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Welcome from the Associate Dean

On behalf of the School of Public and Environmental Affairs, I congratulate you on your decision to pursue a university degree, and I welcome you to SPEA. SPEA at IUPUI is ranked among the top 35 schools in public affairs and administration in the nation by U.S. News and World Report, and our graduate programs in criminal justice and public affairs are ranked third and fourth, nationally. You have made an important choice that will serve you well in your future.

Students are the lifeblood of any university, and we know that you and your families sacrifice so you can attend IUPUI. Our goal is to help you reach your academic and professional goals by providing you with an outstanding professional education in your chosen area of study—criminal justice, health administration, environmental science and health, public management, civic leadership, or policy studies. Our professional student services staff is available to help orient you to the school and the university and answer any questions that you might have. As you take classes, you will find that we have an extraordinary group of full-time and associate faculty who are experts in their fields, good teachers, and committed to helping you learn. You can make the most of your education with SPEA by taking advantage of the many available resources.

Opportunities abound at IUPUI – opportunities to learn, to make friends, and to expand your horizons. As a student, you will have many opportunities to learn, both on your own and as a member of teams, in settings that include the classroom, internships, and service learning projects. When you join one of our student groups, you will be able to contribute to our campus community and also develop leadership skills. If you take advantage of these opportunities and work responsibly, I know you will reap many rewards.

Accountability is critical in any endeavor, and in the academic community, it is a two-way street. We will help you achieve your goals by assuming our responsibility to provide you with interesting, thought-provoking, and rigorous courses taught by experienced faculty. We take our responsibility seriously because we know that the world is increasingly complex and competitive, and after you leave college, you will be competing with talented people from around the world for good jobs. When you take responsibility for your learning, you will gain confidence that the knowledge and skills you will acquire will prepare you for jobs upon graduation and future leadership roles in your career.

Rewards will come as you take advantage of opportunities and hold yourself accountable. Some, such as a good paying job, will be tangible; others, such as the self-knowledge and confidence of having achieved a lofty goal will give you satisfaction and enrich your life in innumerable ways.

Students. Opportunities. Accountability. Rewards. SOAR – We believe you will SOAR in SPEA. Congratulations again on your decision to join us. We look forward to working with you as you pursue your university goals.

Greg Lindsey, Associate Dean and Professor

Welcome from the Director of Academic Affairs

Dear Students,

Congratulations on your decision to pursue an undergraduate education in the School of Public and Environmental Affairs! We understand the importance of this decision to your future, and the investment of time, energy, and money it takes to attend college. We hope to challenge you intellectually, provide opportunities to get involved and develop leadership skills, and at the end of your academic journey with us, empower you to make a difference in your communities, the nation, and the world.

Our commitment to providing you with an excellent education is manifested in the care and dedication of our staff. Our faculty work hard to provide rigorous and stimulating classes. We have experienced academic advisors who will help you design each semester's course of study. Our staff in student services will provide information about internships, student organizations, speakers, and other opportunities to learn and grow. This undergraduate handbook will provide you with information on our policies and procedures.

The rest is up to you—study hard, manage your time wisely, and enjoy this opportunity to develop the knowledge and skills you'll need to have a productive and meaningful role in our collective future!

Best wishes for a rewarding academic journey in SPEA!

Ingrid Ritchie, Ph.D.
Director of Academic Affairs

Who's Who in the School of Public and Environmental Affairs

Associate Dean

GREG LINDSEY, Ph.D.

Associate Dean for SPEA Indianapolis
Campus
274-2016
BS 3025
glindsey@iupui.edu

Dr. Lindsey is the lead administrator for the School of Public and Environmental Affairs at IUPUI.

Directors

INGRID RITCHIE, Ph.D.

Director of Academic Affairs
274-3752
BS 4082
iritchie@iupui.edu

Dr. Ritchie is responsible for SPEA's procedures and policies and issues that span the various degree programs. She is readily available to speak with students who have questions or concerns.

DEBRA MESCH, Ph.D.

