

**School of Public and Environmental Affairs
Lilly Family School of Philanthropy**

Fall 2013

COURSE

**SPEA - V558 Fund Development for Nonprofits, Section No. 25310
PHST P558 - Principles and Practice of Fundraising, Section No. 33108**

Important aspects of the fundraising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support, effective use of human resources, process management, theory to underlay practice, analysis of current practice, practice standards, and discussion of ethical problems

Thursdays 6:00 p.m. to 8:40 p.m.

BS 3018

INSTRUCTOR

Instructor: Timothy L. Seiler

Office Hours/Location: By Appointment

Indiana University Lilly Family School of Philanthropy
550 West North Street, Suite 301
(Sigma Theta Tau International Nursing Honor Society
Building; corner of West Street and Indiana Avenue)

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COURSE DESCRIPTION

This course examines the important aspects of the fundraising process as carried out by nonprofit organizations—its value base, preparation of the case for support, implementation of relevant strategies and techniques, assessment of potential sources of support, utilization of human resources (personnel and volunteers), and overall process management. The course will include theory to undergird practice, examination and analysis of current practice, proposal of practice standards, and discussion of ethical problems.

This course is designed to provide you with a thorough foundation in the principles and practices of fundraising. As such, you will have the opportunity to apply fundraising concepts and techniques by completing a learning portfolio of assignments in collaboration with an area

nonprofit organization. The learning portfolio will contain an assessment of an organization's fundraising capacity and capability according to the principles and materials discussed in the course.

REQUIRED COURSE MATERIALS

The required text for this course is:

Tempel, E.R., Seiler, T.L., & Aldrich, E.E. (eds.). (2011). *Achieving Excellence in Fundraising*. 3rd Edition. San Francisco: Jossey-Bass.

Please be sure to get the newly released **3rd Edition** of this text!

Electronic Readings

Posted readings can be accessed through Oncourse (<http://Oncourse.iu.edu>). After logging into Oncourse, click on the "Resources" tab. When you click on and open a class folder, the readings will be attached. They can be viewed, printed, or downloaded. Whenever electronic readings are assigned, you should bring them to class for analysis, discussion, and application.

Recommended Resources

Effective written and oral communications are critical to successful fundraising practice. Throughout the course, you will submit written assignments. The University Writing Center (274-2049) is located on the second floor of University Library in the Reference Area. You are encouraged to take advantage of this resource to be certain that your writing is clear, coherent, appropriately organized, consistent with graduate level expectations, and reflective of good grammar and mechanics.

COURSE LEARNING OUTCOMES

A fundraiser is called upon to analyze and understand an organization's resource needs and to develop and implement a plan to meet those needs using specific strategies and techniques. As a student in this course, you will be asked to do the same. You will learn how to think and act like a fundraiser. This knowledge and learning experience will be of tremendous value to you whether you currently work in the nonprofit sector or aspire to (regardless of the position/title you hold).

Upon successful completion of this course, you will be able to:

- ✓ Explain the role of fundraising in philanthropy and the nonprofit sector and understand the varied contexts and dimensions of professional practice.
- ✓ Apply a range of principles, techniques, and tools to solve practical fundraising problems.
- ✓ Analyze and evaluate the fundraising strategy of a particular nonprofit organization and develop recommendations for its improvement.
- ✓ Employ active reflection and an ethical framework to analyze your own professional practice.

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, the Final Exam Schedule, and a web site for campus-wide policies about the conduct of courses. Each student is responsible for understanding and following all school policies.

INSTRUCTOR'S CLASSROOM POLICIES

Course Format

This course meets on Thursday evenings from 6:00 p.m. to 8:40 p.m. There will be a short break midway through each session. Most class sessions will consist of a combination of lecture, discussion, small group work, and individual work. Lectures will introduce new concepts while discussions, small group, and individual work will allow exploration and application of those concepts.

