

# Faculty Handbook

## August 2013

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### Table of Contents

<b>Table of Contents .....</b>	<b>i</b>
<b>Frequently Asked Questions.....</b>	<b>iii</b>
<b>SPEA Resources .....</b>	<b>1</b>
Associate Dean .....	1
Directors .....	1
Secretaries .....	1
Administrative Services .....	2
Development and Marketing .....	2
Student Services.....	3
Academic Advisors .....	4
Student Services Office Hours .....	4
HELPnet Technology Services .....	5
<b>SPEA Academic Policies and Procedures.....</b>	<b>6</b>
Class Records and Reports .....	6
Grading Policies .....	6
Assigning and Posting Grades.....	6
Confidentiality of Student Records and Grades .....	6
Grade Appeals (Grade Change Requests).....	7
GPA .....	8
Fee Refund Schedule.....	9
Schedule Adjustments.....	10
Adding and dropping courses .....	10
eDrop and eAdd.....	10
Waitlisting a Course.....	11
FLAGS System .....	12
Administrative Withdrawal (AW) Policy.....	12
Grade Replacement Policy.....	13
Incompletes.....	13
Students Called to Active Duty .....	15
Final Exam Schedule.....	15
Faculty Office Hours .....	15
Class Cancellations .....	16
In Case of Illness or Emergency.....	16
Class Cancellation for Other Reasons .....	16
Proctoring Make-up Exams .....	16
Proctoring In-Class Exams.....	16
Course Evaluation.....	17
Student Evaluation of Course.....	17
Mid-Semester Course Evaluations.....	17
<b>SPEA Secretarial Procedures .....</b>	<b>18</b>
Secretarial Support.....	18
Exams .....	18
Audio-Visual Equipment .....	19

<b>Classroom Protocol and Policies</b> .....	19
Civility and Academic Misconduct .....	19
SPEA's Policy for Civil Behavior and Disorderly Conduct.....	19
Classroom Management .....	19
Academic Misconduct.....	21
Behavioral Consultation Team.....	25
<b>Faculty/Student Resources</b> .....	25
One.....	25
Oncourse.....	25
Center for Teaching and Learning .....	26
JagTag Photo ID.....	26
<b>Campus Services</b> .....	26
Adaptive Educational Services.....	26
Career Center/Office of Student Employment .....	27
Office of Student Involvement .....	28
The University Writing Center.....	28
Counseling and Psychological Services.....	28
Other Campus Resources Offered at IUPUI .....	28
Web Sites of Interest for Faculty, Staff, and Students.....	29
<b>Associate Faculty Mentoring Program</b> .....	30
<b>Competencies and Learning Outcomes</b> .....	31
<b>Principles of Undergraduate Learning</b> .....	32
<b>Syllabus Preparation</b> .....	33
Syllabus Template.....	33
Syllabus Insert on Campus and SPEA Policies.....	38

# Frequently Asked Questions

**Q: How closely should I follow my syllabus?**

**A:** It is very important for each instructor to prepare the syllabus carefully because it is a 'contract' with the student. When you prepare the syllabus, be sure to include the required elements on the syllabus checklist that you are in your packets. Including these elements, adhering to the syllabus and minimizing changes to the syllabus will prevent problems (and student complaints). There may be instances when unforeseen circumstances will require changes in the syllabus. In these situations, make the changes, but be sure to provide advance warning and explain the needed changes to the students. Some types of changes may require concurrence of the entire class—for example, moving an exam date. If you are teaching a new preparation or a class that moves more quickly/slowly depending on the students' backgrounds, it is generally a good idea to label the weekly schedule of lecture/readings as tentative and to explain that it may change, depending on the progress of the class. Even in this case, it is best to leave exam dates as originally scheduled.

Please submit your syllabus to [speasupp@iupui.edu](mailto:speasupp@iupui.edu) and your Program Director prior to the beginning of class so that revisions can be made if necessary. *Syllabus template and addendum are included on page 32 and are sent to all instructors via email.*

**Q: Should I take attendance? What should my policy be if a student misses class because of illness or other unforeseen event?**

**A:** It is best to stipulate your attendance policy (whatever that may be) in the syllabus, keeping in mind that all students must be treated the same and rules must be applied consistently. We value your autonomy as an instructor, therefore there is no formal SPEA policy on attendance.

There are many options in terms of attendance policies. You may wish to take attendance each class and allow each student a certain number of absences before their final score or grade would be reduced. You may require students to give advanced warning of a missed class (even an e-mail noted a few minutes prior to the start of class) and/or documentation of the event before any makeup work will be accepted. Some instructors also chose not to take attendance at all and inform the students that their exams will include information from the lectures and therefore attending class will increase the odds of achieving a good grade. Other instructors give a small number of participation/attendance points or percentages that are factored into the final grade. As long as you give students prior knowledge (written in the syllabus as well as discussed during the first day of class), and if you treat everyone the same, you should not have problems in this area.

Please note that the university is requesting certain information about students earlier in the semester, such as attendance, therefore plan to ascertain attendance at least one class period during the first 3 weeks of the semester for this purpose. This can be done with a traditional method or simply by collecting an assignment in class. The FLAGS (system) and Administrative Withdraw are examples of such endeavors to determine student attendance. *If you elect to exercise the Administrative Withdrawal (AW) Policy, or if you are teaching a class that mandates the use of this policy, you will need to take attendance each class session for the first 4 weeks for reporting purposes. These are described later in the handbook on page 12.*

If a student misses a class in which an exam is given, it is again up to the instructor to determine whether the student should be allowed to make up the exam. Makeup exams should be scheduled at a time with the instructor can be present to proctor. If schedules do not make this possible, faculty may make use of the services of IUPUI's Testing Center for proctoring make up exams for individual students. Denise Scroggins can assist you with the instructions for utilizing this service, however this would need to be discussed and scheduled in advance.

**Q: Should I allow laptops or other technology to be used in class?**

**A:** Each faculty member may have a different philosophy on whether or not to allow students to use laptops in the classroom. Some view them as a distraction for students sitting behind or around those using laptops, while others view them as a valuable component to the class discussion, offering the ability to look up facts about course topics on the spot to add to the conversation.

You will want to include information on your policy about technology in the classroom in the syllabus. If you allow technology to be used, be specific about the types of what is allowed to be accessed during class, including repercussions if these policies are abused.

If laptops are allowed, we suggest that you make use of extra strategies to manage what is on the screens. Some examples include asking those with laptops to sit in the front row (thus decreasing the likelihood of students accessing Facebook or email) or frequently walking around the classroom to view images on laptops.

**Q: What if I must miss a scheduled class meeting?**

**A:** Faculty are responsible for providing instructional time, but this responsibility can be met in alternate ways when faculty must be absent from scheduled classes. Many instructors schedule a guest speaker on such an occasion. If you choose this option, it is important to plan the instructional time with the guest speaker. Other options can include online course work through Oncourse that can be planned ahead.

Although scheduling an exam may seem to be an easy alternative, we recommend against that, as our policy states that class exams must be given by a faculty member (associate faculty or full time faculty) and finding another instructor that is available can prove difficult. If you run into difficulties finding an alternative means of offering class, please contact the appropriate Program Director.

If your absence is not known in advance, such as in the case of an emergency, if possible, we ask that you make two actions.

1. Call SPEA Student Services as 274-4656 to alert SPEA of the information.
2. Post a message on Oncourse for your class.

If possible, we will post a sign on your classroom to alert students who have not checked Oncourse of the cancellation.

*More information can be found on page 16 of handbook.*

**Q: Do I need to keep my class in session for the whole scheduled class time?**

**A:** Yes, the university mandates that a certain prescribed number of contact hours be achieved for each credit hour of a course. These classroom hours do not include the time that students should be putting in outside of class on reading, researching, homework, etc. For a class that meets two times each week, the required class time is 1 hour 15 minutes per session. For a class that meets once each week, the required class time for each session is 2.5 hours with an additional 10 minutes for a break.

If you teach an evening class and you only use part of the time for an exam, please use the remaining time for lecture rather than releasing students.

Note that faculty members are expected to hold class each week during the semester and should not cut short the number of weeks of lecture. If faculty find they move through scheduled materials more quickly, other content/activities should be covered during the remainder of the semester.

**Q: When giving an exam, should I give any special instructions to the students?**

**A:** It is customary to take some added precautions to decrease the occurrence of academic misconduct during an in class exam. We recommend that you have the students place all items (backpacks, purses, hats, phones, computers, etc.) on the floor. As the instructor, you will also want to be attentive to the class during an exam.

If you believe you have witnessed a student attempting academic misconduct on an exam, immediately ask them for the exam (and any other item they may have out), explaining that failure of them to relinquish the material(s) will further substantiate your concern for cheating, then release them from the classroom. Under no circumstances should you attempt to take an item from a student.

**Q: How much time should I expect my students to spend on coursework outside of class and how rigorous should the class be?**

**A:** Students should expect to spend approx. 2-3 hours per credit hour (or 6-9 hours for a traditional 3 credit hour course) each week outside of class performing activities, such as reading the text prior to class, working on assignments, and preparing for papers and/or exams. Even though this is the university standard, students may attempt to make it through the semester with less time allowed for each of their courses. Because most of our students have many roles, it is a good idea to refresh them on this fact early in the semester in order to allow them to schedule time accordingly.

Students are asked to provide on the evaluations feedback about the rigor of the class. While subject to varying interpretations, rigor is an estimate of the stringency of expectations for student learning, and it involves—but is not the same as—the amount of outside time the class requires. Rigor and time outside of class can be elevated by increasing expectations on exams, papers, or assignments, or in the format of each class session. It is rare that most students in a class will earn As and Bs. Please work with your Program Director to achieve a normal grade distribution in your class and avoid grade inflation.

**Q: May I have guest speakers present to my class?**

**A:** Yes, guest speakers can offer valued information in their specific area of expertise, take some pressure off the instructor in the class preparation, and allow the students to increase their contacts in their desired field of study. It is best to present the class guest with the specific topic or information you wish to be covered and to be present for the lecture, especially if you plan to test over some of the material.

**Q: Should I assign a group project in my class?**

**A:** Depending in the course subject, the level of the course, and the instructor's comfort with groups, group projects can be an effective tool for learning and assessment. Typically upper-level undergraduate and graduate courses will use group projects more often than other levels of courses. In considering a group project, there are many strategies to consider in terms of the selection of group members, evaluation of final project and options for peer assessment. The Program Directors are available to assist in the decision of whether or not to include a group project in your course as well to elaborate of the above strategies.

**Q: May I schedule class in my home or other location?**

**A:** As a general rule, class should be scheduled in 'official' locations. Off-campus locations that are part of the course requirements are allowed. In this case, students should provide their own transportation unless university transportation is provided. Scheduling class in one's home, however, is discouraged. The home poses liability and other issues.

**Q: May I copy materials for class use?**

**A:** You may print some copyright materials, providing the amount is small and the purpose is for classroom use. Otherwise, you are required to obtain a copyright permission before printing copyright materials. The IUPUI Center for Teaching and Learning (274-1300) can assist with specific questions about fair use and copyright permissions. For more information about copyright in the academic setting, link to <http://copyright.iu.edu/resources>. *Further information on basic secretarial support can be found on page 17.*

**Q: How should I handle behavioral issues in class or email communications?**

**A:** Every faculty member, whether full-time or part-time, has the obligation of addressing behavioral issues as soon as possible. Timely action ensures that a positive classroom environment will be maintained and prevents the likelihood of additional problems during the semester. Faculty members have the option of addressing these issues with the student in class or out of class, preferably during a break or after class. It is important to maintain a calm, neutral affect to avoid escalating the issue. Identifying the offending behavior and correcting it promptly is important.

