic Appointments at Indiana University East (Cir. E09a-09), and

FURTHER BE IT RESOLVED, that the Faculty Senate rescind the Academic Appointments policy (Cir. E09b-09).

Classification of Academic Appointments at Indiana University East

The descriptions of appointments are excerpted and paraphrased from the IU Academic Handbook and the IU East Policies for the Academic Appointee. Please consult those documents for full descriptions.

TENURE-TRACK APPOINTMENTS

Faculty Appointments

Tenure-track faculty have responsibility for teaching; research, scholarship, and/or creative work; and service. Titles: Professor, Associate Professor, and Assistant Professor

Librarian Appointments

Tenure-track librarians have responsibility for librarianship (including acquiring, organizing, making available, and instructing in the use of source materials for academic work); research, scholarship and/or creative work; and service. Titles: Librarian, Associate Librarian, and Assistant Librarian

NON-TENURE-TRACK FACULTY APPOINTMENTS

Clinical Appointments

“Clinical” is used for full-time salaried appointees whose primary responsibilities are teaching and service in a clinical setting. Clinical faculty may be involved in research that derives from their primary teaching and professional service, and supports the academic mission of IU East and their assigned School. Titles: Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor; or Clinical Senior Lecturer and Clinical Lecturer

Lecturer Appointments

Lecturers are responsible primarily for teaching, maintaining currency in their discipline and pedagogy, and providing service that supports the academic mission of IU East and their assigned School. Titles: Senior Lecturer and Lecturer

Acting, Visiting, and Adjunct Appointments

“Acting” indicates a temporary appointment with the understanding that when a specified condition (e.g., completion of a terminal degree) is met the appointee will receive a regular appointment in the appointment classification indicated. Acting appointments may not continue for longer than two years, except in special circumstances approved by the Academic Officer.

“Visiting” and “Adjunct” may modify titles in any appointment classification, but constitute distinct appointment classifications. These classifications are non-probationary appointments.

“Visiting” indicates a temporary appointment that may continue for no more than two years, except in special circumstances approved by the Academic Officer.

“Adjunct” indicates a part-time teaching appointment for an individual whose career path lies primarily in another position, combination of positions, or area of employment.

Academic Appointments

(Some of the following are Faculty Senate Policies others are Administrative Policies or Practices. Attempts have been made to identify which statements are policies, which are practices and the origin of each.)

1. Full-Time Faculty

Full-time faculty at Indiana University East are appointed in the ranks of Professor, Associate Professor, and Assistant Professor. The rank of the initial appointment is determined by such factors as teaching and research experience, public service, and degrees held. Only full-time service in the above-mentioned faculty ranks counts in reckoning (1) eligibility for sabbatical leaves and (2) the permissible number of years of probationary appointment prior to the tenure decision.

Librarians

A system of ranks analogous to and modeled on faculty ranks obtained is used for full-time professional librarians. These are: Librarian, Associate Librarian, Assistant Librarian, and Affiliate Librarian.

Full-Time Lecturers

This title normally is used in the appointment to a full-time instructional position of an individual who lacks some of the credentials, often the terminal degree, usually expected of a tenured or tenure-probationary faculty member.

Lecturers do not enjoy all the rights and privileges accorded full-time faculty members, such as eligibility for Faculty Council membership. Service as a lecturer is not to be counted as credit toward tenure or sabbatical leave. (IUE Faculty Senate 4/6/93)

Lecturers will not be appointed for more than three consecutive one-year appointments.

The following is a guide to what full-time faculty status involves:

- a. Teaching of the highest quality and related duties which contribute to the effectiveness of offerings at Indiana University East;
- b. Service to the University and the community;
- c. Research and creative work;
- d. Professional involvement.

2. Part-Time Teaching Appointments

Adjunct Faculty

The adjunct faculty consists of those persons selected and approved to teach one or two sections during an academic period. It includes persons engaged in full-time teaching and professional work elsewhere, graduate students and others whose education and experience qualify them for teaching.

