V522: HUMAN RESOURCE MANAGEMENT IN NONPROFIT ORGANIZATIONS
Section 25226: Fall, 2014

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Class Dates: August 30 (9:00-1:00)
Sept. 13 (9:00-4:00)
Oct. 4 (9:00-4:00)
Oct. 25 (9:00-4:00)
Nov. 8 (9:00-4:00)
Dec. 13 (9:00-4:00)

Classroom: BS4087 (Business-SPEA Bldg., across from Executive Education office)

Texts: Pynes, J.E. (2013). *Human Resources Management for Public and Nonprofit Organizations, Fourth Edition.* San Francisco, CA: Jossey-Bass Publishers. **Required.**

Readings: Additional readings/articles/chapters will be posted on Oncourse.
NOTE: There will be more readings posted than assigned on the syllabus, as these are additional references that you may want to use.

Course Overview and Objectives

Nonprofit organizations are different. They are unlike both private companies and government in fundamental ways, while similar in other respects. Nonprofit organizations, like business and government, must rely on effective human resource management for their long-term success. However, unlike the other sectors, those who are attracted to nonprofit organizations are motivated in fundamentally different ways from their counterparts in the private and public domains. Human resource managers in nonprofit organizations must be concerned with unique issues of balancing organizational, board, staff, and volunteer concerns, while also maintaining a committed, motivated, and productive workforce.

Human resources—paid staff and volunteers--make the organization what it is. This course is based on the premise that the distinctive nature of nonprofits affects the human resource management of such an organization. The purpose of this course is to provide students working in nonprofit organizations with a basic understanding of the human resource management issues facing nonprofits today. Specifically, the course objectives are as follows:

1. Students will have an understanding of the critical domains of human resource management necessary for the productive functioning of nonprofit organizations.

2. Students will have an understanding of the general manager's role as a human resource manager.

3. Students will have an understanding of the impact that an organization's HRM practices can have on individual employee attitudes, behavior, and productivity as well as overall organizational performance.

   Objectives #1, #2, and #3 will be demonstrated through completion of written case analyses in which students are required to apply human resource theory and research in solving practical managerial problems through articulation of the problem, causes of the problem, and recommended solutions to the problem.

4. Students will develop analytical skills in assessing the impact that an organization's human resource practices have on its performance and effectiveness.

5. Students will gain an understanding of the major human resource issues and special concerns confronting nonprofit managers today.

6. Students will gain the knowledge and skills necessary so that they can be involved in the managing of an organization's human resources, regardless of the nature of the position or type of organization in which one works.

   Objectives #4, #5, and #6 will be demonstrated through completion of a team project and literature review in which students work on solving a specific human resource issue.

Class Format

My philosophy of teaching is really quite simple. I believe that students learn best by actively participating in the teaching-learning process. Since this is a graduate course, I consider each of you to be experienced professionals and in a position to be a valuable resource to one another. This means that you will be held accountable and responsible for the quality of class sessions. At a minimum, you will be expected to have completed all assignments on the due date and to actively participate in the class discussion. Your grade will depend on the quality of this discussion.

Course Requirements

1. **Human Resource Project**. Your HR project accounts for **45%** of your course grade. This project is designed to provide each of you with the experience in solving an actual HR problem within your organization. This will be a team project. Details regarding this project are described and posted on Oncourse.

2. **Case Assignments. 45%** of your grade will be determined by the completion of three case assignments (each is worth 15% of your final grade). This assignment is designed to provide you with an opportunity to think about how you would handle specific managerial issues. Your grade will depend on how well you support your opinions and points as well as the quality of the writing. (See Oncourse for explanation of case assignments).

3. **Class Preparation and Participation. 10%** of your final grade is based on being prepared for class (i.e., completing assignments and readings that are not necessarily graded) and class participation. Although I will not require you to hand in all assignments, I do expect you to be prepared to discuss them competently in class. Your participation grade will depend upon the quality of your in-class discussion as well as the amount of voluntary participation. Grades for class participation and attendance will be assigned at the end of the semester. Criteria for a favorable grade include both the quality and quantity of class contribution--dominating class discussion without regard to your classmates' viewpoints, as well as not talking at all in class will secure an unfavorable grade. Generally, if you participate in class discussion and group activities in a constructive way and come to class prepared, you will receive a high participation grade. If you never speak in class, if you are ill-prepared (or do not complete) your outside assignments, or dominate class discussion with irrelevant topics, you will receive a low participation grade.