We encourage faculty to have a conversation with the student(s), describing the unacceptable behavior and the behavior that should be exhibited. It is helpful to frame the discussion with the student(s) in such a way as to indicate that it is an issue of professional demeanor and development. SPEA's Policy on Civility and Disorderly Conduct provides a good framework for handling these issues. However, it is essential for faculty and staff to understand that under no circumstances should a student's belongings be taken from the student nor should a student be touched in any manner during the process of addressing behavioral issues. The Program Directors are available to assist faculty with specific cases. *More classroom management is covered on page 18.*

In addition to reporting these issues to the Director of Academic Affairs, faculty are encouraged to report any concerning or disruptive behavior to the University's Behavioral Consultation Team (BCT) by completing the Concerned Persons Referral Form (<http://bct.iupui.edu/forms.html>) and calling 274-4431. Campus representatives from various critical offices monitor these submissions and are ready to intervene before a situation escalates to something more serious. This group also serves as a repository of past reports in order to track concerning trends for students. *Page 24 includes more information on the BCT.*

**Q: Am I obligated to identify and report academic misconduct?**

**A:** Every faculty member, whether full-time or part-time, has the obligation of identifying and reporting instances of academic misconduct. The most common misconduct that we see is plagiarism and cheating (working together when individual work is required). The likelihood of misconduct can be reduced by giving clear and explicit statements about your expectations. Instructors who assign papers or projects that require use of resources should be prepared to look for misconduct and educate students about what constitutes plagiarism and cheating. Contact the Director of Academic Affairs or Program Director for more information about these topics and how to handle a potential case of academic misconduct. *Visit page 20 of the handbook for further detailed information.*

**Q: What should I do if a student asks for an accommodation for academic work (for example, requests for extra time to take an exam/homework or a quiet place to take an exam)?**

**A:** Students who make such a request should be referred to the Office of Adaptive Educational Services (AES), which is responsible for screening requests, determining suitable accommodations, and providing support services. Faculty should not provide accommodations to students who have not been screened by AES. Similarly, faculty should not be 'helpful' by proctoring exams outside of class or asking support staff to do this. Routing all requests and accommodations (including special adaptations for taking exams) through AES ensures 1) that students have the supports and accommodations they need and 2) reduces potential liability to SPEA in the event that faculty do not provide the modification correctly or completely. It is important to note that students must seek accommodations for each class every semester and for each class. Therefore, it may be helpful to remind students that those who believe they need accommodations should contact AES as soon as possible. A description of AES and its services is available at <http://www.iupui.edu/~divrsity/aes/about/> and is covered in more detail on page 25 in the handbook.

**Q: What are my options if a student approaches me about extra credit?**

**A:** Normally there are no options other than the possibility of encouraging your students to attend various service or professional development activities. Extra credit opportunities are usually stated on the syllabus as planned points. Note that if you give one student a task in which to earn extra points, all students must be given the same opportunity. This ensures fairness and equity. Programs (such as a guest speaker or panel offered during Career Week through SPEA) that are offered for extra credit should include an academic component – for example, requiring the student to write a reflection that links the course content (or some aspect of it) to the activity.

**Q: Can my assistant or secretary perform functions – such as post messages on Oncourse or post grades – that are related to my teaching?**

**A:** Because you have been hired by the university to teach a course, only you have been given authorization and access to the students' information. For confidentiality reasons, you should not allow others to grade papers, enter grades, or communicate with your students on your behalf. *Confidentiality is covered in greater detail on page 6.*

**Q: Where should I go to have a meeting with a student outside of class?**

**A:** The outer area of our computer lab, BS 1000, has been designated as a lounge with this capability. You will access this area with your JagTag. If you require a more private setting for a student meeting, contact either Denise Scroggins or Jovita Williams, as they can schedule such a venue for your use.

**Q: Is there office space in the BS building where I can utilize a computer and telephone?**

**A:** Yes, the office number is BS 4032W, and it is a shared space for all associate faculty. Feel free to use the computer(s) and telephone in this office. Please use caution in leaving personal items and do not leave student sensitive information unattended. Also note that this office may not be ideal for meetings with students, as interruptions may occur with other faculty coming in to make use of the computer or check their mailbox.

**Q: Am I required to have students evaluate my teaching?**

**A:** Yes, IUPUI requires evaluation of faculty, including associate faculty. Near the end of the semester (traditionally approx. 3 weeks prior to the end of the semester), Jovita Williams will place student evaluations in your mailbox. These should be completed (while you leave the classroom) and collected by a student, who will be responsible for returning them to the appropriate office listed on the envelope. You will receive complete instructions on how to administer the evaluation. The end of semester evaluations for faculty are reviewed by the appropriate Program Director. The purpose of the evaluations is to provide feedback to enhance instructor performance and student learning in future semesters.

Students also have the opportunity to complete an optional evaluation at the mid-term. The feedback from the mid-term evaluation can alert you to problems and keep these from escalating into major issues by the end of the course. The mid-term evaluations are viewed only by the instructor, as the typed comments will come directly to your email as a message from HELPNET in order to remain anonymous. Both instructors and students will be sent a link via email to complete the evaluation, but we encourage faculty to provide additional reminders to students to complete the survey. *More information can be found on page 16.*

**Q: Where can I get more information about course management, student mentoring and resources, teaching development, and other related topics?**

**A:** In addition to SPEA resources, The Office of the Executive Vice Chancellor for Academic Affairs and Dean of the Faculties (formerly the Office of Professional Development) has many resources that will help ensure a successful semester. The Center for Teaching and Learning can be accessed at <http://wwwctl.iupui.edu> and has downloadable resources as well as the ability to schedule a consultation with someone in their office. In addition, the Program Directors will also be glad to assist you. *Please also see page 25 of the handbook.*

**Q: How much time should I expect to spend on my class as a new instructor?**

**A:** It is wise to assume you will spend much more time preparing for your course the first time you teach than in future semesters. We encourage new and veteran faculty to plan the course sessions, assignments, lectures and activities prior to the start of the semester, as it is difficult to prepare class sessions as you move through the semester. The more complete your syllabus and preparation is prior to the start of class, the less time you will need to spend each week on that aspect, and can then focus on enhancing what is planned based on past classes and grading assignments and exams as they are due.

As a broad rule of thumb, if you have prepared materials for class sessions prior to the beginning of the semester, you might spend 30 minutes to an hour prior to a class session going over lecture notes and other materials to be used during the session in order to refresh your memory about the materials. A similar amount of time might be devoted after the class session to reviewing the session's activities, with more time needed if a quiz or project was presented and needs grading. Grading of tests, quizzes, and projects often takes a substantial amount of time, but may be done at a more convenient later time.

Providing feedback to students is very important, and we encourage instructors to grade and return quizzes, tests, projects, papers and other evaluated student submissions as soon as possible, if possible by the next class session or the next week of class. However, we recognize that this is not always possible, but you should plan and make clear in your syllabus your intended practice for returning graded materials, and to build the necessary time into your schedule.

**Q: What are the next steps to make me fully functional as a faculty member?**

**A:** Once you have completed the background check and have been officially hired by the university, there are three main activities that will need to occur. Information and forms regarding these will be sent to you from Ranna Johnson.

1. Email activation—This will provide you with an IUPUI email account and the ability to access Oncourse, post information for the FLAGS System and the posting of grades.
2. JagTag—This is an IUPUI ID card, which can then be coded for access to the BS building 4<sup>th</sup> floor offices (including Assoc. Faculty office and mailboxes), BS 1000 (SPEA's student lounge and computer cluster), the ability to load money for campus vendors as well as receive discounts.
3. Parking permit—Your IUPUI parking permit can be selected on factors such as time of day you will be on campus, location of your classroom and amount of money you want to spend. This is set up and paid for by the instructor.

# SPEA Resources

## Dean and Directors

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**LILLIARD RICHARDSON, Ph.D.**  
Executive Associate Dean for SPEA  
Indianapolis Campus  
274-2016  
BS 3025  
lillrich@iupui.edu

Lilliard is the incoming campus dean for the School of Public and Environmental Affairs. In his role as associate dean for the system-wide school, Lilliard is the lead administrator for all the School's academic programs in Indianapolis.

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**JEFFREY PAINE, D.P.A.**  
Director of Programs in Public Affairs  
274-1068  
BS 4083  
jefpaine@iupui.edu

Jeff is here to assist you if you have questions regarding undergraduate or graduate classes or students in the MPA or the BSPA. He also is a very good resource for answering questions regarding these programs and courses.

**TOM STUCKY, Ph.D.**  
Director of Programs in Criminal Justice,  
Law and Public Safety  
274-3462  
BS 4069  
tstucky@iupui.edu

Tom can assist you with questions regarding the BS in Criminal Justice as well as the MSCJPS, criminal justice program in the MPA and Homeland Security and Emergency Management certificate.

**SUZANN LUPTON, J.D.**  
Director of Academic Affairs  
274-2717  
BS 4065  
slupton@iupui.edu

Suzann can assist you with issues related to student conduct and behavior in the classroom, including problems of academic misconduct (such as plagiarism). Suzann also works on activities that cross both PA and CJ disciplines.

## Secretaries

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**JOVITA WILLIAMS**  
Faculty Administrative Assistant  
274-2993  
BS 4032T  
speasupp@iupui.edu

Jovita is the SPEA Faculty Secretary. She is the clerical support for faculty and associate faculty. She is available to provide support through typing, editing, and photocopying. She coordinates textbook orders, course packs, and processes teaching evaluations.

**SHAWNTÉ SANDERS**  
Assistant to the Executive Associate Dean  
274-2016  
BS 3025  
sjake@iupui.edu

Shawnté manages the Executive Associate Dean's calendar and assists with various projects.

**CORTNEE MARTIN**  
Assistant Director of Development  
278-9670  
BS 3025  
coemarti@iupui.edu

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Cortnee assists with various projects for the Dean's office, including events, SPEA website updates and other external affairs ventures.

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## Administrative Services

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**DENISE SCROGGINS, M.S.**

Director of Faculty and Academic Support  
274-6629  
BS 4071  
dscroggi@iupui.edu

Denise works with the Program Directors to coordinate items that bridge both undergraduate and graduate programs. She coordinates the course planning and scheduling process and is a key liaison for Associate Faculty.

**DIANA JONES, M.B.A.**

Director of Fiscal and Administrative Services  
274-3863  
BS 3025  
dijones@iupui.edu

Diana is the SPEA Account Manager. She coordinates with the Associate Dean at IUPUI and the Director of Administrative Services to plan the financial operations of the School and its associated centers.

**RANNA JOHNSON**

Human Resource Specialist  
274-4943  
BS 3025  
rannjohn@iupui.edu

Ranna serves as a Human Resources liaison for SPEA and will answer any questions regarding payroll or paychecks. Ranna also generates part-time faculty teaching contracts.

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## Development and Marketing

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**KIM FRANCIS-ENGEL, M.B.A.**

Director of Development  
278-2461  
BS 3025  
kifraci@iupui.edu

Kim directs development efforts for SPEA and maintains relationships with alumni.

**LIZ JOSS**

Manager of Marketing and Communications  
274-8624  
BS 3025  
ljoss@iupui.edu

Liz supports the staff and faculty in their efforts to recruit students, conduct research, provide training and raise money. Using a variety of communications channels, she also works to spread the word about SPEA's accomplishments with internal and external audiences.

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## Student Services

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**KYLE MCCOOL, M.S.**

Director of Undergraduate Programs and Student Services

278-2077

BS 3025

kyhunt@iupui.edu

Kyle oversees and directs the staff working with and serving our undergraduate students and programs in our student services office.

**LUKE BICKEL, M.A.**

Director of Graduate Programs

278-0308

BS 3025

lbickel@iupui.edu

Luke oversees graduate student services, including admissions into the various SPEA graduate programs.

**KATHLEEN HURSH**

Assistant Director of Career Services

278-3651

BS 3025

hurshk@iupui.edu

Kathleen is in charge of the development of internship and career opportunities, employer relations, and manages student placement. She coordinates all professional development opportunities for students within SPEA, assisting with resume and personal statements.