The primary commitment of adjunct faculty is teaching in the classroom and laboratory. They are also expected to be available for conferences with students. They are encouraged to attend faculty meetings if their schedules permit and to participate in other activities of the institution.

Part-Time Faculty

The title of part-time faculty will normally be applied to individuals who are employed on a part-time basis with Indiana University East to teach but whose duties may extend beyond those of an adjunct faculty member and whose period of employment may be for more than one semester. Such appointments will usually be at the designated level of instructor, part-time; assistant professor, part-time; associate professor, part-time; or professor, part-time. The level of the appointment will be determined by preparation and experience. Part-time appointees do not accrue time toward tenure.

Passed: Faculty Senate Handbook 12/95

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: **MUS-K110** Course Title: **Applied Composition Elective/Secondary**
Credit hours: **2** Division offering: **HSS**

Music composition for non-music majors. Applied lessons in composition.

Faculty member submitting this proposal: **Elliott Miles McKinley**

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 that teach the course in question:

IU South Bend, IU Bloomington, IUPUI

PART 3:

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

Composition lessons are private one-on-one weekly instruction sessions that vary in depth, scope, and pedagogical concerns based on the needs and artistic development of the student. Rationale: Composition is a component of the music minor and music major.

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

This course serves as a concentration-component for the music program (both minor and major via the BA in Humanities). There are no pre-requisites for K110 other than instructor consent.

3) List the anticipated student learning objectives and outcomes:

Campus Learning Objective 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.

Campus Learning Objective 2 – Educated persons should have achieved a 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 students focus on creative work of their own with the principal objective of completing one or more original musical compositions in the genre of their choice or as directed (in other words, the objective is to learn and hone the craft of musical composition).

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

Private instruction, one hour per week.

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

Attached

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

Applied Composition – Elective/Secondary
MUS-K 110 (2 cr.)
Spring 2009
Meetings: TBD.
Springwood Hall 225

INSTRUCTOR: ELLIOTT MILES MCKINLEY

Office: Springwood 225

Phone: 765-973-8278

Email: elmmckin@indiana.edu

PREREQUISITES

There are no prerequisites other than instructor consent.

COURSE DESCRIPTION

Directed, private one-on-one composition lessons.

COURSE OBJECTIVES

The primary objective is intensive focus on creative work with the goal of completing one or more original compositions in a chosen or assigned genre.

COURSE MATERIALS

- As directed. Manuscript paper, pencils, erasers.

Required Readings:

- As directed.

Supplemental Readings:

- As directed.

Listening:

- As directed.

EXPECTATIONS

Attendance: As a general rule, do not expect your grade to be of a higher percentage than that of the percentage of lessons attended. If an illness, the illness of your child, threatening weather, unexpected commuting difficulties, or another emergency requires that you miss a lesson, it will count as an excused absence. Lessons will only be made-up for excused absences.

Incompletes: Incompletes are awarded only when a calamity or major illness prevent you from completing the directed work on time, and only if that calamity or illness occurs so late in the term that you cannot reasonably be expected to make up the work before the term's end. In addition, an incomplete will be awarded only if you have a good chance at passing the course based on the work completed.

Keep in mind that all grades are earned, not given.

GENERAL POLICIES

Learning Disabilities: If you have any special needs or requirements please notify me during the first week of class so that appropriate accommodations can be made.

Cheating and Plagiarism: According to IU policy, academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. You should note that any instance of cheating or plagiarism will result in a lowering of your term grade and a report sent to the office of Dean of Students. Lying (for example, a false excuse for absence) will be considered a category of cheating.

Course Records: Records for this course will be kept on file in my office for six months. Any inquiries concerning your course grade and materials should be made by December 2009.

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: **MUS-K361** Course Title: **Introduction to MIDI & Computer Music**
Credit hours: **3** Division offering: **HSS**

This is a course designed to teach the basics of the MIDI (Musical Instrument Digital Interface) system, its software and hardware as well as the principals of MIDI sequencing, digital sampling, principles of digital synthesis, digital audio editing.

