

**Indiana University-Purdue University Indianapolis
School of Public and Environmental Affairs
Fall 2014**

COURSE

Number/Title:	SPEA-V561 (Public Human Resource Management, 3 cr.)
Class Number:	27926
Day and Time; Location:	BS/SPEA 3015 6:00 – 8:40 pm Thursdays 25 August 2014 – 21 December 2014 (Official end of semester)

INSTRUCTOR

Instructor:	Lalita L. Amos, Psy.D. (c); MHRM President, Total Team Solutions, LLC
Telephone:	317 402-2339 (cell). I answer texts almost as soon as they arrive. Start there. Then, call. In either voicemails or texts, identify yourself as a V561 student and leave your name. Also, post question to the ASK YOUR INSTRUCTOR thread in the Oncourse Forums. If you have a question, others may benefit from my answer.
E-mail Address:	llamos@iupui.edu (Put “Your Name, SPEA-V561” in the subject line)
Office Hours/Location:	Without appointment: 8:00 – 8:30 am Monday through Wednesday, Eastern Time. Other times: Email to arrange appointment.

COURSE DESCRIPTION

Today’s governments must learn how to compete in a lightning-fast labour market where qualified job seekers have many choices, and boring or slow employers cannot compete.

[Price Waterhouse Coopers](#)

Public sector employers are very different than their “cousins”—non-profit and privately-held companies. Like businesses in the for-profit realm, public sector employers must operate using sound business strategy, solid staffing plans and tight fiscal constraints. Some key ways that public sector employers differ is in the areas of motivation—maintaining the kind of organizational culture and rewards and recognition systems that increase satisfaction and productivity while reducing absenteeism and turnover. Moreover, these organizations are driven by public sentiment in ways the for-

profit sector is not.

The work of the human resources contributor is to address the organization’s need for *talent* (a term you will hear frequently in this course) such that it can meet its goals for delivery of products or services.

Sounds pretty easy; however, for-profit staffing experts have long realized that we are in what has been called a “[War for Talent](#),” with competitors vying for candidates and recruiters “poaching” talent from other organizations. Only recently, however, have staffing experts turned their eye to the public sector—and realized that the War for Talent has been raging there as well.



The purpose of this course is to provide students with a working knowledge and basic understanding of human resources as it impacts today's public sector organizations.

Analysis of the structure, operations, and design of public personnel system, including government agencies and public enterprises. Relationships between public policy and personnel concepts, values, and operations are considered.

The specific **terminal objectives of this course** include being able to:

- Discover the key systems impacting strategic human resources management,
- Discuss key theories and concepts of motivation and how they differ from motivation in the for-profit and government sectors,
- Understand important drivers that impact human resources in public sector organizations,
- Explain and discuss the specific areas of human resources management necessary for an effective, productive public sector organization,
- Elucidate the role of the general manager and top leadership in setting the expectations for the human resources function—and by extension, the organization's entire "ecosystem," and
- Evaluate the impact that human resources practices have on performance and effectiveness.

Please note: We will be taking a broad, systems view of key HR systems in the public sector. This course is not a course in the technical aspects of HR services delivery.

REQUIRED COURSE MATERIALS

The following are required materials

- Pynes, J.E. (2013). *Human resources management for public and nonprofit organizations*, 4th ed. San Francisco, CA: Jossey-Bass Publishers. (Click [here](#) to find it on Amazon.com or as a Kindle edition)
- Reeves, T. Zane (2006). *Cases in public human resource management*, 3rd ed. Boston, MA: Wadsworth/Cengage Learning. (Click [here](#) to find it on Amazon.com)

These books have been ordered at the [IUPUI bookstore](#). They may also be ordered from Amazon Books (or other online book sellers).

Additional course readings will be available under the Resource tab in OnCourse CL.