**TIFFANY MARTINEZ**

Undergraduate Recorder

274-8483

BS 3025

tijnicho@iupui.edu

Tiffany maintains all student records, processes most student forms, records grades, and certifies students for graduation. She creates curriculum and other databases for audits. See Tiffany for questions related to grades, incompletes, rosters, and student records.

**PATT IRISH**

Administrative Secretary

274-4656

BS 3025

plcarlo@iupui.edu

Patt is the first point-of-contact for student inquiries, requests for information, and advising appointments. She is knowledgeable about University resources; answers general questions related to academic programs, policies, procedures, etc.; and routes more specific questions and concerns to the proper individual.

**SARA WRIGHTSMAN**

Graduate Recorder/Graduate Admissions Assistant

274-1052

BS 3025

sajwrigh@iupui.edu

Sara assists with graduate admissions and provides general student services support. She also assists with various recording duties.

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## Academic Advisors

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**KRISTIN LIVELY, M. Ed.**

Assistant Director for Graduate and Undergraduate Programs

278-1578

BS 3025

klivelys@iupui.edu

Kristin provides academic advising to all SPEA students, but focuses on honors, accelerated and high ability students. She also works with graduate students and advises SPEA's honorary societies Pi Alpha Alpha and Alpha Phi Sigma.

**LAURA ASBURY, M.A.**

Undergraduate Academic Advisor

274-4775

BS 3025

lauasbur@iupui.edu

Laura provides academic advising for all undergraduate students. Additionally she coordinates and works with students interested in pursuing a SPEA overseas study experience. Laura also advises the SPEA Study Abroad Student Organization.

**JAMES ECKERTY, M.S.**

Undergraduate Academic Advisor

278-4466

BS 3025

jeckerty@iupui.edu

James provides academic advising to all SPEA undergraduate students. Additionally he is the undergraduate recruiter, working closely with undergraduate admissions and campus visits. James also advises SPEA Ambassadors.

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## Student Services Office Hours

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The student services area (BS 3025) is open from 8:00 to 5:00 Mondays, Tuesdays and Wednesdays; 8:00 – 6:00 Thursdays (excluding summer and breaks); and 8:00 to 5:00 on Fridays. SPEA staff members are available to provide assistance to students and faculty during these times.

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## HELPnet Technology Services

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**CARL RHINE**

Director of Information and Network  
Systems

BS 0002

274-3087

crhine@iupui.edu

Carl manages all administration and design of the school's computing and technology resources.

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### ***HELPNET TECHNICAL ASSISTANCE***

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**HELPnet HELP line**

Phone 274-3087

E-mail: helpnet@iupui.edu

Website: helpnet.iu.edu

General HELPnet services are available Monday through Friday, 8 to 5 pm, providing answers, diagnostics, and troubleshooting for faculty and staff. The HELP line also can provide information on central computing services from University Information Technology Services, which include mainframe and UNIX support, television/VCR or presentation equipment delivery to classrooms, etc. The campus telephone line for UITS central services and classroom delivery is 274-0754

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# SPEA Academic Policies and Procedures

## Class Records and Reports

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Class roster information is available online through Oncourse (<https://oncourse.iu.edu/portal>) and One ([www.One.iu.edu](http://www.One.iu.edu)).

Information on acquiring class rosters through both services is available at <http://registrar.iupui.edu/prelimrs.html>.

## Grading Policies

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### Assigning and Posting Grades

Instructors are given the responsibility of assigning grades to the students in their course. It is expected that the instructor's methods for assigning grades will be fair, specifically explained to the students in the syllabus, and reflect the student's level of competence with the course material. SPEA does not require instructors to follow a specific scale when assigning grades, but a grading scale (A = % or points, B = , etc.) should be included in the syllabus. Instructors should retain grade records in a secure location for at least one year after the end of a course in the event there is a dispute about an assigned grade.

Instructions for submitting grades can be found on the Registrar's Office website at <http://registrar.iupui.edu/finalrst.html>. SPEA Student Services also sends instructions via e-mail to the faculty near the close of each semester.

### Confidentiality of Student Records and Grades

In accordance with federal statutes and regulations, a student's records are confidential and may not be disclosed to persons other than the student. Likewise, the instructor is the only person who should deal with course and student information, such as grades or Oncourse postings.

*Please be cautious when creating course information that may contain roster or student information. DO NOT SAVE student information on laptops, iPads, etc. that may be lost or stolen. It is best to house this information in Oncourse.*

*Similarly, you are not permitted to speak to family members or others regarding a student's performance or grade. You may listen to the information given to you by concerned individuals, however may not share facts to them about any student. Other items depicting a student's performance (exams, papers, etc.) must be kept in secured locations as well.*

Because a student's IUPUI e-mail account is used for official communications, it may be used to provide information about grades. However, non-IUPUI e-mail accounts should not be used, again, because of confidentiality concerns.

## Grade Appeals (Grade Change Requests)

Under certain circumstances, students can seek a grade change for a course that has been completed if the student believes that a grade has been calculated or assigned incorrectly. The reasons for seeking a grade change are limited to the following conditions:

- a grade discrepancy that arises because of computational errors,
- a grade discrepancy that arises because of errors in recording grades,
- a grade dispute that arises because of grading a paper or assignment in a manner that is inconsistent with grades assigned to other students,
- a grade dispute that arises because the grading criteria were not followed
- or other improper conditions.

A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **The student's appeal must be made within 90 days of the date when the grade was issued.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request using its grade appeal process. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfrm.html>.

Occasionally a student may seek a withdrawal after a course has been completed. In these instances, the grades would have already been submitted, therefore the request would be to change the posted letter grade (such as an 'F') to a withdrawal (W). **Changing a grade after the grade is issued is granted rarely and only in extraordinary circumstances that prevented the student from officially withdrawing or would have imposed an unreasonable hardship on the student. A request to change from a letter grade to a withdrawal is never granted in the following situations:**

- **the student earned a failing or poor grade,**
- **the student forgot to attend class,**
- **the student forgot to withdraw, or**
- **the student did not know about the need to withdraw.**

Students in these situations can use grade replacement to improve a low or failing grade. Students whose grade appeals have been denied can also consider grade replacement to improve a low grade. Grade replacement is a process in which a student would reenroll in the same course in a subsequent semester, and upon completion of the course, the student can make an official request to replace the first grade with the second.

## GPA

SPEA follows the official grade point average (GPA) system of Indiana University, which is as follows:

A+, A	=	4.00	B-	=	2.70	D+	=	1.30
A-	=	3.70	C+	=	2.30	D	=	1.00
B+	=	3.30	C	=	2.00	D-	=	0.70
B	=	3.00	C-	=	1.70	F	=	0.00

The following grades do not carry points:

- I** Incomplete – An incomplete designates that work has not been completed. In SPEA, an incomplete can be assigned only when 75% of the coursework has been satisfactorily complete. An incomplete will automatically change to an F if the work is not completed within one year.
- NR** Grade not reported – The NR grade is reported to the student when the instructor does not submit a grade for the student. It is not a substitute for an incomplete. The instructor should issue a grade of I in those instances when the student has not completed the work for a course and the circumstances warrant an I.
- P** Pass – only for approved courses
- S** Satisfactory – only for approved classes
- W** Withdrawal – The W grade is not assigned as a grade by the instructor at the end of the semester. The instructor does have a role in assigning the W as part of the schedule adjustment or grade appeal process.
- F** Fail. This grade is assigned when the student has not met the requirements for passing the course. Students who fail a course may be able to use the grade replacement policy to remove the impact of the F on their transcript.
- FN** At the end of the semester, faculty members are asked to record a grade of FN on the course roster for those students whose failing grade is the result of their lack of attendance. Instructors are asked to submit a last date of attendance (or a best guess as to the student's last date of attendance or participation in the class). The FN grade is used for tracking purposes. It provides documentation to auditors to ensure the campus complies with federal financial aid regulations, and it provides useful information in the event a student appeals a grade of F. When a student receives a grade of FN, it appears as an F and is computed into the GPA as an F.
- FNN** If the student never attended the class, enter a grade of FNN. It is not necessary to enter a Last Date of Attendance with the FNN grade. The grade of FNN will be treated on the transcript in the same way we handle the grade of F. The student will not see the FNN.

## Fee Refund Schedule

Students are eligible for fee refunds, depending on the time of withdrawal from a course. It is the student's responsibility to be aware of the fee refund schedule, which is given below.

### Time of Withdrawal:

#### Courses lasting 9 through 16 weeks

During the 1 <sup>st</sup> week of classes or through drop/add period	100%
During the 2 <sup>nd</sup> week of classes	75%
During the 3 <sup>rd</sup> week of classes	50%
During the 4 <sup>th</sup> week of classes	25%
During the 5 <sup>th</sup> week of classes and thereafter	NONE

#### Courses lasting 5 through 8 weeks

During 1 <sup>st</sup> week of classes or through drop/add period	100%
During the 2 <sup>nd</sup> week of classes	50%
During the 3 <sup>rd</sup> week of classes and thereafter	NONE

#### Courses lasting 2 through 4 weeks

During the 1 <sup>st</sup> and 2 <sup>nd</sup> day or through drop/add period	100%
During 3 <sup>rd</sup> and 4 <sup>th</sup> day	50%
During 5 <sup>th</sup> day of classes and thereafter	NONE

#### Courses lasting 1 week or less

During 1 <sup>st</sup> day of class	100%
During 2 <sup>nd</sup> day of class	50%
During 3 <sup>rd</sup> day of classes and thereafter	NONE

The refund policy applies to credit hour fees and all course-related fees.

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## Schedule Adjustments (dropping and adding courses)

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### Adding and Dropping Courses

Students may make changes to their schedules online from the time of their initial registration up through the end of the first day of the second week of a major term or the end of the third day of the two major summer sessions.

Any Fall and Spring semester drop and add requests made after the first week require the approval of an academic advisor. Added courses after the first week also require the instructor's signature of the course the student wishes to add. Instructor signatures and the signature of the academic advisor are required for withdrawals further into the term.

#### Option 1: eDrop/eAdd

Electronic Class Drop and Add (**eDrop & eAdd**) have been developed so that students are able to make changes to their class schedules without having to walk paper forms to various campus offices for approvals and processing.

- After a student submits an electronic eDrop/eAdd request, academic advisors, followed by instructors will review and approve (or disapprove, if necessary) those requests using an electronic workflow system. **eDrop and eAdd requests will come to your IUPUI e-mail. It is imperative that you review your messages frequently for this purpose.**
- Approved drop and/or add requests will then automatically be updated to a student's class schedule.
- For more details visit [http://registrar.iupui.edu/eDoc/eDrop\\_student.html](http://registrar.iupui.edu/eDoc/eDrop_student.html).

#### When are eDrop and eAdd available?

- eDrop and eAdd will be available each term beginning the second week of classes.
- eDrop and eAdd will be available through the *Automatic Grade of W* deadline for the semester/session of the class being dropped or added. The eDrop Request page will indicate which classes can be dropped through eDrop on any given day.

#### Option 2: Drop / Add Forms

- A student may obtain a schedule adjustment (drop/add) form from their advisor or School. The form and its use are given below.
- Based on the timing of the request, an academic advisor and/or the instructor's signature may be needed.

A student's financial aid and/or enrollment level may be affected by dropping a course. For this reason, students are advised to consult with the Office of Scholarships and Financial Aid Services before withdrawing from a course to determine if dropping a course will affect their aid.