Attendance Policy
Since this is an intensive course, structured in an executive education format, I expect each of you to attend all class sessions for the full period of time. If you miss a class or leave class early, your class participation grade will be lowered.

Requirements for Written Work
All written assignments should be clearly written and well organized. They are to be typed and proofread and are to be handed in on the date due. Since we will be discussing the cases during class time, **late assignments will not be accepted unless there are serious extenuating circumstances. You must notify me and receive my permission in advance if there are reasons you will not be able to turn in your assignment on time.** If you will not be in class the day the assignment is due, it is your responsibility to email me your paper on the due date or turn it in earlier.

References. Use APA style for writing you case analyses and literature review. All sources of information must be referenced in a list of references at the end of the paper, listed alphabetical by the last name of the author. Any citations to references should be designated throughout the text by enclosing the authors' names and the year of the reference in parentheses. For example, <Several studies (Smith, 2000; Jones, 1997) support this conclusion>. Any citations to the source of a direct quotation must have a page number reference. For example, <Smith argued that "the validity of Jones' study is subject to question" (Smith, 1997 p. 56)>. If you have any questions regarding proper citation form, refer to the American Psychological Association guidelines. See http://www.ulib.iupui.edu/genref/writing.html for the style guide.

Course Guidelines

It is your responsibility to do the following:
- Come to class prepared every class session.
- Complete assignments on time.
- Participate in class discussion.
- Inform me of any problem or situation that may be interfering with your learning, attendance, or performance in this course.
- Provide feedback on the strengths and weaknesses of the course in a professional manner.

It is my responsibility to do the following:
- Provide activities designed to accomplish course objectives.
- Assist in providing an atmosphere conducive to learning.
- Provide feedback in a timely fashion and appraise students of their progress on a regular basis.
- Provide time outside of class to address student concerns.

Determination of Course Grade

Grading of Case Assignments. Grades will be assigned according to three *general* criteria: the quality of your analysis, the skill with which you use course material, and the quality/professionalism of your writing and presentation. The following detail is included to help you understand how this translates into a specific letter grade. For further details of case requirements, check Oncourse.

Grades of A+/A/A-: To receive a grade in the "A" range, you have gone well beyond the criteria of acceptable graduate work. The organization of your writing is easy to follow, spelling and grammar are correct, and writing style effective. Beyond that, your analysis is of above average quality and I am impressed with your comprehension of the material and the solutions that you recommend. Your case analysis reflects an in-depth and thorough understanding of the HR issues, theory, and research. Your research is thorough and your conclusions are original and well-defended. On the use of cited material in the case analysis, you have either been especially thorough in your use of the course readings, and/or you have gone beyond the assigned readings to seek out and incorporate additional reading material.

Grades of B+/B/B-: Good/Acceptable, but not outstanding graduate work, will be assigned a grade in the B range. To receive this grade, the organization of your case must be easy to follow, spelling and grammar mostly correct, and writing style effective. Your case analyses should distinguish between fact and opinion, avoid excessive rehash of case facts, and reflect a good understanding of the material. In most instances, your writing will reflect a good understanding of the human resource management issues. Your solutions will be based on HR theory and research rather than your opinion, and follow logically from your analysis and evaluation. You have a solid, if not comprehensive, bibliography that includes at least the related assigned readings for a particular case, and you have cited these appropriately in your write-up.

Grades of C+/C/C-: Grades in the "C" range fall below graduate work proficiency. This grade will be assigned if a case analysis has poor grammar, did not address the issues of the case, did not follow the case write-up format, or is sketchy or superficial reflecting only your opinion without support. A grade in the "C" range may also signify that I saw little understanding of the human resource management issues in your write-up, and a minimal or superficial application of course readings.

Grading of HR Project. Your grade will be based on the quality of your final report and your individual contributions to the group effort. I will take into consideration the scores you assign to each other in the peer review and self evaluation in assigning your individual grade. My assessment of the quality of your HR project will be based primarily on my own professional experience reviewing similar projects over the past 20 years, as well as my knowledge of HR issues. Thus, assessment of your work ultimately will be value-laden and subjective. However, subjective assessments are not necessarily arbitrary, and they are the primary method of assessment in the professional world. Professionals routinely make judgments about the quality of reports submitted to satisfy contractual requirements or to support policy initiatives. These judgments are inherently subjective and involve application of professional norms.