Faculty member submitting this proposal: Elliott Miles McKinley

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 that teach the course in question:

IU South Bend, IU Southeast, IU Bloomington, IUPUI

PART 3:

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

This course will include study of MIDI, digital audio and software/hardware music synthesis with a hands-on approach using software tools such as “Reason” and the object-oriented software “Max/MSP/Jitter.” Students will create new sounds toward the goal of a final creative project (installation, performance, etc.). Rationale: This course is part of the overall program in music (minor and majors) and will serve as a required course for composers and students who have chosen music technology as part of a concentration. The course will also serve as an upper-level elective for music students and interested non-music students.

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

The course will serve as an upper-level elective for the music program (and can serve as an upper-level elective for the general student population). It will also serve as a requirement for the music tech and composition majors. Prerequisites: Currently none. May eventually have lower level pre-req and/or instructor consent.

3) List the anticipated student learning objectives and outcomes:

Campus Learning Objective 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.

Campus Learning Objective 2 – Educated persons should have achieved a 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 student will become familiar with background, technology and techniques in creating music in a digital domain (MIDI, audio synthesis, etc.). Objective: Hands on working with computers and software in music-making culminating in a creative project. Critical thinking and creative thinking are desired outcomes.

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

Multimedia (video/audio) and hands-on use of digital-audio workstations (DAW's). Possible option for online/distance-learning component.

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

Attached

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

Introduction to MIDI and Computer Music

MUS-K 361 (3 cr.)

Spring 2009

Class meetings: Monday and Wednesday, 2:00 p.m. to 3:15 p.m.
Springwood Hall 217

INSTRUCTOR: ELLIOTT MILES MCKINLEY

Office: Springwood 225

Phone: 765-973-8278

Email: elmmckin@indiana.edu

Office Hours: TBA (and by appointment)

PREREQUISITES

There are no prerequisites for this class and assumes no previous experience. However, any previous study in music and a working knowledge of computers may be helpful.

COURSE DESCRIPTION

Introduction to MIDI and Computer Music is a course designed to teach basic concepts of the MIDI (Musical Instrument Digital Interface) system along with the software, hardware, and principals of creating music using computers. Topic will include MIDI sequencing, audio sampling, digital synthesis, algorithmic composition, and digital audio editing.

COURSE OBJECTIVES

To become acquainted basic computer music making with an active learning hands-on approach culminating in several creative projects.

COURSE MATERIALS

- USB2 Hard-drive. You must have at least one to save your own work—at least 2GB.

Required Readings: (under review)

- Rowe, Robert: *Machine Musicianship*.
- Truesdell, Cliff: *Introducing Reason 4*.

Supplemental Readings:

- Manuals for the software applications in use (Reason, Max/MSP, ProTools) will be available.
- Additional readings will be assigned and made available as the semester progresses.

Listening:

- As assigned. A listening list of major works in electronic music will be assembled.

EXPECTATIONS

Attendance: As a general rule, do not expect your grade to be of a higher percentage than that of the percentage of class attended. If an illness, the illness of your child, threatening

weather, unexpected commuting difficulties, or another emergency requires that you miss class, it will count as an excused absence.

Quizzes: Five quizzes will be given in the form of short-answer, multiple-choice (or guess as the case may be), or short essay questions. Most of the quizzes will be given in class (one or two may be posted on ONCOURSE). Missed quizzes will not be allowed a make-up in the case of an unexcused absence.

Assignments: Four short creative exercises, using techniques learned, will be assigned. Details TBA. Work will be presented in class. Late work will be penalized.

Final Project: A final creative project will be assigned using all techniques learned. Details TBA. A short two-page essay will accompany the final projects. Projects will be presented in a class “concert” at the end of the semester.

GRADING BREAKDOWN

- Quizzes (4% each x 5): 20%
- Assignments (10% x 4): 40%
- Final Project: 30%
- General Participation: 10%

Incompletes: Incompletes are awarded only when a calamity or major illness prevent you from completing the course work on time, and only if that calamity or illness occurs so late in the term that you cannot reasonably be expected to make up the work before the term's end. In addition, an incomplete will be awarded only if you have a good chance at passing the course based on the work completed.