**SCHEDULE ADJUSTMENT FORM**

<small>LAST NAME</small>	<small>FIRST</small>	<small>MIDDLE</small>	<small>STUDENT I.D. OR SOC. SEC. NO.</small>
<b>DROP</b> →	DEPT. CRSE. SECT. CREDIT	<b>GRADE</b> <b>W</b> <b>F</b>	DROPPED INSTRUCTOR'S SIGNATURE REQUIRED AFTER MIDTERM GRADE OF W OR F MUST BE ASSIGNED.
<b>ADD</b> →	DEPT. CRSE. SECT. CREDIT	CIRCLE ONE	
ADDED INSTRUCTOR'S SIGNATURE REQUIRED AFTER CLASSES BEGIN OR IF CLASS IS CLOSED DURING REGISTRATION.		ADVISOR'S SIGNATURE REQUIRED FOR ALL ADJUSTMENTS.	
STUDENT'S SIGNATURE OR PERSON SUBMITTING FORM		STUDENT'S DEAN OR REPRESENTATIVE MUST APPROVE ADJUSTMENTS DURING LAST 1/4 OF SEMESTER.	
SEMESTER/YEAR	WHITE-REGISTRAR GREEN-ADD INSTR.	YELLOW-DROP INSTR. PINK-STUDENT	ISSUED _____ DATE RECEIVED _____ DATE

**FORM IS INVALID 10 DAYS AFTER ISSUED**

UPLU REG. F040 REV. JAN. 1999

### ***Instructions for Completing the Schedule Adjustment Form:***

- a. Student ID or Soc. Sec. No. – Enter University ID
- b. Dept. – SPEA
- c. Crse.– for example, V 380
- d. Sect – In Oncourse, the section number is the class number, which appears on the tab for each course as the last entry – for example, FA 12 IN SPEA-V 380 25506. The class number (section number) is 25506.
- e. Grade – For dropped courses, circle the grade the student has earned at the time the student drops the course. A grade of ‘W’ means the student is passing the course at the time of the request. A grade of ‘W’ cannot be issued for classes that are completed.
- f. Semester/Year – for example, Fall/2012
- g. Signatures – Student, Academic Advisor, and Instructor must sign the form, as per the Office of the Registrar withdrawal dates.
- h. Issued and Received – Student and Instructor do not make an entry.

### **Waitlisting a Course**

Before classes begin, students may add courses without signatures, unless the course is full. **If the class is full** before classes begin, the student should activate a waitlist request via the registration system (registration on the web). The first person to activate a waitlist for a section is placed at the top of the waitlist. If a seat becomes available in that section, the first person on the waitlist is moved into the section and the next person on the waitlist moves into the position of next in line. **The only means to get a seat in a closed section is for a student to place their name on the waitlist. If a student asks to be admitted to your class during the first three days of the semester, inform them that they MUST utilize the waitlist. Do not sign a drop/ add slip during this time.**

Prior to the beginning of classes, Student Services will review the list of students on each course’s waitlist to see if there are extenuating circumstances that suggest the student should be admitted to the course – for example, if the student plans to graduate prior to the next scheduled offering. If no extenuating circumstance is determined, the student will be denied admission to the class and will need to wait until a later semester to take the course.

If a course’s waitlist includes students who need the course during the current semester, the instructor will be notified via e-mail and the students will be given permission to enroll in the course.

Students who contact the instructor directly and request permission to enroll in the course should be referred to the Director of Student Services. This process allows SPEA Student Services to act as a buffer between the student and faculty and alleviate any unnecessary requests directly to the faculty.

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## FLAGS System

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The university is utilizing an initiative called FLAGS (Fostering Learning, Achievement, and Graduation Success) designed to serve as an early alert system for students. Faculty should verify enrollment and any academic concerns in the first few weeks of the term, though the information can be updated at any time during the semester. You are required to verify your roster by taking attendance by February 21, 2013. We also encourage you to submit this information in weeks 2, 5 and 8 of the semester.

You can access the FLAGS system through either your Faculty Center in One or in Oncourse. Students can then access their instructors' feedback in the Student Center tab in One. (For undergraduate courses, responses requiring an action from the School and/or the student will be followed up by an academic advisor contacting the student.) We will send you email reminders with specific instructions on how to enter the data. Kyle McCool in SPEA Student Services is also willing to help any faculty with the FLAGS system.

For more information, please go to: [http://registrar.iupui.edu/flag\\_eas.html](http://registrar.iupui.edu/flag_eas.html).

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## Administrative Withdrawal (AW) Policy

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The university has adopted the IUPUI Administrative Withdrawal (AW) Policy and made it available for all undergraduate courses. The campus policy can be accessed at the Office of the Registrar Website (<http://registrar.iupui.edu/withdrawal-policy.html>). Attendance has proven to be a key factor in academic success. This policy is intended to help students establish good attendance habits that will help them achieve their academic goals.

This policy utilizes the attendance information in the Student Performance Roster to determine if a student should be administratively withdrawn. **Any students who have missed more than half of the first 25% of the course required activities would be candidates for administrative withdrawal.**

All undergraduate course instructors may elect to adopt the Administrative Withdrawal Policy. (Note this is mandatory for J 101 and J 150 classes.) If this policy is used, it is the instructor's responsibility to make note (take attendance) and post if the student has missed more than half of the first 25% of the class required activities (class sessions) through the Student Performance Roster. Again, you will receive email reminders with instructions at the appropriate times.

**If the AW policy is to be exercised in your class, you must include the text below in the attendance and/or assessment portion of your syllabus.** If utilized, we also encourage you to speak about this on the first day of class.

Administrative Withdrawal: A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: *Our course meets once/twice per week; thus if you miss more than two/four classes in the first four weeks\**, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you

have questions about the administrative withdrawal policy at any point during the semester, please contact me.

\*Faculty should tailor the italicized statement and indicate the number of class meetings or required activities that fit the syllabus for their section.

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## Grade Replacement Policy

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This policy allows approved **undergraduate** students seeking their first degree to repeat a maximum of 5 courses or 15 credit hours and removes the initial course grades from the transcript. If a student chooses to repeat a course and achieves the same or higher grade, both attempts will appear on their transcript. However, the original grade will be replaced by an X, and only the replacing grade will be counted in the cumulative GPA. The student may “replace” the grade of a single course no more than two times. Students should contact their Academic Advisor for making and completing this request.

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## Incompletes

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If a student is unable to finish his/her coursework *and **has satisfactorily completed three-fourths of the course***, the instructor may give the grade of incomplete ‘I’ by completing the form supplied with the final grade roster. The student has up to one year to complete all the requirements for the course, but the instructor may require the work to be completed in a shorter time period. An ‘I’ is most often used when a student becomes ill or for some other reason cannot attend the last week or two of class or finish a final assignment. The ‘I’ becomes an ‘F’ at the end of one year if the work is not finished. Under unusual circumstances an instructor can grant an extension, but only if the delay is for reasons beyond the student’s control. If an ‘I’ is given, the student is responsible for contacting the instructor in order to complete the course requirements. The instructor is responsible for changing the student’s grade once the course is complete.

Note that this use of the incomplete is not and should not be a substitute for a withdrawal and re-enrollment in the course. The conditions for removing the incomplete should be specific and clearly articulated. In some instances, the instructor may require a student to retake an entire course as a condition of awarding the incomplete, but this option should not be considered as a ‘typical’ option. It should be used only in special circumstances.

After the student has fulfilled the conditions for granting the incomplete, the instructor reports the new grade electronically.

Faculty should be aware that SPEA Student Services staff members are not allowed to complete these forms or issue grades based on email or telephone instructions. Faculty must complete these forms and submit the completed forms to SPEA Student Services in addition to the online forms. These forms are available at the SPEA Student Services office, at the faculty secretary’s office, or online at the SPEA website. Contact Denise Scroggins for further guidance for issuing or removing incompletes.

## The School of Public and Environmental Affairs Record of Incomplete Grade

(This form must be completed for every grade of "I" issued, and upon completion, it must be submitted to Student Services.)

Last Name	First Name	MI	Student ID Number	School

An incomplete grade may be given if it meets the following criteria:

1. The student's work was interrupted by an *unavoidable absence* for extenuating circumstances beyond a student's control.
2. The student has substantially completed the course and its requirements. SPEA's policy requires the student to have *completed 75% of the course*.
3. The student's work must be of *satisfactory (passing)* quality at the time the course was time it was interrupted.
4. The incomplete grade is *not to be used as a substitute for a failing grade*.

An instructor may consult with the Director of Academic Affairs to determine whether the circumstances may warrant a grade of incomplete. *An instructor can allow the student up to one year to complete the work.*

Department	Course Number*	Class Number*	Course Title	Cr. Hrs.	Sem./Yr*
SPEA					

\*Course Number— for example V380; Class Number – found as the last entry in Oncourse in the tab for each course; for example, FA 06 IN SPEA V380 **25506** (25505 is the class number); Sem/Yr – for example, Fall/2007

1. The reason for the incomplete is as follows:
  
  
  
2. List the requirements the student must complete in order to receive a permanent grade:
  
  
  
3. Date by which the work must be completed, if less than 1 year: \_\_\_\_\_

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Signature of Instructor	Date

Rev. 7/07

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## Students Called to Active Duty

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SPEA encourages any student who is a member of the U.S. armed forces or the Indiana Military Reserves and is called to active duty, specialized training, or as part of disaster relief efforts to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing from all courses with 100% refund of tuition and fees, but the request to withdraw needs to be made within one week of official notification by the military service. The complete campus policy is available at the IUPUI Office of the Registrar at <http://veterans.iupui.edu/resources/withdrawal/>. Alternatively, students who are called to active duty may qualify for an incomplete. For further information, contact the Denise Scroggins.

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## Final Exam Schedule

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The Final Exam Schedule, which is showcased at the Office of the Registrar's website, under Academic Calendar, is established to limit potential conflicts in a student's final exam schedule. If an exam is given, it must be held on the day and time set in the final exam schedule. (DO NOT GIVE YOUR FINAL EXAM DURING THE LAST DAY OF CLASSES, as this decreases the total number of contact hours for class time.) If the exam time is changed by the instructor, conflicts may result and require arbitration. Students may report instructors who make changes in the final exam schedule or instructors who give final exams before the final exam period. Either instance will trigger an official investigation.

Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. We ask all SPEA instructors to work with students to resolve these issues.

During the summer, final exams are to be given on the last day that is regularly scheduled for that course.

Final grades are to be submitted electronically no later than 48 hours after the exam. It is imperative that you arrange your schedule to allow yourself ample time to calculate your grades and still meet the deadline, as student transcripts are analyzed for probation, dismissal and good standing identifications.

The final exam date and time for all classes in a given semester can be found at <http://registrar.iupui.edu>, clicking Academic Calendar/Final Exam, and Final Exam Schedule for the semester in question.

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## Faculty Office Hours

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Full-time faculty are expected to keep office hours throughout the semester. Typically Associate faculty schedule meetings with students by request and can use the outer area of BS 1000 to meet with students. It is also important to state availability to answer emails and phone messages on syllabus.

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## Class Cancellations

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### In Case of Illness or Emergency

**If you are ill or otherwise cannot meet with your class**, you must send an announcement via Oncourse to your class and contact SPEA Student Services at 274-4656 prior to the scheduled class so that staff can post a notice of the cancellation (on SPEA letterhead) on the classroom door. It is also a good idea for you to get your students' IUPUI e-mail addresses and current telephone numbers so you will be able to contact them as needed.

**NOTE:** Leaving a message for a specific individual (e.g. Jovita or Denise) regarding a class cancellation is not appropriate because that person may be out or otherwise not able to forward or react to the message in a timely manner. Contact Student Services (274-4656) to be assured that someone will receive the message. We will then post a sign on your door and be aware of the situation should any students call with questions.

### Class Cancellation for Other Reasons

*Absences because of reasons other than illness or for other academic commitments should be planned and managed in consultation with the Program Director responsible for the program.*

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## Proctoring Make-up Exams

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THE INSTRUCTOR IS RESPONSIBLE FOR SCHEDULING A MAKE-UP EXAM WITH THE STUDENT AT A TIME AND PLACE WHEN BOTH CAN BE PRESENT.