Learning Portfolio

You will need to identify a nonprofit organization of interest for use in completing your learning portfolio. Early in the course, you should contact the organization of your choice and identify a staff or volunteer contact that can provide you with access to information and data about the organization's fundraising program. You will then select and complete **ten assignments from a menu of 12 options** in order to complete your learning portfolio. The short assignments will be due at various times throughout the semester. You may use organizations for which you have an existing relationship (i.e., employer, internship sites, volunteer sites, etc.), including those used to complete previous course projects provided that fundraising was not the focus of those projects (discuss with me if you are unsure). It is required and expected that you will have direct personal contact with the organization in order to complete assignments. If you have difficulty in making contact with an organization, please discuss this with me as soon as possible.

Tardiness and Absences

It is essential that you arrive on time and complete assigned work by required due dates. If you are unable to attend scheduled class meetings, you will be required to withdraw from the course. Please discuss extenuating personal or employer-related circumstances affecting attendance and participation with me immediately. It is good practice to notify me via Oncourse email, phone or in-person of any anticipated absences as soon as you are certain.

In the event that you do miss a class session, you may preserve your participation grade by submitting to me at the next class session a 3-4 page reflection on the readings for the missed class. This reflection should contain the following elements: 1) Your concise analysis of the readings' central points; 2) Your own assessment and critique of the quality and value of the readings as resources for fundraising practice; and 3) Questions the readings raise for you about their topics.

Submission of Work and Late Assignments

All assignments are due by the specified date and time in the syllabus and are to be submitted in class.

Withdrawals and Incompletes

As your instructor, I am not in the practice of regularly issuing “Incompletes.” However, a grade of “Incomplete” may be arranged for a student who is unable to complete the course for reasons beyond his or her control, which must be fully explained and documented. You should not assume that you can simply receive an “Incomplete.” I reserve the right to refuse to issue an “Incomplete” in cases where insufficient cause or evidence is missing. Poor performance or lack of effective time management with respect to assignments does not provide a basis for an “Incomplete.” A “W” for Withdrawal will be given in conformance with university policy.

General Student Expectations

As a student in this course, you are to display the professionalism and maturity expected at the graduate level and to comply with all policies on academic integrity and behavior. A copy of these policies is attached to this syllabus. All exchanges are to be polite and respectful. Debate is welcome, but it is to be civil. Class members should not engage in behavior disruptive to classmates or the learning environment.

ASSESSMENT AND GRADING

Course Requirements

Below is a course schedule detailing topics, readings, and assignment due dates. This schedule is subject to change as the instructor or situation warrant. Changes to the schedule will be announced in class and posted in Oncourse as soon as possible.

Grades will be assigned for the following:

Learning Portfolio	200 pts. (10 assignments at 20 pts. each)
Corporate/Foundation Presentation	20 pts.
Participation	20 pts.
Final Paper	<u>60pts.</u>
	300 pts.

A detailed explanation of all assignments will be provided. Assignments will be evaluated considering both content and writing. Plagiarism and other forms of intellectual and academic dishonesty will be severely sanctioned consistent with the attached policies. Please review these policies carefully.

Doctoral Students: All doctoral students should identify themselves on the first day of class and talk with me about the additional assignment(s) they will have in order to complete this course. Doctoral students will be expected to produce by semester’s end, an annotated bibliography of 15 scholarly sources that address a particular research question about fundraising. Please discuss details with me as soon as possible.

Grade Scale

The following grade scale will be used for final grades:

<u>Letter grade</u>	<u>Percentage</u>	<u># of points</u>	<u>Letter grade</u>	<u>Percentage</u>	<u># of points</u>
A+	97-100%	- 291-300	C+	77-79%	- 234-240
A	94-96%	- 282-288	C	74-76%	- 222-231
A-	90-93%	- 270-279	C-	70-73%	- 210-219
B+	87-89%	- 261-267	D+	67-69%	- 201-207
B	84-86%	- 252-258	D	64-66%	- 192-198
B-	80-83%	- 240-249	D-	60-63%	- 180-189
			F	60% & below	179-

COURSE SCHEDULE

August 22

Introduction and Overview

- Welcome & Introductions
- Expectations and Learning Styles
- Course Overview
- Definition of Terms (Philanthropy, 501 (c) (3), advancement, development)
- Values, Perceptions & Attitudes about Money, Fundraising and Philanthropy