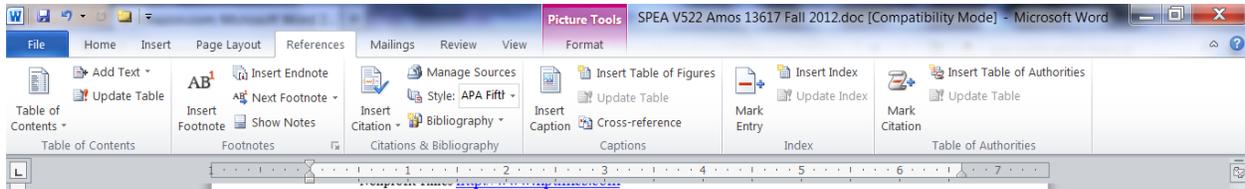
Recommended Reading

- Becker, B. E., Huselid, M., & Ulrich, D. (2001). *The HR scorecard: Linking people, strategy and performance*. Boston, MA: Harvard Business School Press.
- Fitz-enz, J. (2002). *How to measure human resources management* (3rd ed.). New York, NY: McGraw-Hill.
- Fitz-enz, J. (2010). *The new HR analytics: Predicting the economic value of your company's human capital investments*. New York, NY: AMACOM.
- Huselid, M. A., Becker, B. E., & Beatty, R. W. (2005). *The workforce scorecard: Managing human capital to execute strategy*. Boston, MA: Harvard Business School Press.
- Kaplan, R. S., & Norton, D. R. (1992, July/August). The balanced scorecard: Measures that drive performance. *Harvard Business Review*(7/8), pp. 172-180.
- Kaplan, R., & Norton, D. (2001). Leading change with the balanced scorecard. *Financial Executive*, 17(6), 64-66.
- Kotter, J. P. (1990). What leaders really do. *Harvard Business Review*, 68(3), pp. 103-111.
- Kotter, J. P. (1996). *Leading change*. Boston, MA: Harvard Business School Press.
- Kotter, J. P. (2008). *A sense of urgency*. Boston, MA: Harvard Business Press.

Recommended Resources

- American Psychological Association. (2009). [Publications manual of the American Psychological Association](#) (6th ed.). Washington, D.C.: APA.

- [Purdue's Online Writing Lab](#): An invaluable resource for information on graduate-level writing and citations.
- Microsoft Word 2007 or [2010](#). Be sure to get the APA 6th edition add-on. Play with the REFERENCES tab on the Ribbon (see below). It will allow you to create citations with a menu so you know which elements to add, then it will create the citation and put your reference list together for you. You will be overjoyed! Trust me.



COURSE LEARNING FORMAT

My philosophy of teaching is pretty straight-forward: Swing out onto the skinny branches, be creative and collaborate. You will learn more if you raise your hand to ask a question, challenge our thinking or to just say “I’m not sure what we’re talking about.” You are learning. I don’t expect you to come to class having already learned the “right answers.”

I consider each of your competent professionals in your respective areas with savvy wits and eager minds: You have stories to tell and it is my job to help you shape what you have experienced or see in the news into scholarly work. You will have a combination of individual group work, which will make up your course grade.

A word about groups: They are often a horrible experience with some students, unthinkingly arriving late—if at all—or leaving early amid cries of “I’m just so busy.” You are all busy people. So do your work, do it on time and pay more attention to your learning and the needs of your group members than to any thin excuses you might be tempted to offer.

Social loafing will not be tolerated. My company, Total Team Solutions, should tell you everything you need to know about my stance on the subject. If it doesn’t let me say it here: coasting on the strength of another’s work will not be tolerated. You will risk receiving no credit on assignments you did not contribute to.

COURSE REQUIREMENTS

CASES

You will be required to work in groups to prepare six case study analyses of the thirty in Reeves. At the beginning of the semester, your group will select its cases. You will then, discuss the key issues of the case and present a paper responding to the issues presented by that case along with any other information you find relevant to your learning. In addition, your group will be required to briefly present a case to your classmates.

ATTENDANCE AND PARTICIPATION

Your attendance will be measured just like you think: Showing up.

Your participation will be measured in two ways: with feedback from your group and from me.

In your groups, you will be submitting a very brief paper with your case analysis. The author of that paper will include the names of each group member who contributed to that paper on paper’s title page. If your name is not included, I will assume that you did not contribute to the development of the case and you will receive no points for that assignment.

The balance of the participation grade will be based on my assessment of your contributions to the learning of your classmates: If you were present, interacted and contributed, there should be no reason for you to lose a single point.

I will also retain discretionary points to be awarded at the end of the semester. To get these points, provide, in an exemplary way, to the learning of your fellow students. Provide an interesting news item that is topical and relevant, ask a probing question, swing out.

360 FEEDBACK AND PERSONAL/PROFESSIONAL DEVELOPMENT PAPER

Multi-rater, or 360-degree, feedback is an increasingly common way of collecting and utilizing feedback for performance improvement and career development. In this paper, you will discuss the notion of feedback in general, where it is and is not appropriate, how it relates to such strategic organizational imperatives as succession planning and coaching. This paper will be 10-15 pages and written in a format consistent with graduate work (see below).

Additional information will be provided in an Instructions and Rubric document which will be found in Oncourse.

FINAL PAPER: EMERGING ISSUES

This 10-15-page paper should focus on a specific emerging problem or issue in public human resource management. An abstract of the paper, identifying the issue and its relevance, should be submitted before **11 October**. If your topic has not been approved, you will not receive credit for this assignment no matter how brilliant it might be.