Director of Programs in Public Affairs
274-8635
BS 4060
dmesch@iupui.edu

Dr. Mesch is here to assist you if you have questions regarding classes in the BSPA or the MPA programs.

PAUL LANG, M.P.A.

Director of Programs in Health
278-0343
BS 4032Y
plang@iupui.edu

Mr. Lang is available to assist you with questions relating to the BSPH-Health Administration, BSPH-Environmental Science and Health, BS Health Services Management, or MHA programs.

ROGER JARJOURA, Ph.D.

Director of Programs in Criminal Justice,
Law and Public Safety
278-2270
BS 4066
rjarjour@iupui.edu

Dr. Jarjoura can speak to you about questions related to the Criminal Justice degree programs.

Student Services

NANCY LEMONS, M.A.

Director of Student Services
278-2077
BS 3027
nlemons@iupui.edu

Nancy oversees the student services department and can assist by answering questions and referring students to appropriate people.

LUKE BICKEL, M.A.

Program Manager
278-0308
BS 3027
lbickel@iupui.edu

Luke works with the Program Directors to coordinate items that bridge both undergraduate and graduate programs. He oversees graduate student services and is very knowledgeable about graduate internships and programs in general.

DENISE SCROGGINS, M.S.

Program Manager
274-6629
BS 3025
dscroggi@iupui.edu

Denise coordinates the course scheduling process, is a key liaison for associate faculty, coordinates SPEA's commencement, and performs special projects for the School.

TERESA ABNEY

Recorder
274-8483
BS 3027
tlabney@iupui.edu

Teresa maintains all undergraduate student records, processes most student forms, records grades, and certifies students for graduation. She creates curriculum and other databases for audits. See Teresa for questions related to processing substitutions, gaining police and fire credits, and applying for graduation.

PATT CARLTON

Administrative Secretary
274-4656
BS 3027
plcarlto@iupui.edu

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

SARA ALLEN

Graduate Admissions/ Student Services Assistant
274-0896
BS 3027
sajwrigh@iupui.edu

Sara assists with all aspects of the graduate admissions process and graduate student records.

Academic Advisors

KRISTIN LIVELY-SMITH, M. Ed.

Academic Advisor

278-1578

BS 3027

klivelys@iupui.edu

Kristin provides academic advising to all Criminal Justice students. She also works with SPEA's student groups and coordinates the criminal justice scholarships.

CASEY WINDHORST, M.S.

Academic Advisor

274-8773

BS 3027

cwindhor@iupui.edu

Casey provides academic advising for all Public Health (Environmental Science and Health and Health Administration) and Public Affairs (Civic Leadership, Management and Policy Studies) students. She also works with SPEA student organizations and coordinates SPEA scholarships in these areas.

SPEA's Faculty

Criminal Justice

Terry L. Baumer, Ph.D. Associate Professor

Criminal justice policy, community corrections, program evaluation, and crime trends

Crystal Garcia, Ph.D. Associate Professor

Evaluation of community corrections programs and criminal justice technologies (e.g., school safety technology and digital photography as evidence), crime policy, and juvenile justice

G. Roger Jarjoura, Ph.D. Associate Professor and Director, Programs in Criminal Justice, Law and Public Safety

Juvenile delinquency, juvenile justice process, statistics, and research methods

Samuel Nunn, Ph.D. Professor

State criminal justice policies, crime and technology, terrorism and homeland security, policing, drug enforcement policy

John Ottensmann, Ph.D. Professor

Urban spatial structure and special dimensions of urban policy, computer applications in planning, and Geographic Information Systems (GIS) in criminal justice areas

Kenna Quinet, Ph.D. Associate Professor

Serial and mass murder, medical murder, missing persons and unidentified dead, causes of crime, patterns and causes of death including homicide, suicide and accidents

Thomas Stucky, Ph.D. Assistant Professor

Criminology, criminal justice, social control, and political sociology

Jim White, M.S. Clinical Lecturer

Public safety management and emergency services management

Environmental Science and Health

Greg H. Lindsey, Ph.D. Professor and Associate Dean

Environmental and water resources planning, decision-making, and management

David Z. McSwane, H.S.D. Professor

Health effects of environmental hazards, food safety and environmental health policy