August 29

Historical & Ethical Foundations of Fundraising

- Modern History of Fundraising in the U.S.
- Current State of Giving
- Law & Ethics in Fundraising
- Reflective Practice
- The Fund Raising School Cube

Text:

Ch. 1 A Philosophy of Fundraising

Ch. 10 Contemporary Dynamics of Philanthropy

Ch. 35 Ethical Frameworks for Fundraising

Ch. 36 The Law & Fundraising

Oncourse Readings:

Wagner, "Historical Perspectives on the Profession"
"Donor Bill of Rights"

Giving USA Executive Summary

Nonprofit Fundraising Study, *published in April, 2013*

Assignments Due:

Nonprofit Organizations for Learning Portfolio

September 5

Theoretical & Practical Foundations of Fundraising

- The Fundraising Cycle
- Nonprofit Organizations and Open Systems Theory
- Assessing Environment, Constituencies & Markets
- Building the Organization's Case

Text:

Ch. 2 Plan to Succeed

Ch. 3 Developing a Constituency for Fundraising

Ch. 4 Articulating a Case for Support

Assignments Due:

Portfolio #1 Gift Profile

September 12

The Total Development Process

- Terms & Elements of the Total Development Process
- The Annual Fund
- The Gift Range Chart
- Alternative Models

Text:

Ch. 5 The Total Development Plan

Ch. 6 The Annual Fund

Oncourse Readings:

Elischer, "Is the Donor Pyramid Dead?"

Fischer, "Philanthropic Community as Gift Economy"

Newman, "Opening Doors"

Assignments Due:

Portfolio #2 Mission Statement

September 19

Annual Fund Vehicles

- Internet & Fundraising
- Direct Marketing
- Telethons and Telemarketing
- Special Events

Text:

Ch. 19 Direct Mail Marketing

Ch. 20 E-Mail & Internet Solicitation

Ch. 21 Special Events

Ch. 22 Telephone Solicitation

Oncourse Readings:

Sargeant & Jay, "Planning for Retention"

NYX Article, "Social Networks Meant for Social Good, But at a Price"

Chronicle of Philanthropy, "*Charities Borrow Ideas From Political Campaigns to Increase Donations.*"

Assignments Due:

Portfolio #3 Annual Fund Case & Gift Range Chart

September 26

Fundraising Vehicles: Capital Campaigns

- Types of Capital Campaigns
- Elements of Capital Campaigns
- The Test for Readiness
- Planning & Implementation

Text:

Ch. 8 Capital Campaigns

Ch. 33 Selecting & Working with Fundraising Consultants

Oncourse Readings:

Campbell & Co., “Nonprofit Campaign Funding Methods & Levels”

Assignments Due:

Portfolio #4 Direct Mail Letter

October 3

Fundraising Vehicles: Planned Giving

- Definition of Planned Giving
- Aspects of Wills, Trusts & Other Instruments
- Developing & Implementing a Planned Giving Program
- Interpersonal & Ethical Dimensions of Planned Giving

Text:

Ch. 9 Establishing a Planned Giving Program

Oncourse Readings:

Benedum, “Codicil to His Last Will and Testament”

Cubeta, “Bequests as Legacies”

Turnbull, “Ethical Wills”

Assignments Due:

Portfolio #5 Test for Capital Campaign Readiness

October 10

Corporations & Foundations as Prospective Funders

- Trends, Developments & Motivations of Corporate & Foundation Giving
- Researching Prospective Funder Priorities & Interests
- Approaching Corporations & Foundations
- Elements of Proposal Writing

Text:

Ch. 12 Corporate Giving and Fundraising

Ch. 13 Foundation Fundraising

Oncourse Readings:

Dykstra, “What is a Grant?”

Eisenberg, “Penetrating the Mystique of Philanthropy”

Menninger, “Foundation Work May Be Hazardous to Your Mental Health”

COP, “Next Generation of Workplace Campaigns”

Chronicle of Philanthropy, “Some Nonprofit Leaders Ask: Is Philanthropy Killing Itself With Kindness?”