Keep in mind that all grades are earned, not given.

GENERAL POLICIES

Learning Disabilities: If you have any special needs or requirements please notify me during the first week of class so that appropriate accommodations can be made.

Cheating and Plagiarism: According to IU policy, academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. You should note that any instance of cheating or plagiarism will result in a lowering of your term grade and a report sent to the office of Dean of Students. Lying (for example, a false excuse for absence) will be considered a category of cheating.

Course Records: Records for this course will be kept on file in my office for six months. Any inquiries concerning your course grade and materials should be made by December 2009.

CLASS SCHEDULE (SUBJECT TO CHANGE AS NEEDED)

WEEK ONE (January 21)

READING: *TBA*

IN-CLASS: Introductions—getting to know the relative backgrounds in music, computers, electronic music, etc. What is music? Why use computers to make music? An overview of the history of electronic music in the 20th Century and the first music created on a computer (Max Matthews / Bell Labs).

WEEK TWO (September 1 & 3)

The schedule has yet to be determined.

Very rough outline of the order:

Introduction to MIDI

MIDI sequencing

MIDI hardware setups

Remixing a song — MIDI messages and transmission — Mix automation — Creating and editing MIDI controller messages

Rearranging a song — Real-time MIDI effects — Synthesizer polyphony — Tempo changes

Introduction to Reason — Basic acoustics

Synthesis with Reason — More acoustics — Filters

LFOs — CV and pattern sequencing — Sampling — Sample preparation in DSP

Digital Audio Concepts – Basic concepts

Introduction to audio in ProTools

Resonance — Formants and Spectral Effects — Soundbite tempo conformance — Fades

Begin Final Project - Intro to Max/MSP

Digital audio concepts — Mixing strategies

Audio effects: EQ, Delay, Reverberation — Making MP3s and audio CDs

Dynamics processing — Mastering Mon (11/24): Quiz 2

Final project workshop

Final Project

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: **MUS-M430** Course Title: **Introduction to Contemporary Music**
Credit hours: **3** Division offering: **HSS**

A study of the important aesthetic directions and musical works of the Twentieth Century, with emphasis on music since 1945.

Faculty member submitting this proposal: **Elliott Miles McKinley**

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 that teach the course in question:

IU South Bend, IU Bloomington

PART 3:

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

This course will study the music of the 20th Century to the present day with an emphasis on music post World-War II. Principally this course will focus on “art” music, but the influence and trends of popular music will also be addressed. This course fits into the overall plan of the music program and may also serve as an upper-level elective for the general student population.

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

This course will serve as a musicology/history course in the 2nd or 3rd year of study for the program minor and program major as part of the BA in Humanities. There are no course prerequisites for the Spring 09 run of this course however, when this is integrated as part of the minor/major, a prerequisite of MUS-M404 History of Music II (also to be brought out of the MCI) will be established or instructor consent (for the motivated non-music major for instance).

3) List the anticipated student learning objectives and outcomes:

Campus Learning Objective 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.

Campus Learning Objective 2 – Educated persons should have achieved a 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.

A course objective is to orient students to the major musical works, composers and music-makers from the mid-20th Century to the present and illuminate aesthetic trends in art and philosophy that helped shape this music. Critical-thinking and an increased awareness of the world and aesthetics are anticipated.

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

Extended use of multi-media (video, audio) and possible concert attendance where appropriate (for instance, Philip Glass or the Guarneri Quartet performance of Bartok at Miami University next spring). Possible option for online/distance-learning component.

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

Attached

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

Introduction to Contemporary Music
MUS-M 430 (3 cr.)
Spring 2009

Class meetings: Monday and Wednesday, 11:00 a.m. to 12:15 p.m.
Springwood Hall 217

INSTRUCTOR: ELLIOTT MILES MCKINLEY

Office: Springwood 225

Phone: 765-973-8278

Email: elmmckin@indiana.edu

Office Hours: TBA (and by appointment)

PREREQUISITES

There are no prerequisites for this class, although previous study in music may be helpful.