Ingrid Ritchie, Ph.D. Associate Professor and Director, Academic Affairs

Indoor air quality, environmental management and assessment

Public Affairs

Wolfgang Bielefield, Ph.D. Professor

Nonprofit management and philanthropic studies

Michael Gleeson, Ph.D. Associate Professor

Management science and operations management

Alfred Ho, Ph.D. Associate Professor

Performance measurement and budgeting, applied finance research, information technology and e-government development

Sheila Suess Kennedy, J.D. Associate Professor

Civil liberties, civil rights, charitable choice, and religion and public policy

Timothy Koponen, Ph.D. Trustee Lecturer and Director, Service Learning Engaged Department Project

Political economy; race, ethnic and minority relations; world markets

John L. Krauss, J.D. Clinical Professor and Director, Center for Urban Policy and the Environment

Law, public policy, conflict resolution, and mediation

Paul Lang, M.P.A. Lecturer and Director, Programs in Health

Nonprofit management, healthcare finance, and fundraising

Greg H. Lindsey, Ph.D. Professor and Associate Dean

Environmental and water resources planning, decision-making, and management

Laura Littlepage, M.P.A. Clinical Lecturer

Evaluation of nonprofits, service learning and gaming

Deanna Malatesta, Ph.D. Assistant Professor

Administrative law, rulemaking, regulation, telecommunications and information policy

Vicki Mech-Hester, Ed.D. Lecturer

Strategic planning, performance management

Debra Mesch, Ph.D. Associate Professor and Director, Programs in Public Affairs

Human Resource management, nonprofit management, management of volunteers, downsizing and mergers, and race and gender effects on giving and volunteering

Samuel Nunn, Ph.D. Professor

Urban infrastructure planning, urban planning and decision-making, urban telecommunications, and impacts of technology

John Ottensmann, Ph.D. Professor

Urban spatial structure and special dimensions of urban policy, computer applications in planning, and Geographic Information Systems (GIS) in criminal justice areas

Adrian Sargeant, Ph.D. Professor

Nonprofit marketing - including the arts, education, health care and philanthropy

Health Administration

Gregory Arling, Ph.D. Clinical Lecturer

Health services research and policy, gerontology, long-term care, and quality assessment

David Handel, M.B.A. Clinical Professor and Executive in Residence

Hospital Administration

Ann M. Holmes, Ph.D. Associate Professor

Health economics, measurement of health outcomes for economic evaluation, and analysis of mental health utilization

Paul Lang, M.P.A. Lecturer and Director, Programs in Health

Healthcare finance, fundraising, nonprofit management,

Yong Li, Ph.D. Assistant Professor

Health economics, long-term care, health insurance, and health care utilization

Natalia Rekhter, M.H.S.A. Trustee Lecturer

Health care finance and insurance, health care law and ethics, and strategic management

Eric Wright, Ph.D. Associate Professor

Health policy, mental health, HIV/AIDS/STI prevention, and program evaluation

Advising for SPEA Students: Academic Advisor vs. Faculty Mentor

Who Can Answer My Question?

Ask your Academic Advisor for:

- Help finding resources on campus,
- Help navigating the policies of the university and SPEA,
- Help selecting courses,
- Information on how many courses you have left to graduate,
- Assistance identifying interesting electives,
- Questions about pass-fail option, adding or dropping a class, grade replacement procedures,
- Advice on course sequencing,
- Information about pursuing certificates and minors in addition to your degree,
- Assistance with registration, ONESTART, ONCOURSE, etc.,
- General information about graduate school opportunities and requirements, and
- Information on the variety of Student Organizations available for SPEA students.

Ask your Faculty Mentor for:

- Advice about career opportunities and general salary information,
- General information on possible internship opportunities in conjunction with the Career Center,
- Help in selecting your emphasis area (for BSPA students),
- Specific information about graduate school opportunities within their field of expertise,
- Approval of internship or field experience paperwork, and
- Letters of recommendation for graduate school, scholarships, awards, future employment.