Below are scenarios that illustrate how I will use professional norms to assign grades:

"A" Scenario. A team defines the HR issue clearly; submits a well written report to the client; bases the methodology and recommendations on relevant HR literature; executes original data collection (e.g., survey research, interviews, focus groups) or well defined secondary analysis of existing data; and summarizes recommendations. The team submits a final report that adds value to the nonprofit organization, provides new understanding of a problem or course of action, is well organized, includes **no** typographical errors, and includes appropriate citations and supporting material in appendixes. In addition, the recommendations are based on evidence and sound logic. The final report presents a story that is clear, cogent, and persuasive.

"B" Scenario. The main difference between a grade of "A" and "B" is that, although all criteria may have been met, the report does not rise to the level of excellence. Examples where grades of "B" are given instead of "A" include the following: (1) methodology used to collect data did not address the HR problem or issues; (2) report was not written in a clearly logical way that flows from the HR problem, to data collection and methodology, to recommendations; (3) the HR project was not framed within the context of the HR literature; (4) the report lacked clarity as to how you arrived at your conclusions and recommendations; (5) it was not clear from your report as to the process you used to collect your data; (6) you did not follow through on what you specified in the contract; (7) your response rate was low—calling into question your recommendations and conclusions; (8) your report did not reflect a strategic understanding of human resource management.

"C" or lower Scenario. For a group to receive an unacceptable grade, it is clear to me that very little effort was put into the project. This may be reflected in the following ways: (1) the team struggles to define the HR project in a clear way; (2) fails to make the project a priority early in the semester; (3) fails to schedule and organize team meetings and work effectively as a team; (4) runs out of time due to late data collection in the semester; (5) submits a final report that lacks professionalism and is confusing to read; (6) the HR project is of little value to the nonprofit organization; (7) the report is incomplete, has multiple typographical errors, lacks appropriate (or no) citation of references, uses several different writing styles; (8) the report includes questionable interpretations of data or uses the incorrect data collection procedures. Basically, the report fails to meet professional or graduate academic standards.

Final Course Grade. The following grading scale will be used for final grades:

97 - 100% = A+	77 – 79.9% = C+
93 - 96.9% = A	73 – 76.9% = C
90 - 92.9% = A-	70 – 72.9% = C-
87 - 89.9% = B+	67 – 69.9% = D+
83 - 86.9% = B	63 - 66.9% = D
80 - 82.9% = B-	60 – 62.9% = D-
	Below 60% = Failing

V522 COURSE SCHEDULE AND ASSIGNMENTS

SESSION 1

Date   **Topic and Assignments**

Aug. 30   **Introductions and class overview**

A Framework for Managing Human Resource Management in the Nonprofit Sector

Readings:
(1) Pynes: Preface, Chapters 1 and 2
(2) Ridder, H. & McCandless, A. (2010). Influences on the architecture of human resource management in nonprofit organizations: An analytical framework. Nonprofit and Voluntary Sector Quarterly, 39, 124-141.
(3) Bennett, R. & Savani.S. (2011). Surviving mission drift. Nonprofit Management & Leadership, 22, 217-231.

Be prepared to discuss the following: (1) What is SHRM and how does this differ from an administrative or operational approach to human resource management? (2) Explain why SHRM is important for nonprofit organizations.

Assignments Due:
  • Read all handouts related to your HR project and writing a case analysis prior to class.

Discussion of HR Project
Discussion of how to write a case analysis

Date	**Topic and Assignments**

Sept. 13   **Human Resource Management and the Environment**

Readings:
(1) Pynes chapter 13 and Review chpt. 1
(2) Mosley, J.E., Maronick, M.P., & Katz, H. (2012). How organizational characteristics affect the adaptive tactics used by human service nonprofit managers confronting financial uncertainty. Nonprofit Management & Leadership, 22, 281-303.
(3) Carman, J. Leland, S. & Wilson, A. (2010). Crisis in leadership or failure to plan? Nonprofit Management & Leadership, 21, 93-111.