Faculty should plan to schedule space with the faculty secretary at least 48 hours in advance of the exam to ensure that the space will be available. The faculty member assumes responsibility for administering the exam.

If the instructor cannot make suitable arrangements, please contact the appropriate Program Director or Denise Scroggins to make other arrangements, such as with the Testing Center in the BS building. More information regarding the proctoring through the Testing Center can be found at <http://tc.iupui.edu/testing/makeupexam.asp>.

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## Proctoring In-Class Exams

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THE INSTRUCTOR IS EXPECTED TO BE IN THE CLASSROOM DURING ANY IN-CLASS EXAMS. IN THE EVENT OF AN EMERGENCY OR A PRE-ARRANGED ABSENCE, IT IS THE FACULTY MEMBER'S RESPONSIBILITY TO FIND ANOTHER FACULTY MEMBER TO PROCTOR THE EXAM. ASSOCIATE FACULTY MAY CONTACT THE APPROPRIATE PROGRAM DIRECTOR FOR ASSISTANCE.

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## Course Evaluation

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### Student Evaluation of Course

Evaluation forms will be placed in the faculty mailboxes approximately two weeks prior to the end of every semester. There will be a memo attached to the evaluations stating the date the evaluations must be returned to the faculty secretary and the process for completing the evaluations and submitting them. (Please make arrangements with Jovita if you need the evaluations mailed to you). These evaluations are an important factor in the administration of the School, and every member of the teaching program is required to insure that the evaluations are completed by the students in their class. *NOTE: The instructor is not permitted to be in the classroom while students are completing the evaluation forms. Completed evaluations must be returned by a student to the designated location.*

### Mid-Semester Course Evaluations

SPEA students now have the opportunity to evaluate their courses in the middle of the semester via the Internet. All SPEA faculty, especially new faculty, are encouraged to make use of this tool. Students will log on to <http://www.spea.iupui.edu/evaluations> and anonymously offer feedback for their instructors. This information is immediately sent back via e-mail to the instructor, who is the only person to receive the feedback. You will receive an email from Denise Scroggins at mid-term with instructions and the above link to forward to your students.

# SPEA Secretarial Procedures

## Secretarial Support

Jovita Williams, (274-2993 or [speasupp@iupui.edu](mailto:speasupp@iupui.edu)) provides secretarial assistance to the full and part-time faculty. It is important to give her a reasonable amount of lead time to complete your clerical work. As a general rule, **three to five days**, when possible, will ensure your product is completed on time. You are asked to complete a work order request form (available from Jovita) when you ask for assistance.

It is a good practice to keep copies of any materials that are mailed or sent by messenger. Class materials also can be faxed to (274-7860) or e-mailed to [speasupp@iupui.edu](mailto:speasupp@iupui.edu).

Each associate faculty is assigned a mailbox at the beginning of the semester; these are located in the Associate Faculty office (BS 4032W) on the fourth floor. It is important to check your mailbox on a regular basis for student correspondence, school announcements, and general information.

At the start of each semester, each faculty member is required to submit course materials to Jovita as follows.

**Four to six weeks prior to semester start**, submit:

1. Electronic copies of your syllabus and course material
2. Copyrighted readings/material
3. Web-based course plans and information requests

**One to two weeks prior to semester start**, submit:

1. New resume and current address information,
2. Finalize all web-based course material (with Jovita).

**Note: All course syllabi are made available on the web unless otherwise designated by the faculty member.**

During the semester, Jovita is available to provide support services for:

### Exams

Duplicating of exams, syllabi and handouts are available services. If not regularly in the Business/SPEA building, you may email Jovita the document you wish to be copied at [speasupp@iupui.edu](mailto:speasupp@iupui.edu). (Please do not use her personal IUPUI account for such requests. If Jovita is out of the office, others will monitor this email account.) She then will make the copies for you and deliver them to your mailbox (unless otherwise arranged). Please allow at least two day for duplicating, as this inbox may only be monitored sporadically if Jovita is out.

We are required to obtain copyright permission before duplicating. The process of obtaining permission may take from one to two months for any published material that has a copyright. After permission has been obtained, graphic reproductions will duplicate the packets and sell them in the campus bookstores. The original copy will be returned to you. The IUPUI Center for Teaching and Learning (274-1300) can assist with specific questions about fair use and copyright permissions. For more information about copyright in the academic setting, link to <http://copyright.iu.edu/resources>.

## Audio-Visual Equipment

Most classrooms are already equipped with audio-visual equipment, including computer, projection screen, DVD player, etc. Faculty may log in to classroom computers to access their technology using their IUPUI e-mail userid. New faculty may contact UITS or Denise Scroggins for a quick tutorial on classroom technology prior to the start of classes.

Questions about classroom technology can be answered by calling UITS at 274-HELP or the phone number on the instructor's desk in the classroom.

# Classroom Protocol and Policies

## Civility and Academic Misconduct

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### SPEA's Policy for Civil Behavior and Disorderly Conduct

Civil behavior is an essential characteristic of professionals and professionals-in-training, and it is necessary to creating and fostering a positive learning environment. SPEA, which is a professional school, expects every person in the school – faculty, staff, and students – to behave with civility toward one another. This requires each person to be courteous, tolerant, and respectful during interactions with one another. This requirement applies in the classroom, during school-related activities, and to all modes of communication, including e-mail, telephone conversations, and face-to-face interactions. SPEA does not tolerate uncivil behavior, and faculty and staff will address these issues as they arise.

In the classroom, students are also expected to refrain from behaviors that are distracting to the instructor and classmates. Examples of these behaviors include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with others, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities, and so forth. SPEA faculty will address these problems as they arise, either in class or with students on an individual basis outside of the classroom.

Disruptive conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action including possible suspension and/or expulsion from the university. Each student should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/~sldweb/dos/> in order to understand his/her responsibilities as a student.

## Classroom Management

SPEA is a professional school and we expect to model and teach professional behavior in the classroom and on school-sponsored trips. Our goal is to provide students with a positive learning environment for all students. Most SPEA students are earnest about doing well academically; however, some students lack maturity and test faculty. It is important for instructors to understand that behavioral and academic misconduct issues must be addressed as soon as possible. Allowing unacceptable behaviors to continue affects the learning environment for others, and once these behaviors become entrenched, it is difficult to change the tone of the classroom.

All SPEA students are aware of the School's expectations for behavioral and academic conduct. Undergraduate students receive this information during a mandatory induction and are made aware of the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which sets expectations for personal misconduct on and off university property (see <http://www.iupui.edu/code/>) and SPEA's policies. We also reinforce this information in the *SPEA Undergraduate Student Handbook*, which every incoming undergraduate student receives. Graduate students receive this information during a new student orientation.

All students can view this information in the syllabus addendum included all SPEA course syllabi. The syllabus addendum sets expectations for civility in the classroom and academic conduct, and it should be used to support the instructor's expectations in both areas.

Even though we establish expectations when students enter SPEA, it is important for faculty to explain and reinforce what constitutes unacceptable classroom behavior (for example, arriving late, whispering, reading other materials during class, cell phone use, surfing the Internet with a computer, etc.) during the first and second class meetings of each class. This is especially important in courses that draw freshman and sophomores. It is a mistake to believe that text message, surfing the Internet, working crossword puzzles, etc. do not interfere with learning. These behaviors are distracting to other students and demonstrate that a lack of respect for the instructor, other students, and the learning environment.

We strongly encourage all faculty to discuss appropriate e-mail communication and postings in residential as well as online courses.

Every faculty member, whether full-time or part-time, has the obligation of addressing behavioral issues as soon as possible. Timely action ensures that a positive classroom environment will be maintained and prevents the likelihood of additional problems during the semester. Faculty have the option of addressing these issues with the student in class or out of class, preferably during a break or after class. Faculty members have the option of asking disruptive students to leave the classroom, however, limiting this option to those circumstances when the student will not correct behavioral issues will reduce the likelihood of escalating a less serious situation. It is important to maintain a calm, neutral affect to avoid escalating the issue. Identifying the offending behavior and correcting it terms of professional development and SPEA's Policy on Civility and Disorderly Conduct provides a good framework for handling these issues. However, it is essential for faculty and staff to understand that under no circumstances should a student's belongings be taken from the student nor should a student be touched in any manner during the process of addressing behavioral issues.

If you have a student who does not correct uncivil or disruptive behavior when asked to do so, contact the Program Director responsible for your course for assistance. Whenever a student's behavior is threatening to you or to others, take immediate action by calling campus security at 274-4911. You may also find it helpful to read the "Disruptive Student Conduct Procedures" document at <http://www.iupui.edu/~fcouncil/documents/disruptivestudentconductpolicypassedfc990204.html>.

Assistance in handling behavior in the classroom can be found by contacting any Program Director, the Director of Academic Affairs, or Denise Scroggins.

## Academic Misconduct

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G).

The faculty member is responsible for fostering intellectual honesty as well as the intellectual development of students. Each member of the faculty should carefully scrutinize methods of teaching and assignments in order to ensure that they encourage students to be honest. To ensure that students understand the meaning of academic misconduct in the context of the instructor's course, the faculty member should explain clearly the meaning of academic misconduct, especially cheating and plagiarism as they apply to the course.

Faculty can help students avoid unintended plagiarism by requiring them to complete a tutorial on plagiarism at the School of Education website (<http://www.indiana.edu/~istd/>) and to submit the confirmation certificate associated with the tutorial. The tutorial takes 20-30 minutes to complete and students must earn a score of 100% to qualify for the certificate. This tutorial is a good way of ensuring that students have the requisite knowledge, and it does not require additional class time.

Faculty can help students avoid cheating on homework assignments (or other out of class work) by reviewing his/her rules on collaboration, and these rules should be reviewed prior to each assigned out-of-class work. Students do benefit from working with other students on problem-solving, but there is a temptation on the part of some to simply copy another student's work, rather than working through a problem after the group has discussed it. Avoiding assignments such as looking up and writing down definitions will reduce the likelihood of cheating, but it is still important to tell students what level of collaboration (if any) is acceptable for 'individual' assignments.

The faculty member is obligated to investigate instances of academic misconduct and to take appropriate action, including reporting these cases and assigning a penalty for the misconduct. Contact your Program Director, Director of Academic Affairs, or Denise Scroggins for assistance in handling cases of potential academic misconduct.

### What constitutes academic misconduct?

Academic misconduct includes, but is not limited to, cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic misconduct. A brief listing of the activities that fall within each of these categories follows; these are taken almost verbatim from the *IUPUI Student Code*.

1) **Cheating** - Cheating is defined to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

A student must not

- use external assistance on an in-class or take-home exam, unless specifically authorized by the instructor. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
- use another person to take an exam or quiz for himself/herself
- use another person to conduct research or to prepare work, without advance authorization from the instructor who has assigned the work. This prohibition includes using materials prepared by a commercial term paper company, files of papers prepared by someone else, and documents found on the Internet. A student must not collaborate

with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

- use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork
- steal exams or other course materials, including but not limited to, physical copies and photographic or electronic images
- submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted
- alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2) **Fabrication** - A student must not falsify or invent any information or data in academic work; this prohibition includes, but is not limited to, records or reports, laboratory results, and citation to the sources of information.

3) **Plagiarism** - Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, pictures, or statements of another person without acknowledgment.

Acknowledgement must be given for

- quoting directly another person's actual words, whether oral or written;
- using another person's ideas, opinions, or theories;
- paraphrasing another person's words, ideas, opinions, or theories, whether oral or written;
- borrowing facts, statistics, or illustrative material; or
- assembling or collecting materials by others in the form of projects or collections.

4) **Interference** – A student must not

- steal, change, destroy, or impede another student's work; or
- give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of any student's academic performance

5) **Violation of Course Rules** – A student must not violate the course rules established by a department or contained in a course syllabus or in other course-related information, including verbal instructions, provided to the student, including verbal instructions.