This paper will be formatted consistent with the expectations for graduate work: APA format, 12-point type, one-inch margins, double-spaced, 10-15 pages (exclusive of title page, references and appendices), citing scholarly resources and of academic quality. In it, you will define the emerging issue, explain its importance and relevance, discuss its impact on government organizations and employees, and suggest what the management's response should be to address it. You will need to cite approved primary resources (journals, fact-checked periodicals, and, sparingly, texts, which are considered secondary resources) in forming your viewpoints. Be sure to use in-text citation style (e.g., DuBrin, 2007; Harris & Thomas, 2010) in addition to a complete bibliography.

Additional information will be provided in an Instructions and Rubric document which will be found in Oncourse.

Academic Research

Academic research and papers must meet certain standards of quality recognized by the academic community. What constitutes quality, academic research?

- Primary sources written by experts in the field of study (journal articles, periodical articles; i.e., *The Harvard Business Review*, *The Journal of Sports Medicine*)
- Secondary sources supported by research in primary sources. Usually, these are textbooks. Cite them sparingly. A tip: Texts use primary sources. Use their reference lists to find articles, then read and cite them as primary resources.
- Credible sources (experts in the area of study)
- Relevant research (materials are pertinent to the area of study)
- In graduate work, the use of peer-reviewed journal articles (journal articles reviewed by recognized experts in the relevant field of study) is required
- Educational websites may be appropriate in some cases but should be evaluated carefully
- Interviews, recordings and other A/V materials.

Why? These sources have been fact-checked by other reputable scholars. Wikis and blogs are notorious for passing along false information without recourse for double-checking accuracy.

What sources are not acceptable for academic research and referencing?

- Encyclopedias
- Dictionaries
- Wikipedia, other wikis, or blogs
- Websites and other sources that do not provide quality researched materials (e.g. sites that do not contain primary researched data, without authors, with commercial interests, or do not use credible sources to support the information in the document)

The following items CAN be used to help you develop a point, but should not be used to develop your central thesis.

- News Articles
- Periodicals
- Editorials in research journals

If you use inappropriate resources, your paper will not be graded and you will receive a failing grade for that assignment.

All research must be documented according to APA standards, avoid any hint of plagiarism and reflect professional, academic protocol. Please see [Purdue's Online Writing Lab](#) and resources here at IUPUI for assistance with your writing, sourcing and documentation.

GRADING

Assignment instructions and the relevant grading rubric will be provided in the appropriate module in Oncourse. The instructor will pose the problem for your group or individual contemplation and the rubric will show the exact criterion upon which you will be measured.

The grading scale is as follows:

Grading Scale

Grade	Minimum	Maximum
A	93%	100 %
A-	90%	92 %
B+	87%	89 %
B	86%	86 %
B-	80%	82 %
C+	77%	79 %

Grade	Minimum	Maximum
C	73%	76 %
C ⁻¹	70%	72 %
D+	67%	69 %
D	63%	66 %
D-	60%	62 %
F	Below 60%	

Tasks	Points	Percentage of Grade
Cases (6 at 12 points each)	72	49%
360 Degree Feedback and Performance Management paper	25	17%
Final Paper (Emerging Issues)	25	17%
Participation and Attendance	25	17%
Total Points	147	100%

¹ At the graduate level, scores below C- are not acceptable. If you are at risk of a C- or below, please see your academic advisor.

COURSE SCHEDULE

Schedule for Lecture Topics and Assigned Readings Subject to Slight Modification (to remain topical) by Instructor

COURSE SCHEDULE AND ASSIGNMENTS

Module 1 Introduction and Overview 28 August 2014

On-boarding: review of Syllabus, Review of Assignments and Development of Groups.

Price Waterhouse Coopers (2011). The war for talent goes public. Fishman, C. Retrieved August 11, 2012 from http://www.pwc.com/en_GX/gx/hr-management-services/pdf/war-for-talent-goes-public.pdf

Fishman, C. (1998, July 31). *The war for talent*. Retrieved August 2, 2012, from Fast Company: <http://www.fastcompany.com/magazine/16/mckinsey.html>

Group Work: *Groups Introductions and Initial Planning. Set up your structure for the semester like who will be group leader, researcher(s), group paper author, responders to questions as well as how you will meet (chat, <http://www.dropbox.com> or [conference call](#)) and when. Also discuss group process.*

Module 2 Strategic Human Resource Management 4 September

Pynes, Chapter 1, Human Resource Management in the Public and Nonprofit Sectors

Pynes, Chapter 2, Strategic Human Resource Management and Planning

Module 3 Equal Employment and Diversity 11 September

Pynes, Chapter 3, Federal Equal Employment Opportunity Laws and Other Employee Protections

Pynes, Chapter 4, Managing a Diverse Workforce

Module 4 Equal Employment and Diversity 18 September

G1: Reeves, Chapter 18. Smoky Bear is an Underfill.