Be prepared to discuss the following: (1) What are the external environmental challenges that nonprofits must consider for planning purposes? (2) What are some of the leadership challenges nonprofits are and will be facing?

Assignments Due:
- Complete HR Trends in the Labor Market Exercise found on Oncourse—*prior to class!* Not to be handed in but be prepared to discuss in groups.

Employment Law Issues of Discrimination

Readings:
(1) Pynes Chapter 3

Assignments Due:
- Legal/EEO laws due for in-class group activity (groups will be assigned for this).
- Be prepared to discuss "Muslim Woman's Right to Wear a Head Scarf at Work" case found in Pynes text, pg. 84.
- Read Freida Mae Jones case (on Oncourse) and be prepared for case discussion

Human Resource Project: By the end of class, you need to turn in the name of the nonprofit organization and the type of HR project that you will be working on this semester, along with your group members' names.

Date	**Topic and Assignments**

Oct. 4   **Managing and Motivating Volunteers: Theory, Research and Practice**

Readings:
(1) Pynes Chapter 12
(2) Clary, E.G. & Snyder, M. (1999). Motivations to volunteer: Theoretical and practical considerations. Current Directions in Psychological Science, 8, 156-159.
(3) Brudney J. L. (2010). Designing and managing volunteer programs. In R.D. Herman & Associates (Eds.). The Jossey-Bass Handbook of Nonprofit Leadership and Management, Third Edition, p. 753-793. San Francisco: CA: Jossey-Bass.
(4) Rogelberg, S. et al., (2010). Employee experiences with volunteers. Nonprofit Management & Leadership, 20, 423-444.
(5) Hagar, M.A. 7 Brudney, J.L. (2011). Problems recruiting volunteers: nature versus nurture. Nonprofit Management & Leadership, 22, 137-157.
(6) Lee, Y. & Brudney, J. (2012). Participation in formal and informal volunteering. Nonprofit Management & Leadership, 23, 159-180.
(7) Garner, J.T. & Garner, L.T (2011). Volunteering and opinion: Organizational voice and volunteer retention in nonprofit organizations. Nonprofit and Voluntary Sector Quarterly, 40, 813-828.
(8) Wilson, J. (2012). Volunteerism research: A review essay. Nonprofit and Voluntary Sector Quarterly, 41, 176-212.

Be prepared to discuss the following: (1) What do we need to understand about volunteer motivation to be effective in managing them? (2) Is there anything particular about volunteer motivation that makes it easier or more difficult to achieve? (3) How can nonprofits best motivate, recruit, and retain volunteers?

Assignments Due:
- *Case Analysis #1 Due: Rewarding Volunteers* (Use the case analysis format required. Do not answer questions found at the end of the case).
- Report of empirical study/article on Volunteering (see Oncourse for instructions)
- **Turn in HR Project Contract (NOTE: Timeline due 10/17)**

Diversity Issues in Nonprofits

Readings:
(1) Pynes: Chapter 4
(2) McIntosh, P. (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies.
(3) Tannen, D. (1995). The power of talk: Who gets heard and why. Harvard Business Review.
(4) Mastracci, S. & Herring, C. (2010). Nonprofit management practices and work processes to promote gender diversity. Nonprofit Management & Leadership, 21, 155-175.

Be prepared to discuss the following: (1) What is meant by "managing diversity" and how does this related to SHRM? (2) What does McIntosh mean by "unearned privilege"? (3) What are the differences in communication/linguistic patterns between men and women? How does this affect organizational life?

Assignments Due:
- Diversity scenarios found on Oncourse. Read each and answer questions in writing (be prepared for in-class discussion).

SESSION 4

Date   **Topic and Assignments**

Oct. 25   **Human Resource Flow: Job Analysis, Recruitment and Selection**

Readings:
(1) Pynes Chapters 5 and 6
(2) Allison, M. (2002). Into the Fire: Boards and executive transitions. Nonprofit Management & Leadership, 12, 341-351.
(3) Froelich, K., McKee, G., Rathge, R. (2011). Succession planning in nonprofit organizations. Nonprofit Management & Leadership, 22, 3-20.
(4) Watson, M.R. & Abzug, R. (2010). Recruitment and retention in nonprofit organizations. In R.D. Herman & Associates (Eds). The Jossey Bass Handbook of Nonprofit Leadership and Management, Third Edition, p. 669-708. San Francisco: CA: Jossey Bass.