Introduction of Academic Advisors

SPEA has two full-time Academic Advisors. Casey Windhorst advises students in the Public Affairs, Public Health and Health Services Management degrees. Kristin Lively-Smith advises students with a major in Criminal Justice. Both of these individuals also work with various SPEA student groups and scholarship opportunities.

Casey Windhorst earned both her Bachelor of Science in Sports Marketing and Management and Master of Science in Athletic Administration from Indiana University Bloomington. Since working in athletic advising on the Bloomington campus, she is excited to become active with SPEA's diverse group of students and aid them to meet their personal, academic and career goals.

Kristin Lively-Smith earned her Bachelor of Arts in English at Indiana University Bloomington and a Master of Education from Salisbury University in Maryland. Because she has worked at IUPUI since March 2004 in University College, General Studies and SPEA, she has a strong knowledge of the campus and services available to our students.

Important Dates at a Glance

Important Dates for Fall 2007

March 19 – March 30	Priority registration
March 31 – August 29	Open registration
August 22	Classes begin
August 22	Late registration fee assessed
August 24	Waitlist ends
September 3	Labor Day holiday – No classes
October 17	Mid-term
October 23 – November 2	Priority registration – Spring 2008
November 13	Last date to withdraw – Fall 2007
November 21 - 25	Thanksgiving recess – No classes
December 10	Classes end
December 11 - 17	Final exams
December 21	Official grades posted on OneStart

Basic Student Information

OneStart

OneStart is Indiana University's web-based application portal that provides a common front door to online services at all IU campuses. This means that from one website, students are able to register for classes, view their transcripts, search the library, access Oncourse, view job postings, and access their web e-mail. You may access OneStart at OneStart.iu.edu.

Registration

No appointment is needed to register for classes. If you did not take classes the previous semester, you will need to call 274-1512 to request term activation. You may register by computer through the first week of classes (see Schedule of Classes and Academic Information for directions). Schedule adjustments (drop/ add) may also be done this way during this same period of time. Afterwards all schedule adjustments must be made using the drop/ add forms.

***** Any registration during the following times will be assessed a Late Registration fee.**

During the 1 st week of classes	\$45.00
During the 2 nd week of classes	\$68.00
During the 3 rd week of classes	\$88.00
During/After 4 th week of classes	\$100.00
Late registration change fee per transation	\$22.00

Waitlisted Classes

When a course reaches its maximum capacity, it is closed to further enrollment. Students who would like to try and enroll in a closed course can place themselves on a list (waitlist). During the waitlist period, if any student drops the class, the people on the waitlist move into the class in the order they are on the waitlist. If you have Financial Aid, you must register for the number of hours needed for your aid. Placing your name on a waitlist will not fulfill the financial aid requirement for credit hours.

At the end of the waitlist period (usually the first week of classes), instructors may choose to sign students into their class at their discretion, but only if there is space available. **Students are encouraged to attend any class for which they are on the waitlist. This will enable the student to continue in the course if he/she is added, without having to catch up on the coursework.**

Seniors who need a closed course to graduate prior to the next scheduled offering of the course should be sure to place their name on the waitlist. Prior to the start of classes, SPEA Student Services will review the waiting lists of these courses and contact each student regarding his or her possibility of registering for the course. SPEA makes every effort to ensure that seniors who need closed courses for graduation will be able to enroll in these courses, but students are not guaranteed seats in these classes. For this reason, it is important for each student 1) to stay in good academic standing to ensure they will be able to enroll in courses on a priority basis and 2) to meet with his or her Academic Advisor to plan and periodically review the proposed schedule of classes to ensure staying on track for graduation.

Withdrawals

It is important to formally withdraw from a course in a timely fashion, whenever circumstances prevent you from completing it (or all courses in a given semester). Students who stop attending class without properly withdrawing from the class will receive a grade of F. 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.** Grade replacement can be used to raise poor grades, no matter what the cause.