G2: Reeves, Chapter 5. The Fair Labor Standards Act, Flexing to Avoid Overtime.

G3: Reeves, Chapter 13. Sexual Harassment, Jailhouse Follies.

G4: Reeves, Chapter 12. Affirmative Action, An African American Woman Among the Good Ol' Boys in Indiana.

G5: Reeves, Chapter 26. Off Duty Conduct, The Cop and the Prostitute.

Module 5 Job Analysis 25 September

G1: Reeves, Chapter 27. Employee Dating and Privacy, The Case of the Cuddly Custodian.

G2: Reeves, Chapter 16. ADA Concerns, Is Heavy Lifting an Essential Job Function?

G3: Reeves, Chapter 28. Managing the Older Worker, Billy Goat or Old Goat?

G4: Reeves, Chapter 29. Religious Freedom at Work, Too Many Christmas Carols in the Winter Festival.

G5: Reeves, Chapter 14. Ethnic Discrimination, Culture Clash at the Cancer Center.

Module 6 Job Analysis/ Recruitment and Selection 2 October

Pynes, Chapter 5, Job Analysis

Pynes Chapter 6, Recruitment and Selection

Module 7 Recruitment / Motivation 9 October

G1: Reeves, Chapter 1. Recruitment and Selection, Deer Valley Hires a New Coach.

Motivation (special lecture)

Emerging Issues: Proposal for paper will be due 9 October at 11:59pm Eastern in Oncourse

Module 8 Compensation and Benefits 16 October

Pynes, Chapter 7, Compensation

Pynes, Chapter 8, Benefits

Module 9 Performance Management cont. / Labor-Management Relations 23 October

G2: Reeves, Chapter 9. Collective Bargaining (Problem Solving), Handling the Hanford Patrol.

G3: Reeves, Chapter 10. Collective Bargaining (Positional), Taking the Firefighters' Heat.

G4: Reeves, Chapter 7. Merit System Standards, Hiring the Unqualified.

Module 10 Comp and Benefits (cont.) / Training and Career Development 30 October

G5: Reeves, Chapter 4. Paying the Tucson Police.

G1: Reeves, Chapter 6. No More Nittany Lyons

Pynes, Chapter 9, Training and Career Development

Pynes, Chapter 10, Performance Management

Module 11 *6 November*

G2: Reeves, Chapter 20. Employee Training and Development, Fearless Freddy Fuego

G3: Reeves, Chapter 2. Promotion, Tom Collins Doesn't Mix Well.

G4: Reeves, Chapter 3. Job Evaluation, Some Counselors Are More Equal Than Others.

G5: Reeves, Chapter 19. Performance Evaluation, To Protect and to Serve.

360 Degree Feedback and Performance Management Paper due by 11:59pm Eastern in Oncourse

Module 12 *13 November*

Pynes, Chapter 11, Labor-Management Relations

G1: Reeves, Chapter 8. Personnel Records Management, Dissing the Border Patrol.

G2: Reeves, Chapter 11. Labor-Management Relations, Holiday Time for Prison Guards.

G3: Reeves, Chapter 15. Employee Due Process, Sergeant Preston of the Yukon Police.

Module 13 ***Challenges and Special Issues 20 November***

Pynes, Chapter 12, Volunteers

Pynes, Chapter 13, Conclusion: Challenges for Public and Nonprofit Organizations

G4: Reeves, Chapter 17. Hatch Act and Partisan Practices, Political Shoot-Out in the Lone Star State.

G5: Reeves, Chapter 22. Grievance Appeals of Disciplinary Action, Cattery Row.

No Class **+++Thanksgiving Break. No class++ (27 November—1 December)**

Module 14 **Challenges and Special Issues 4 December**

G1: Reeves, Chapter 23. Documentation in Discipline, Case of the Missing Portable Potty.

G2: Reeves, Chapter 24. Safety and Security After 9/11, Going Postal?

G3: Reeves, Chapter 21. Layoff and Reduction-in-Force, Eenie, Meenie-Miny-Mo.

G4: Reeves, Chapter 25. Attendance Management, What's a Single Mom to Do?

G5: Reeves, Chapter 30. Ethics in HR, The Unsinkable Molly Brown.

Discussion of Final Paper

Final Paper due in Oncourse by 11:59pm Eastern, 11 December in Oncourse

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.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 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.