COURSE DESCRIPTION

Introduction to Contemporary Music is a course that examines the music and aesthetic/artistic trends (modernism and post-modernism) of the 20th Century extending to the present day with particular attention paid to music after 1945 (the end of the Second World War).

COURSE OBJECTIVES

To become acquainted with the music, aesthetic directions, and personalities that shaped musical thinking in the 20th Century to the present day.

COURSE MATERIALS

Required Readings:

- Schwarz, Childs and Fox: *Contemporary Composers on Contemporary Music*.
- Griffiths, Paul: *Modern Music and After – Directions Since 1945*.

Supplemental Readings:

- As assigned. Additional readings will be assigned and made available from articles and books and online (much of this through JSTOR).

Listening:

- As assigned. A listening list will be assembled.

EXPECTATIONS

Attendance: As a general rule, do not expect your grade to be of a higher percentage than that of the percentage of class attended. If an illness, the illness of your child, threatening weather, unexpected commuting difficulties, or another emergency requires that you miss class, it will count as an excused absence.

Quizzes: Five quizzes will be given in the form of short-answer, multiple-choice (or guess as the case may be), or short essay questions. Most of the quizzes will be given in class (one or two may be posted on ONCOURSE). Missed quizzes will not be allowed a make-up in the case of an unexcused absence.

In-Class Presentation: One short in-class presentation (possibly assigned in groups), will be given and based on a given work by one of the composers under study. As with quizzes, missed presentations will not be allowed a make-up in the case of an unexcused absence.

Term Papers: Two papers will be assigned and one will count as a final exam. The papers will be based on course readings and listening with exact topic details given shortly. I expect you to produce carefully constructed papers which express ideas in clearly written sentences and, to that end, I expect you to employ correct spelling, grammar, and punctuation as well as proper citation of all sources. Use a citation method that is appropriate for your major (APA or MLA, etc.). Proofread your paper! This paper should be a minimum of eight (8) pages, double-spaced, using a clear 12-point font with one-inch margins. Papers will be graded as follows: 60 points for content and another 40 points for the construction. Late papers will be penalized.

GRADING BREAKDOWN

- Quizzes (6% each x 5): 30%
- In-Class Presentation (10% x 1): 10%
- Mid-Term Essay: %20
- Final Paper: 30%
- General Participation: 10%

Incompletes: Incompletes are awarded only when a calamity or major illness prevent you from completing the course work on time, and only if that calamity or illness occurs so late in the term that you cannot reasonably be expected to make up the work before the term's end. In addition, an incomplete will be awarded only if you have a good chance at passing the course based on the work completed.

Keep in mind that all grades are earned, not given.

GENERAL POLICIES

Learning Disabilities: If you have any special needs or requirements please notify me during the first week of class so that appropriate accommodations can be made.

Cheating and Plagiarism: According to IU policy, academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F for the entire course. You should note that any instance of cheating or plagiarism will result in a lowering of your term grade and a report sent to the office of Dean of Students. Lying (for example, a false excuse for absence) will be considered a category of cheating.

Course Records: Records for this course will be kept on file in my office for six months. Any inquiries concerning your course grade and materials should be made by December 2009.

CLASS SCHEDULE (SUBJECT TO CHANGE AS NEEDED)

WEEK ONE (January 21)

READING: *TBA*

IN-CLASS: Introductions—getting to know the relative backgrounds in music, etc. What is music? How did we get here?: An overview of music from the Renaissance to the end of the 20th Century and the Apollonian/Dionysian diametric in philosophical and aesthetic thought.

WEEK TWO (September 1 & 3)

The schedule has yet to be determined. Largely the class will follow a chronological timeline within various movements (impressionism, expressionism, futurism and mysticism, realism, surrealism, modernism and determinism, minimalism and post-modernism, pluralism, post-post modernism, etc.)