Assignments Due:

Portfolio #6 Planned Giving

October 17

Individuals as Prospective Donors

- Working with Diverse Donors
- Prospect Identification & Research

Text:

Ch. 11 Prospect Research

Ch. 14 Women as Donors

Ch. 15 High Net Worth Donors

Ch. 16 Ethnicity & Giving

Ch. 17 Giving Differences among the Generations

Oncourse Readings:

Lindahl, "Fundraising Among Diverse Populations"

Assignments Due:

Portfolio #7 Corporate/Foundation Letter of Inquiry

October 24

Human Resources for Fundraising

- Volunteers: Donors of Time, Labor & Talent
- Governing Board & The Development Committee
- The Role of Professional Staff
- Leadership & Team-Building in Fundraising

Text:

Ch. 24 The Trustee's Role in Fundraising

Ch. 25 Volunteer Management

Ch. 26 Using Social Media to Energize/Mobilize
Volunteers

Ch. 28 Leadership & Team Building

Oncourse Readings:

Bombeck, "Without Volunteers"

Knox, "Fundraising Volunteers in Small Organizations"

Volunteering in America 2012, *published in July, 2013*

Assignments Due:

Portfolio #8 Assessing Total Development Program

October 31

Psychology of Motivation

- Major Gifts
- The Psychology of Asking for Money
- Aspects of Social Exchange
- The Process of Asking for Money
- The Solicitation Plan

Text:

Ch. 7 Major Gifts
Ch. 18 Personal Solicitation
Ch. 23 The Practice of Stewardship

Oncourse Readings:

Ostrander, "The Growth of Donor Control"
Schervish, "Major Donors, Major Motives"
Washington, "Raising Money"
Chronicle of Philanthropy, "*Charities Deal With a Stream of Lawsuits from Disenchanted Donors*"

Assignments Due:

Portfolio #9 Board Profile

November 7

Managing the Fundraising Process

- The Management Matrix for Development
- Planning Sequence for Fundraising
- Leadership
- Technology and Donor Information

Text:

Ch. 27 Managing the Fundraising Program
Ch. 29 Organizational Strengths & Vulnerabilities
Ch. 30 Donor Database Management & Segmentation
Ch. 32 Marketing & Communications for Fundraising

Assignments Due:

Portfolio #10 Solicitation Plan
Corporate/Foundation Presentations

November 14

Managing the Budget Process

- Budgeting for Development
- Relationship to Organizational Budgets
- Fundraising Costs

Text:

Ch. 31 Budgeting for Fundraising & Evaluating Performance

Oncourse Readings:

Bhattacharya & Tinkelman, "How Tough are BB Financial Standards?"
Cordes & Rooney, "Fundraising Costs"
Sloan, "Effects of Accountability Ratings on Donor Behavior"
Chronicle of Philanthropy, "*Watchdog Cracks Down on Misleading Statements on Fundraising Costs*"

Assignments Due:

Portfolio # 11 Management Matrix
Corporate/Foundation Presentations

November 21

Contexts of Professional Practice

- The Role of Fundraisers and Fundraising in Society
- Organizational Contexts for Fundraisers
- Career Tracks in Fundraising

Text:

Ch. 34 Fundraising for Grassroots Nonprofits
Ch. 37 Fundraising as a Profession

Oncourse Readings:

Hilenski, “The Distinctive Role of the Unit Development Officer”
O’Neill, “Fundraising as an Ethical Act”

Assignments Due:

Portfolio #12 Cost Analysis

November 28

Thanksgiving – No Class

December 5

Contexts of Professional Practice II & Wrap-Up

- Professional Development in Fundraising
- Course Review & Wrap Up
- Course Evaluation

Text:

Ch. 38 Fundraising Credentialing
Ch. 39 Preparing for the CFRE Exam
Ch. 40 International Perspectives on Fundraising
Ch. 41 Resources for Strengthening Fundraising

Oncourse Readings:

Huddleston, “The First 90 Days”
Pribbenow, “Public Character and Fundraising”

Final Papers Due: Bring Papers to class

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. 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: 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 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.