Be prepared to discuss the following: (1) What is a job analysis and how can this be used in a nonprofit organization? (2) What is the purpose of HR planning? (3) What is the best way to recruit and retain employees in a nonprofit?

Assignments Due:
- *Case Analysis #2 Due: The Board's Selection Dilemma*
- Bring your job description to class, if you have one, (make 5 copies to share with your group).
- Log on to the O*NET website at http://onetcenter.org
  Browse by career clusters and find your current position. Print this off to share in class.

Employee Retention and Separation

Readings:
(1) Mitchell, T.R., Holtom, B.C. & Lee, T.W. (2001). How to keep your best employees: Developing an effective retention policy. Academy of Management Executive, 15, 96-109.
(2) Allen, D.G., Bryant, P. & Vardaman, J. (2010) Retaining Talent: Replacing Misconceptions with Evidence-Based Strategies. Academy of Management Perspectives, 24, 48-64.

Be prepared to discuss the following: (1) According to the research literature, what are the key factors in retaining staff and volunteers?

Assignments Due:
- Complete turnover exercise found on Oncourse prior to class

SESSION 5

Date	Topic and Assignments

Nov. 8   **Compensation Issues in Nonprofit Organizations**

Readings:
(1) Pynes Chapters 7 and 8
(2) Day, N.E. (2010). Total rewards programs in nonprofit organizations. In R.D. Herman & Associates (Eds.). The Jossey-Bass Handbook of Nonprofit Leadership and management, Third Edition, p. 709-752. San Francisco: CA: Jossey-Bass.
(3) Ben-Ner, A. Ren, T. & Paulson, D.F. (2010). A sectoral comparison of wage levels and wage inequality in human services industries. Nonprofit and Voluntary Sector Quarterly, 40, 608-633.
(4) Grasse, N., Davis, T., & Ihrke, D. (2014). Understanding the compensation of nonprofit executive directors. Nonprofit Management & Leadership, 24, 337-398.

Be prepared to discuss the following: (1) What determines nonprofit pay levels? (2) What is distinct about the nonprofit sector in explaining wage levels? (3) How do you best reward employees in the nonprofit sector? (4) What is the relationship between pay and performance for executives of nonprofits?

Assignments Due:
- *Case Analysis #3 Due: Salary Inequities at Nexus of Indiana.*
- Compensation Dilemmas: In class exercise (do not have to prepare before class).

Afternoon will be spent working in your HR project groups. Be prepared to work for the afternoon. I will be meeting with each group during this time.

SESSION 6

Date	**Topic and Assignments**

Dec. 13   **Performance Management and Evaluation**

Readings:
(1) Pynes Chapter 10
(2) Becker, K., Antuar, N. & Everett, C. (2011). Implementing an employee performance management system in a nonprofit organization. Nonprofit Management & Leadership, 21, 255-271.
(3) LeRoux, K & Wright, N. (2010). Does performance measurement improve strategic decision making? Findings from a national survey of nonprofit social service agencies. Nonprofit and Voluntary Sector Quarterly, 39, 571-587.

Be prepared to discuss the following: (1) What are some of the challenges in evaluating performance in the nonprofit sector? (2) What criteria are most important for measuring performance? (3) What are the ethical issues that must be considered?

Training and Development of Volunteers and Staff

Readings:
(1) Pynes Chapter 9

Be prepared to discuss the following: (1) Well trained employees are key to organizational viability. How do we determine whether and when effective training actually occurs? (2) How is training different from career development?

Class Presentations of HR Projects

SPEA 2014 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. 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.iu.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 <u>current</u> SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, <u>current</u> SPEA students should refer to course syllabi for instructors' preferences (Oncourse, Webmail, etc.). This policy applies to <u>current</u> 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://studentaffairs.iupui.edu/health-wellness/counseling-psychology/index.shtml.

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/practices/withdrawal.php.

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: Onestart > 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 **IS NOT** required)	Week 1 (last day)
Withdrawal with automatic grade of W (Advisor signature **IS** required)	Week 2– Week 7 (regular session) Week 2 – Week 3 (summer session)
Withdrawal with grade of W or F (Advisor and instructor signatures **ARE** 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 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.