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

Resolution

WHEREAS Indiana University East has made great strides in recruiting new students into its baccalaureate programs, and

WHEREAS Indiana University East's retention of students from first year to second year, are low, and Indiana University East's 6-year graduation rate is well below that of its peers, and

WHEREAS required First Year Seminar courses have been shown to increase retention and graduation rates,

NOW THEREFORE BE IT RESOLVED that the faculty adopt the Policy for First Year Seminar courses (Cir. E13a-09);

FURTHER BE IT RESOLVED that the faculty amend the General Education Framework (Cir. E13b-09); and

FURTHER BE IT RESOLVED that the faculty amend the Institutional Program Requirements (Cir. E13c-09).

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

First Year Seminar Policy

- A) The First Year Seminar is a required course for all beginning freshmen at Indiana University East. Beginning freshmen must take this course in their first semester at Indiana University East. Beginning freshmen entering in a summer term must take the course during the next fall semester. For the purpose of this policy, beginning freshmen include transfer students with no more than 12 credit hours of transferring course work.

This requirement does not apply for graduate students, non-degree seeking students and transient students.

- B) The course will be delivered under EDUC-U 100 Threshold Seminar for 2 credit hours.

The course schedule listing of the seminars may include designators that a certain seminar is intended for students who wish to major in a specific discipline. However, this designation is a recommendation only. Admission to an academic program may not be contingent on a student having completed a specific section of the seminar.

- C) The primary objectives of the course are to create a supportive environment in which students

- Engage students in academic activities;
- build an academic work ethic;
- create community;
- explore various aspects of human diversity; and
- develop strategies for success in college and in life.

- D) Instructors are encouraged to meet these objectives through their own pedagogical style; therefore, no explicit syllabus for the seminar course is provided. There are however some aspects that should be addressed in the seminar. These common content aspects are not intended to be the entire course but need to be covered:

1. Mission of IU East and Use of campus resources;
2. Library and information literacy;
3. Professionalism and ethics in college and careers;
4. Students' rights and responsibilities;
5. Financial Literacy;

6. Goal setting for achieving in college and career planning.

- E) All sections of the seminars will undertake one common field trip during the semester.
- F) Each section of the Freshman Seminar will consist of an instructional team, including a faculty member and a peer mentor. Joining this team for at least part of the course will be a librarian.
- G) To conduct thorough and adequate assessment, there needs to be an evaluation of each objective for the course. However, not every objective needs to be evaluated each time there is an assessment. Given the need for timely feedback on the first year seminar, it is recommended that this assessment focus on what are perceived to be the most important components of the First Year Seminar: 1) coping skills, 2) community building, and 3) knowledge of resources available to students.
- H) Effective Date
This policy is effective for all beginning freshmen who begin classes in Summer 2009 and after.

Framework for General Education in Baccalaureate Degree Programs at Indiana University East

General Education is a set of knowledge and skills that are generally expected of every person who has earned a four-year degree. The General Education requirement is divided into two groups: A core, which is common to all students at Indiana University East, and a set of program-specific requirements. The program specific requirements may be met in a variety of ways, and may be tailored to individual programs, as long as they meet the associated objectives.

The list of courses by which a requirement is met is chosen by the faculty of the specific discipline. It is the responsibility of the faculty in this discipline to approve only those courses that clearly meet the course objectives and are college-level courses. Courses outside of a specific discipline may meet, if approved, General Education Core Requirements.

Students can use each course to satisfy only one General Education Core requirement.