6) **Facilitating Academic Dishonesty** - A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

The most frequent cases of academic misconduct involve plagiarism and cheating in the form of unauthorized collaboration. Faculty can reduce the potential for cheating by designing assignments to reduce the likelihood of collaboration.

### **What must a faculty member do if academic misconduct is suspected?**

Whenever a faculty member suspects that academic misconduct has occurred, he/she is responsible for taking specific actions as required by IUPUI's policy on academic misconduct. These actions, which can be found at <http://registrar.iupui.edu/misconduct.html> are outlined below.

The primary point of contact for academic misconduct cases in SPEA is Suzann Lupton, Director of Academic Affairs. At the next level of review, undergraduate cases are handled by Associate Dean of Students in the Office of Student Life and Diversity (Campus Center, Suite 350); cases

involving graduate students are handled by Associate Dean Sherry Queener in the IUPUI Graduate Office (University Library, room 1170). These two individuals are referred to as the Dean of Students in the following document. SPEA Programs Directors and the Director of Academic Affairs, along with the campus Dean of Students, are available to answer questions and to guide faculty through the process of dealing with academic misconduct.

IUPUI e-mail can be used for official communications in the process of resolving a case of alleged academic misconduct, with the exception of communicating the final decision of an appeal by a student. The chair of the hearing committee must communicate this decision via letter, sent by certified mail.

#### 1) Informal Conference with Student

A faculty member who has information that a student enrolled in a course being conducted by the faculty member has committed an act of academic misconduct related to that course is required to hold an informal conference with the student concerning the matter. This informal conference may take place after the class during which the academic dishonesty occurred or at a later meeting; however, the faculty member should endeavor to complete the conference expeditiously. During the conference,

- the faculty member must advise the student of the alleged act of misconduct and the information upon which the allegation is based; and
- the student must be given an opportunity to respond to the allegation of misconduct.

If the faculty member concludes that the student did commit the act of misconduct as alleged, the faculty member is authorized to impose an appropriate academic sanction related to the particular course involved.

- An appropriate academic sanction for such misconduct may include, but is not limited to, any one or a combination of the following:
  - (a) The student may be given a lower grade than the student would otherwise have received for any assignment, course work, examination, or paper involved in the act of misconduct.
  - (b) The student may be given a failing grade for any assignment, course work, examination, or paper involved in the act of misconduct.
  - (c) The student may be required to repeat or resubmit any assignment, course work, examination, or paper involved in the act of misconduct.
  - (d) The student may be required to complete some additional assignment, course work, examination, or paper as a substitute for any assignment, course work, examination, or paper involved in the act of misconduct.
  - (e) The student may be required to withdraw from the course with an appropriate grade of W or F, in the faculty member's discretion.
  - (f) The student may be given a lower grade than the student would otherwise have received for the course, including a failing grade.
- The penalty for a serious act of academic misconduct should ordinarily involve the recording of a failing grade for the course. It is up to the faculty member to determine what constitutes a 'serious' act of academic misconduct. Typically, academic misconduct related to examinations or course papers would be considered serious as compared to academic misconduct related to a less significant course assignment.
- An incomplete may be given in the course in the event that the matter cannot be resolved before final grades are due in the Office of the Registrar.
- If the penalty includes a failing grade for the course, the Registrar will be notified that the grade was given because of academic misconduct. The Registrar will record the grade of "F" on the student's permanent academic transcript without any notation concerning

the reason for the grade. The Registrar must, however, follow procedures to ensure that the grade of "F" will not thereafter be removed from the transcript in accordance with other academic policies or procedures such as the "FX" policy. A grade of "F" given because of academic misconduct must be calculated in a determination of the student's grade point average, but the grade will not prevent the student from repeating the same course for credit.

## 2) Conclusion of the Informal Conference with the Student

At the conclusion of the informal conference, if the student is found responsible for the academic misconduct, the faculty member is required to report the matter within seven calendar days in writing to the IUPUI Dean of Students with a copy to SPEA's Associate. In the event, the student is not a SPEA major, the IUPUI Dean of Students will provide a copy to the student's dean or director. The written report can also be facilitated through the use of form that can be obtained from the Dean of Students office (link to *IUPUI Guidelines to Dealing with Student Academic Misconduct (PDF)* located at <http://life.iupui.edu/conduct/Assets/docs/Faculty%20Disposition%20Form.pdf> for the Disposition of Case of Academic Misconduct form).

The written report to the student must include the following:

- A statement concerning the nature of the offense;
- The terms of the sanction being imposed;
- A statement that the student may submit an appeal in writing to the appropriate Program Director (with a copy to the SPEA Associate Dean) within seven calendar days after receiving the faculty member's written report. In the event the faculty member uses the Disposition of Academic Misconduct form to file the report, he/she must inform the student that the Program Director must be contacted to file an appeal;
- A statement that the matter is being reported to the IUPUI Dean of Students who has the authority to impose an additional sanction if the he/she believes that such a sanction is justified because of the nature of the student's misconduct or because of any prior acts of misconduct that the student may have committed;
- A statement that the additional sanction may be any of the following:
  - (a) Disciplinary probation for a specified period of time;
  - (b) Suspension from the university for a specified period of time; or
  - (c) Expulsion from the university.
- A statement that the IUPUI Dean of Students will notify the student within seven calendar days of receipt of the faculty member's report if the IUPUI Dean of Students has decided not to impose an additional sanction or is still considering the propriety of imposing an additional sanction.

3) Students do have the right to appeal faculty decisions. Contact your Program Director for information regarding the appeal process.

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## Behavioral Consultation Team

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### Early Intervention for Concerning or Disruptive Behavior

The university has designed a resource to assist students, faculty and staff in early intervention for individuals who exhibit troubling behavior and to help address it before it escalates to something more serious.

The Behavioral Consultation Team (BCT) is a multidisciplinary team composed of individuals from various departments on campus to allow for effective collaboration and coordination of efforts. Team members include representatives from: University Police, Counseling and Psychological Services, Student Health, Dean of Students, etc. The BCT provides consultation, makes recommendation for action, and coordinates campus resources in response to reports made.

If you feel an individual is exhibiting worrisome behaviors, is disruptive or hostile, has committed academic dishonesty, or has any other behavior that is inappropriate, we encourage you to complete a Concerned Persons Referral Form (found at <http://bct.iupui.edu/forms.html>) and call the BCT at 274-4431. These submissions are monitored continuously and will be acted upon in a swift manner.

Often instructors may feel that a certain behavior may be exhibited only in their class and not report it. This team is specifically designed to assist students in all capacities depending on the situation and records reports for future reference. In this way, this group serves as a clearing house of submissions in order to track potential trends for students from various sources that would not otherwise be connected.

With this said, it is always prudent to call University College at 274-7911 for any concern requiring immediate attention and follow up with a report to the BCT.

## Faculty/Student Resources

### One (<https://One.iu.edu/>)

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One is Indiana University's Web-based application portal that provides a common front door to online services at all IU campuses. This means that from one website, faculty and students can access Oncourse, access their webmail, search the library, register for classes, view their transcript, and view job postings. One can be accessed at [www.One.iu.edu](http://www.One.iu.edu).

### Oncourse (<https://oncourse.iu.edu/>)

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Oncourse is an online course management application that allows faculty and students to create, integrate, use, and maintain Web-based teaching and learning resources. Instructors can research an up-to-date class roster of all registered students. In addition, course links include a user profile (home page) for everyone associated with the class and tools for chat, mail, quizzes, grade tracking, and conferencing.

SPEA instructors are required to submit final course grades through Oncourse or One. The Center for Teaching and Learning (see below) can provide consultants and training to assist faculty in utilizing this tool.

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## Center for Teaching and Learning

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The Center for Teaching and Learning, which is located in University Library (274-1300/UL1125), coordinates activities to advance teaching and learning with the Office for Professional Development (<http://ctl.iupui.edu/>). This resource was created to aid both faculty and associate faculty in instructional design and development of a course. The Center's goal is to develop effective teaching strategies and improve student learning outcomes. The staff of this office can help with: syllabus construction, teaching with technology, active learning strategies, and developing effective collaborative groups.

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## JagTag Photo ID

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**Photo ID cards (Jagtag)** is the IUPUI ID card that works as an ID, a library card, and a debit card at the bookstores, in vending machines, and most dining places on campus as well as Ray's Campus Salon, Parking Services, Hospital Gift Shops, and the Natatorium. Campus Card Services is located in the Campus Center, Room #217, hours vary and are posted on their website: [www.jagtag.iupui.edu](http://www.jagtag.iupui.edu). Other discounts through various Indianapolis vendors are listed on this website as well. For more information, please call 317-274-5177.

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## Campus Services

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### Adaptive Educational Services (AES)

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Cavanaugh Hall 001E  
274-3241

IUPUI actively works to make campus life and learning opportunities accessible for both permanently and temporarily disabled students. This is accomplished through better campus access to buildings and by special support services to these particular students. The Office of Adaptive Educational Services coordinates and provides services for these students. More information can be found at <http://www.iupui.edu/~divrsity/aes/>.

A special registration process has been adopted to help disabled students. The campus also provides:

- Orientation to campus for disabled students
- Special parking provisions
- Sign language interpreters and note-takers for the deaf, where needed
- Readers for blind and visually impaired students
- Exam proctors
- Classroom aids (such as a person to take notes) for the disabled upon request

*NOTE: A Disabled Students Organization is active on campus and membership is invited from the able bodied as well as the disabled.*

SPEA fully supports students who qualify for Adaptive Educational Services and encourages all faculty to facilitate the services offered by this office. Faculty who have a student expressing a need or desire for additional support, such as additional time for exams or note-takers, should refer the students to Adaptive Educational Services to determine suitable accommodations. Faculty should not provide accommodations to students who have not registered with AES.

Students already enrolled in AES will present faculty with the appropriate paperwork indicating the alternative supports requested. When faculty receive this paperwork, they should indicate which accommodations will be permitted. In the case of exams, a request for extended exam time or taking an exam in another location (such as a quiet room) must be processed through AES. SPEA faculty should not provide this accommodation on their own, given potential liability if the accommodation is not fully provided.

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## Career Center/Office of Student Employment

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IUPUI Career Center  
University College 3048  
274-2554

IUPUI Student Employment Office  
Business/SPEA Building 2010  
274-0857

The IUPUI Career Center can help students choose a career, find part-time employment, and even help students choose a major that fits their career interests. Students should contact the Center at 274-3211 for assistance review the website at <http://www.career.iupui.edu>.

Providing career counseling for IUPUI students is a major responsibility of the office. The aim is to help students define realistic careers, evaluate their personal abilities and skills, and choose a field of study based on market trends.

The Services include:

- Computerized career planning programs
- Resume preparation advice
- Job search strategies
- Interviewing techniques
- Up-to-date Career Library
- Current job vacancies posting
- Workshops and career fairs

Employment while in school is important for many students and the Career Center and the Student Employment Office help by finding part-time jobs, paid internships, or summer employment.

Employment services include:

- JagJobs links students to potential job opportunities.
- Work-Study Program helps students with financial need find employment on and off campus under the federal salary-assistance scale.

Additional assistance from the Career Center includes:

- Hosting on-campus recruitment by hundreds of employers
- Publishing a weekly Employment Bulletin on job openings
- Maintaining a credential file for seniors and alumni for review by potential employers
- Keeping a resume pre-screening file for employers seeking job candidates

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## Office of Student Involvement

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Campus Center room 370  
274-3931

Enabling all students to feel free to express their own viewpoints is a major role of an educational institution. Thus IUPUI has formed the *Office of Student Involvement* to:

- Counsel students on academic and social problems
- Counsel faculty and departments on multicultural concerns
- Assist in promoting a campus culture that respects diversity
- Assist multicultural organizations on campus

Some of the activities of staff include:

- High school visitations
- Orientation programs on campus
- Awareness days on campus
- Promoting social interactions among students, faculty and staff

More information can be found at <http://life.iupui.edu/osi/>.

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## The University Writing Center

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Cavanaugh Hall 427 and University Library 2125  
274-2049 and 278-8171

The University Writing Center (UWC) assists students with writing assignments. The UWC offers a variety of services to the IUPUI community, but most often students take advantage of the opportunity to sit down and work one-on-one with an experienced writing tutor. Students must schedule an appointment to use the one-on-one services; the Writing Center also offers a help service via e-mail. The Writing Center can be accessed at <http://www.iupui.edu/~uwc/>.

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## Counseling and Psychological Services

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Walker Plaza, Suite 220, 719 Indiana Avenue  
274-2548

Students, faculty and staff who have concerns about their personal welfare or achievement are encouraged by the professionally trained counselors of IUPUI Counseling and Psychological Services (CAPS) to use this service. Offered free of charge to students, the Center is dedicated to emotional, personal and academic growth. The Center also provides testing to identify math or reading disabilities. See <http://life.iupui.edu/caps/> for more information.

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## Other Campus Resources Offered at IUPUI

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Center for Service and Learning	278-2662/UC3116
Faculty Council Office	274-2215/UN403
University Information Technology Services	274-4357/IT 100

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## Web Sites of Interest for Faculty, Staff, and Students

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1. Student Technology Centers at IUPUI: <http://uits.iu.edu/page/amea>
2. Software Downloads: [iuware.iu.edu](http://iuware.iu.edu)
3. Statistical/Mathematical Licensing:  
<https://www.indiana.edu/~statmath/sales/prices/>
4. UITs Training Classes: [ittraining.iu.edu/iupui/](http://ittraining.iu.edu/iupui/)
5. SPEA-Owned Listserv: [SPEAGR-L@listserv.iupui.edu](mailto:SPEAGR-L@listserv.iupui.edu) (e-mail) or  
[SPEAUG-L@listserv.iupui.edu](mailto:SPEAUG-L@listserv.iupui.edu) (e-mail)
6. Campus Technology E-mail Support: [support@iupui.edu](mailto:support@iupui.edu) (e-mail)
7. Hardware and Software Deals With Major Vendors: <http://uits.iu.edu/page/amdt>
8. Jagtag/ Onecard Information: [www.jagtag.iupui.edu](http://www.jagtag.iupui.edu)
9. One: <https://One.iu.edu/> - One is Indiana University's Web-based application portal. With One you can register for classes, sign up for direct deposit of your bursar refunds and travel reimbursements, and access Oncourse – all from one convenient location.
10. Oncourse: <https://oncourse.iu.edu/> - Oncourse is an online course management system (CMS) developed at Indiana University. It permits faculty and students to create, integrate, use, and maintain Web-based teaching and learning resources.

A comprehensive list of services provided by Indiana University's information technology central campus resources and services is available at <http://uits.iu.edu/>.

## Associate Faculty Mentoring Program

Associate Faculty play a crucial role in helping SPEA meet its teaching mission. We realize that most of our Associate Faculty have full-time responsibilities in addition to their teaching service, and SPEA is committed to supporting Associate Faculty. Key elements of our mentoring program are given below - we welcome suggestions for improving the support that we provide to the Associate Faculty.

- The mini-teaching presentation provides an opportunity for a 'dry-run' prior to the start of the semester, with a view toward providing helpful tips for classroom presence and program/student information.
- The teaching contract clarifies the terms of the appointment.
- The Faculty Breakfast orients new faculty to SPEA's policies and procedures and provides an opportunity to network with other faculty, administrators, and staff.
- The review of the syllabus (and *Tips for Syllabus Preparation*) ensures that Associate Faculty will begin the semester with an appropriate and complete syllabus, which reduces the likelihood of problems during the semester.
- The Faculty Handbook provides a paper and online reference for policies and procedures and helpful information related to teaching.
- Classroom visits provide an opportunity for additional input on course content and delivery.
- The mid-term course evaluations by students provide a confidential source of feedback on student perceptions and provide faculty with an opportunity to implement course changes, if appropriate, in a timely manner.
- Secretarial support is provided for exam typing, textbook adoption, and photocopying etc. to facilitate the work of the Associate Faculty.
- Faculty development sessions provide additional opportunities for enhancing and refining teaching skills.
- A colleague mentor, assigned upon request, and the Program Directors are available to answer questions, provide support, and share his/her expertise. The Program Directors are available to help target the course at the proper level, ensure that introductory courses build the requisite foundation for higher-level courses, and provide feedback on teaching and assessment.
- A Faculty Liaison is available to answer miscellaneous questions regarding the day-to-day tasks relating to teaching and the university processes.

In addition to SPEA's support services, the IUPUI campus provides a wealth of resources (training on teaching-related topics, assistance with course planning, classroom visits, orientation, etc.) through the Center for Teaching and Learning.

# Competencies and Learning Outcomes

A SPEA education has a defined set of expectations for learning and professionalism for each degree program, and faculty are responsible for addressing these expectations in their courses.

At the graduate level, areas of core competencies for each degree should be linked to the learning outcomes for individual courses. Therefore each faculty member is expected to address the core competencies, to define learning outcomes and to ensure that the assessment of student learning links back appropriately to the learning outcomes for the course.

Similarly, at the undergraduate level, faculty are expected to define learning outcomes for their courses and assure that these link appropriately to the degree learning outcomes (competencies). In addition, faculty are expected to identify the IUPUI Principles of Undergraduate Learning (PULs), that are emphasized in their courses and to state how the PULs are addressed in the course. The PULs, which were approved by the IUPUI faculty in 1998, are the foundational skills and knowledge that we expect all of our undergraduate students to gain during their educational experience at IUPUI. The knowledge and skills embodied in the PULs are gained in the general education requirements and in the major field of study, and each unit on campus is expected to assess progress toward embedding the PULs into its undergraduate programs. The PULs, with the exception of critical thinking, were revised in January 2006. Revisions to the critical thinking PUL were approved in May 2007. The next section provides the PULs and definitions for each.

The PULs are unique because they provide a foundation for an outcomes-based approach to undergraduate general education at IUPUI in contrast to a traditional model of a core of specified courses that students must take or distribution requirements. Instead, the PULs constitute a set of common learning outcomes, regardless of the student's major. In 2006, IUPUI's student learning outcomes-based approach to general education was recognized by two national organizations. IUPUI, along with the University of Michigan, received an honorable mention for the prestigious Hesburgh Award sponsored by TIAA-CREF. IUPUI also received the Council on Higher Education Accreditation's first award for institution progress in assessing student learning outcomes.

The PULs are incorporated into SPEA's undergraduate programs in two basic ways. First, each degree program defines learning outcomes for the degree and the PULs are mapped to these degree-specific learning outcomes through individual courses. Second, faculty members, in turn, are expected to identify content-specific learning outcomes for each course and to identify which PULs are emphasized in the course and how the PUL is addressed in the course. This approach ensures that the PULs are integrated into the curriculum in a thoughtful and systematic way.

The Program Directors and the Director of Academic Affairs are available to assist faculty with questions about the undergraduate PULs, graduate competencies, learning outcomes and assessment.

# Principles of Undergraduate Learning

**1. Core Communication and Quantitative Skills** - The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology--the foundational skills necessary for all IUPUI students to succeed.

**Outcomes:** Core communication and quantitative skills are demonstrated by the student's ability to a) express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats; b) comprehend, interpret, and analyze ideas and facts; c) communicate effectively in a range of settings; d) identify and propose solutions for problems using quantitative tools and reasoning; e) make effective use of information resources and technology.

**2. Critical Thinking** – The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

**Outcomes:** The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to a) apply, b) analyze, c) evaluate, and d) create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.

**3. Integration and Application of Knowledge** – The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional and community lives.

**Outcomes:** Integration and application of knowledge are demonstrated by the student's ability to a) enhance their personal lives; b) meet professional standards and competencies; c) further the goals of society; and d) work across traditional course and disciplinary boundaries.

**4. Intellectual Depth, Breadth, and Adaptiveness** – The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

**Outcomes:** Intellectual depth, breadth, and adaptiveness are demonstrated by the student's ability to a) show substantial knowledge and understanding of at least one field of study; b) compare and contrast approaches to knowledge in different disciplines; c) modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

**5. Understanding Society and Culture** - The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

**Outcomes:** Understanding society and culture is demonstrated by the student's ability to a) compare and contrast the range of diversity and universality in human history, societies, and ways of life; b) analyze and understand the interconnectedness of global and local communities; and c) operate with civility in a complex world.

**6. Values and Ethics** - The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

**Outcomes:** A sense of values and ethics is demonstrated by the student's ability to a) make informed and principled choices and to foresee consequences of these choices; b) explore, understand, and cultivate an appreciation for beauty and art; c) understand ethical principles within diverse cultural, social, environmental and personal settings.

# Syllabus Preparation

The syllabus should provide students with the details needed to understand what the course will cover, what is expected of them, and how their work will be evaluated. It should be viewed as a contract between the instructor and the student. Making the syllabus as complete as possible and sticking to the schedule will save headaches for both faculty and student as the semester progresses. Students should be given advance notice whenever changes are needed to the schedule.

The following template provides the essential elements for the syllabus. Associate Faculty should use this template, also provided in electronic format, to prepare their syllabi. This will ensure that all Associate Faculty syllabi have the necessary components and streamline syllabus review. Following the template (Attachment 1) is an explanation for completing selected items (Attachment 2).

## Attachment 1. SPEA Syllabus Template

<b>Indiana University-Purdue University Indianapolis School of Public and Environmental Affairs Semester, Year</b>	
<b>COURSE</b>	
<b>Number/Title:</b>	
<b>Class Number:</b>	
<b>Day and Time; Location:</b>	
<b>INSTRUCTOR</b>	
Instructor:	
<b>Office Hours/Location:</b>	
<b>Telephone:</b>	
<b>E-mail Address:</b>	
<b>COURSE DESCRIPTION</b>	
<b>REQUIRED COURSE MATERIALS</b>	
<b>RECOMMENDED READINGS</b>	
<b>NOTE: This section is optional.</b>	
<b>COURSE LEARNING OUTCOMES</b>	
Upon successful completion of this course, a student should be able to:	
✓	

### PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

The activities in this course are linked to the following Principles of Undergraduate Learning:

✓

### SPEA POLICIES

The SPEA Syllabus Addendum, which is attached to this syllabus, explains SPEA's academic policies for Academic Misconduct, Civility and Disorderly Conduct, Communication between Faculty and Students, Course Withdrawal, Incompletes, Grade Changes, Students Called to Active Duty, and the Final Exam Schedule. Each student is responsible for understanding and following all school policies.

### INSTRUCTOR'S CLASSROOM POLICIES

### ASSESSMENT AND GRADING

### COURSE SCHEDULE

### ASSIGNMENTS

**NOTE: This section is optional.**

### SPEA 2013 POLICIES Syllabus Addendum

## Attachment 2. Instructions for SPEA Syllabus Template

**Semester/Year** - For the semester (Fall, Spring, Summer I, Summer II), year use the format Fall, 2011

### COURSE

**Number/Title:** Use the number, name provided in the SPEA Bulletin (link to <http://www.spea.iupui.edu/currentstudents/> and select 'Undergraduate Course Descriptions' or Graduate Courses' as appropriate). The correct format is SPEA-V261, etc.

**Class Number:** The class number is a section number. It is available through the Office of the Registrar's Course Offerings weblink at <http://registrar.iupui.edu/schedule.htm>. Scroll down and link to 'Class Search by Department.' Select the correct term. Select SPEA. Select the course. Locate the class number (the number to the left of the scheduled time for the course).