**General Education Core Requirements
(3941 credit hours)
General Education Core requirements apply equally for all baccalaureate degrees.**

| Category | Courses | Objectives |
|---|------------------|--|
| <p>First Year Seminar (2 cr. hrs.)¹</p> <p>The First Year Seminar provides students with the skills to succeed in college. For this reason, all entering freshmen are required to take this seminar during their first semester. Exceptions are specified in the First Year Seminar Policy.</p> | | <p>Key Campus Learning Objective</p> <p>CLO # 5. 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.</p> <p>CLO #6. 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.</p> |
| <p>First Year Seminar</p> | <p>EDUC U100</p> | <p>Course Objectives</p> <p>Become aware of and be able to use the various resources on campus, including library, CHP, registrar, financial aid.</p> <p>Develop coping and decision-making strategies for stress, self-image, time management, personal health and finance;</p> <p>Create an awareness of diversity;</p> <p>Build community among students, and engage students in campus life.</p> |

¹ The First Year Seminar becomes effective for the class of Freshmen entering Summer 2009 and after.

| | | |
|--|---|---|
| Composition and Communication (9 cr. hrs.) | | Key Campus Learning Objective |
| Effective communication is a foundational skill, as it is required to achieve the objectives of any college level course. For that reason, these courses should come early in the students' course of study. | | CLO #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. |
| College Level Composition (3 cr. hrs) | ENG W131 ² | Communicate clearly, completely and accurately with diverse audiences. |
| Second College Level Composition (3 cr. hrs.) | ENG W132 ENG W231 ENG W270 Other courses, if approved by English faculty | Understand the use and adaptation of appropriate citation styles Understand analysis of argument and demonstrate its use |
| College Level Speech Communication (3 cr. hrs.) (Excluding Composition) | SPCH S121 CMCL C223 Other courses, if approved by HFA faculty | |

... The remaining pages of the General Education Framework remain unaffected.

² Or equivalent, as specified by the Institutional Program Requirements, ~~and by English Exemption policy.~~

Institutional Program Requirement for Degree Programs at IU East

In order to assist students in meeting the seven campus learning objectives adopted by the campus, IU East has established minimum standards and program requirements for all degrees awarded at IU East. Students should familiarize themselves with these degree requirements as soon as possible in order to choose appropriate courses. All degree programs at IU East have the following requirements. In addition students must meet requirements established by each degree program.

1. A grade of C (2.0) is required in the First Year Seminar course. This course is mandatory for all beginning freshmen and for transfer students with no more than 12 credit hours of transferring course work. This course must be taken in the first semester after admission to IU East.
- ~~2. 4.~~ A grade of C (2.0) or above is necessary in all English composition course required for a degree. Students must take W131 or the equivalent within the first 25 credit hours for which they are enrolled. ~~Students entering with high SAT, ACT or AP scores may qualify for an exemption.~~
- ~~3. 2.~~ Students must complete a second writing course with a C (2.0) or better within the first 50 credit hours for which they are enrolled. This course should prepare students for writing research papers and include at least one method of widely-accepted documentation and instruct students in library research skills. For a Baccalaureate Degree, all students must complete a culminating writing experience in their major.
- ~~4. 3.~~ A minimum cumulative GPA of 2.0 (C) is required for all courses taken toward a degree.
- ~~5. 4.~~ No course with a grade below 2.0 will be accepted in the field of concentration or in the General Education Core.
- ~~6. 5.~~ For an associate degree a minimum of 15 credit hours must be completed at IU East. For a bachelor degree a minimum of 30 hours at the 200-level or above must be completed at IU East.
- ~~7. 6.~~ For an associate degree at least 9 hours in the field of concentration must be completed at IU East. For a bachelor degree at least 15 hours in the field of concentration must be completed at IU East.
- ~~8. 7.~~ Courses that are used to meet General Education Core requirements may not be applied to meet requirements of the field of concentration. Courses specifically required for the degree may not be used to satisfy distributional requirements.
- ~~9. 8.~~ Requests to deviate from any of the above requirements must be approved by the student's advisor, the appropriate department or division faculty, and the Vice Chancellor

of Academic Affairs. Written documentation of the final decision will be placed in the student's advising file. Forms for filing such requests are available in the registrar's office. Appeals of waiver decisions will be acted upon by the Admissions and Academic Affairs Committee whose decision will be final.

Passed by Senate April 3, 2001

Revised Faculty Senate November 7, 2006