**Day and Time; Location:** Insert the course meeting days and start/end times, along with the building and room. This information is also available at <http://registrar.iupui.edu/schedule.htm>.

## INSTRUCTOR

**Office Hours/Location:** Associate Faculty members expected to make themselves available for student questions/consultations; however, regular office hours on campus are not required. If you do not plan to have regular office hours, indicate how students will be able to reach you for questions or consultations. For example, you might indicate telephone hours or that consultation is available by appointment only. The Associate Faculty office, BS 4032W is available to you as an office location.

**Telephone:** You may use your home, cell, or office telephone numbers. Please do not use Jovita's number; because of her responsibilities for all faculty, she is not able to field student questions for individual faculty.

**E-mail Address:** Because e-mail correspondence about our courses is official correspondence, you are required to use your IUPUI address, which you can have forwarded to another address, OR you may limit your email correspondence to Oncourse (Email via Oncourse Only).

## COURSE DESCRIPTION

The official course descriptions are given in the SPEA Bulletin (link to <http://www.iupui.edu/~bulletin/iupui/2012-2014/schools/spea/courses/index.shtml>. and select 'Undergraduate' or Graduate' as appropriate.). The official course description provides the framework for the course, but because these descriptions are limited to 50 words, they are not descriptive. Faculty members are encouraged to provide a short narrative that elaborates on the overarching goals/objectives that the faculty member hopes to provide for the student. The narrative should be consistent with the official course description. The appropriate program director is available for assistance.

## REQUIRED COURSE MATERIALS

Include the course textbooks and other materials for which you will hold students responsible. If there are supplementary materials that would enhance learning, but are not mandatory, you may wish to create a **RECOMMENDED READINGS** section below this one.

## COURSE LEARNING OUTCOMES

Upon successful completion of this course, a student should be able to:

- ✓ explain and use terms related to the evolution/intelligent design debate
- ✓ compare and contrast the two sides of the evolution/intelligent design debate
- ✓ insert your learning outcomes in place of those above

The course learning outcomes are statements of the knowledge, skills, and abilities that a student will have mastered upon successful completion of the course. An easy way to think of learning outcomes is to ask the question: "What should my students be able to do when he/she completes the course?" Learning outcomes should be specific and measureable, and they should be framed carefully using an action verb to communicate what the student will be able to do (for example, compare and contrast the two sides of the evolution/intelligent design debate.)

The learning outcomes should be appropriate to the level of the course, and should not be limited to outcomes that focus only on knowledge/remembering (words such as define, describe, label, list, name, select, etc.) and understanding/comprehension (words such as classify, describe, discuss, explain, give examples, paraphrase, summarize, etc.).

It is also important to include outcomes that represent higher levels of thinking such as applying, analyzing, and creating knowledge. Examples of verbs that can be used to demonstrate application of knowledge are apply, articulate, assess, compute, construct, demonstrate, develop, extend, implement, operationalize, predict, project, show, solve, use, etc. Verbs that represent analysis include analyze, categorize, compare, contrast, correlate, diagram, differentiate, prioritize, etc. Verbs that represent creation/synthesis of knowledge include appraise, compile, create, critique, criticize, design, develop, formulate, hypothesize, invent, integrate, model, plan, defend, interpret, judge, justify, support.

The SPEA Syllabus Preparation Tip Sheet provides more guidance on writing learning outcomes and has links to additional helpful resources.

### **PRINCIPLES OF UNDERGRADUATE LEARNING (PULs) (UNDERGRADUATE COURSES ONLY!)**

The activities in this course are linked to the following Principles of Undergraduate Learning:

- ✓ Critical Thinking—Throughout this course, you will read about different points of view on the teaching of evolution in sciences courses in the public schools. This will require you to understand terminology, interpret information, and compare and contrast arguments from both sides of the debate, and integrate what you have learned into a position paper that demonstrates your ability to analyze a complex issue such as the evolution/intelligent design debate. You will evaluate the logic, validity, and relevance of information and synthesize information from diverse sources in order to arrive at reasoned conclusions. (Major Emphasis)
- ✓ Core Communication Skills—You will develop your ability to use the library and Internet resources to gather information and write a position paper based on your research. You will demonstrate the ability to write a narrowly focused position paper that is clear, concise, and well-supported.
- ✓ Understanding Society and Culture – In studying the evolution/religion debate, you will become more aware of the diversity of opinion on this issue and have a better appreciation of the reasons for these differences.
- ✓ Insert the PULs you emphasize in the course, along with a statement of how the PUL is addressed in the course.

The PULs are the statements of knowledge, skills and abilities that undergraduates of IUPUI should have achieved upon graduation. A list of the PULs is given in the Faculty Handbook. SPEA faculty members have identified the PUL that should receive major emphasis in each course. The list of these PULs will be sent to the faculty prior to each semester, so each faculty member is aware of which PUL should receive the major emphasis in the course. The PUL that has major emphasis should be identified as such (see example above).

Each SPEA undergraduate course has an established PUL to be emphasized and used for evaluation. Faculty members are encouraged to identify other PULs that are emphasized and to include these in the list of PULs. These would not, however, receive any additional designation. They should simply be listed along with a statement of how the PUL is addressed in the course.

The SPEA Syllabus Preparation Tip Sheet provides additional information about the PULs and how to phrase this way in which the PULs are emphasized.

**SPEA POLICIES**

The SPEA Syllabus Addendum for the current academic year should be attached to the end of the syllabus (last item). We strongly suggest taking the time to discuss expectations for behavior and academic integrity as these topics relate to the course being taught. This would also be a good place to talk about professionalism in email communications. It is important to stress that academic misconduct (and as appropriate, behavioral issues) will not be tolerated.

**INSTRUCTOR'S CLASSROOM POLICIES**

Provide clear statements of your policies about attendance; tardiness; late assignments and time-extensions for homework/projects/papers; make-up exams; extra credit; etc. If you have projects, homework, papers; or other assigned work that is not explicitly group work, it is important to let students know if collaboration is allowed and to what extent by including a course policy on collaboration.

**ASSESSMENT AND GRADING**

Clearly state on what basis students will be evaluated (exams, homework, papers, case studies, discussion, attendance). Indicate the criteria for the course grades/relative weights if these apply (for example: Exams – 50% of the grade, Discussion – 5%, etc.). Be sure to provide the grading scale, which can be based on points or percentages (for example, A = X points or %; B = etc). If you are going to assign +/- grades, be sure to designate these and the basis on which you assign these.

State if extra credit work is given. There are differing (and sometimes strong) opinions about whether or not to provide extra credit. If you decide to allow extra credit, ensure that it encourages learning and is meaningful. It should not be a substantive portion of the course grade or a substitute for poor performance. The entire class should be given the opportunity, and under no circumstances should individual opportunities be given.

If you plan to include points for contributions to classroom discussion, be sure that you have a clear basis for the assignment of the discussion points and communicate that to the students. A grading rubric is strongly encouraged.

**ASSIGNMENTS (OPTIONAL!)**

Additional information about assignments can be inserted into the syllabus or given as separate handouts.

**COURSE SCHEDULE**

A course schedule that has the date or week, topic, readings, and exam dates must be included.

Other items, such as homework and due dates are options. Be sure that you have not scheduled an exam, including take-home, during the 7 calendar days prior to the last day of class (University policy). [See the Office of the Registrar Academic Calendar at <http://registrar.iupui.edu/accal.html> for the start and end of the semester, holidays, drop/add dates, etc.]

**SPEA 2013 POLICIES****SYLLABUS ADDENDUM**

Insert the addendum here. This placement allows us to delete the addendum easily (and save paper) when we need to print the syllabus.

## **Syllabus Insert on SPEA and Campus Policies**

### **SPEA 2013 Policies Syllabus Addendum**

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at [http://registrar.iupui.edu/course\\_policies.html](http://registrar.iupui.edu/course_policies.html). Additional information for SPEA courses is below.

#### **Civility and Disorderly Conduct**

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. This requires each person to be courteous, tolerant, and respectful during interactions with one another in all interactions, including face-to-face interactions, e-mail, and telephone conversations. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. The use of language, tone, or gestures that are inappropriate or offensive is also discourteous. These behaviors are not acceptable, and SPEA faculty and staff will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Responsibilities and expectations of students and faculty can be found at <http://registrar.iupui.edu/misconduct.html>.

#### **Academic Misconduct**

Students are responsible for upholding and maintaining academic and professional honesty and integrity (*IUPUI Code of Student Rights, Responsibilities, and Conduct*, available at <http://www.iupui.edu/code/>, Part II Student Responsibilities, G).

Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct – every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an on-line tutorial that can help you avoid plagiarism. It can be accessed at <http://www.indiana.edu/~istd/>. If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

All faculty have the responsibility of fostering the “intellectual honesty as well as the intellectual development of students” and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the Code can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the *IUPUI Code of Student Rights, Responsibilities, and Conduct* to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
  - a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
  - b. A student must not use another person as a substitute in the taking of an examination or quiz.
  - c. A student must not steal examinations or other course materials.
  - d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
  - e. A student must not collaborate with other persons on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
  - f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
  - g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
  - h. A student must not alter a grade or score in any way.
2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.
3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
  - a. Quotes another person's actual words, either oral or written;
  - b. Paraphrases another person's words, either oral or written;
  - c. Uses another person's idea, opinion, or theory; or
  - d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
4. **Interference.**
  - a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
  - b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

### **Communication between Faculty and Students**

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at <http://uits.iu.edu/scripts/ose.cgi?berh.def.help>.

### **Students Needing Support From Counseling and Psychological Services**

SPEA encourages any student who has concerns about their personal welfare to seek assistance with the professionally trained counselors of the IUPUI Counseling and Psychological Services (CAPS). CAPS provides direct professional psychological services, including crisis response, counseling, assessment and referral to all IUPUI students. More information can be found at <http://life.iupui.edu/caps/>.

### **Students Needing Support From Adaptive Educational Services**

Students needing accommodations because of a disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by calling 274-3241.

Visit <http://aes.iupui.edu/> for more information.

### **Students Called to Active Duty**

SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar's website at <http://veterans.iupui.edu/resources/withdrawal/>.

### **FLAGS System**

SPEA faculty will be using IU's FLAGS System (Fostering Learning, Achievement, and Graduation Success) to provide real-time feedback on student performance in the course. Periodically throughout the semester, data on factors such as class attendance, participation, and success with coursework, etc. will be entered with suggestions on ways to improve performance.

Students may access this information in the student center: One > Student Services page > Student Center > My Academics and Grades > My Grades.

### **Administrative Withdrawal (AW)**

If this class is utilizing the Administrative Withdrawal (AW) Policy, a student could be withdrawn from the class if they miss more than half of the required class activities within the first 25% of the course. More information can be found in the attendance and/or assessment portion of the syllabus if this policy is being used.

### **Course Withdrawals**

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. **Poor performance in a course is not grounds for a late withdrawal.**

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar's website at <http://registrar.iupui.edu/withdraw.html> for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.

Withdrawal Deadlines	
Course deleted from record, no grade assigned, 100% refund (Advisor signature <b>IS NOT</b> required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature <b>IS</b> required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures <b>ARE</b> required)	Week 8 – Week 12 (regular session) Week 3 – Week 4 (summer session)

### Incompletes

A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student's work must be of passing quality, and the student must have completed 75% of the course requirements. **Poor performance in a course is not grounds for an incomplete.** SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar's website at <http://registrar.iupui.edu/incomp.html>, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

### Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar's Office. **In SPEA, a student has 90 days after the conclusion of a course to appeal a grade.** In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfrm.html>.

**Final Exam Schedule**

If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of the program. Tests or major writing assignments may not be required during the week before the formal final exam week unless assigned or announced at the beginning of the semester. See the Office of the Registrar's website at <http://registrar.iupui.edu/final-policy.html> for the policy and final exam week schedule.