SPEA advises all of its students to contact their Academic Advisor to explore your options in the event that a student needs to withdraw from a course. There are three different types of withdrawals, depending on the timing of the withdrawal:

- A **timely withdrawal** is one that occurs during the Office of the Registrar's official withdrawal periods. These withdrawals must occur before the 13th week of class.
- A **late withdrawal** is one that occurs after the official withdrawal periods – that is, requests to withdraw from the 13th week through the last day of classes. These withdrawals are not routine and are considered only under extraordinary circumstances. Poor performance is not grounds for a late withdrawal. Students should be prepared to substantiate reasons for late withdrawals. In the event that a request for a late course withdrawal is denied, the student may consider grade replacement to improve a low grade.

It is important for students to understand that after a course grade has been issued, a withdrawal is considered a change in grade. Such a request is rarely granted and requires extraordinary circumstances that prevented the student from withdrawing during the normal semester. Students who seek to withdraw from a course after the conclusion of a course must follow the Grade Appeal procedure.

The course schedule adjustment form (DROP/ADD Form) should be used to withdraw from a course; it is available from the SPEA Student Services window. Instructions for completing it are given on the form.

Please be advised to contact the Financial Aid office when adjusting your schedule to determine how a course withdrawal will affect your account. Also note that schedule adjustments may result in additional fees being assessed – contact the Office of the Registrar for the further information.

Fees

For all fee and fee payment information please go to the Bursar website: www.bursar.iupui.edu. Billing dates are included on this website. Bills may be paid in person in the Cashier's office (Cavanaugh Hall), by mail, or QuikPay via the computer.

Refund Periods – Regular Semester

100% during 1st week of classes
75% during 2nd week of classes
50% during 3rd week of classes
25% during 4th week of classes
0% during 5th week of classes

Drop/Add-Schedule Adjustment Periods

Course deleted from record.
Withdrawal with a “W”.
Withdrawal with a “W”, advisor signature required.
Withdrawal with a “W”, advisor signature required.
Withdrawal with a “W” or “F” advisor & instructor signatures are required.

Visit the Bursar's website for information about refund periods and the drop/add-schedule adjustment periods during the summer sessions or for courses that are not offered in the 16-week regular or 6-week summer session format.

Parking Passes - Now Available On-Line

Parking passes are available on-line at www.parking.iupui.edu. You may also purchase your permit in person at the Parking Services office on Vermont Street. Parking Services hours: M-W: 7:00 am – 5:30 pm, Th: 7:00 am – 2:00 pm & 3:00 pm – 5:30 pm, and F: 7:00 am – 5:00 pm. **Permits are no longer available through the registration process.**

Student ID

Student Photo ID cards (Jagtag) is the IUPUI ID card that works as an ID, a library card, and a debit card at the bookstores, in vending machines, and most dining places on campus as well as Ray's Campus Salon, Parking Services, Hospital Gift Shops, and the Natatorium. Campus Card Services is located in the Union Building, Room #115 (Monday – Friday, 8:00 a.m. – 4:45 p.m.) and the satellite office at University College, Room #127 (hours vary and are posted at each Campus Card office and on their website: www.jagtag.iupui.edu). For more information, please call 317-274-5177. Other discounts offered by various Indianapolis vendors are also listed on this website.

E-mail Policy

In order to verify the identity of all parties involved, effective September 1, 2004, all e-mail communication from current SPEA students to SPEA staff must originate from an Indiana University e-mail account. For e-mail 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.

According to Indiana University's e-mail policy, if a student chooses to forward his/her mail to another e-mail address (AOL, Hotmail, departmental server, etc.), the *student's primary campus e-mail address remains the official destination for official university correspondence.*

Students wishing to forward their university e-mail to another account do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of e-mail forwarded to any unofficial e-mail address. For instructions on forwarding your e-mail go to <http://kb.indiana.edu/data/beoj.ose.help?osecat=e-mail> .

E-mail Account

Student e-mail accounts can be activated through the University Integrated Technology Services homepage: <http://itaccounts.iu.edu> . When the page comes up, you'll need to double click the E-mail Information button. If you need assistance with this, you may call 274-HELP (274-4357).

ERROL

ERROL is the electronic course reserve system that students can use to access assigned readings for courses at IUPUI. Instructors typically use ERROL whenever they want to use limited portions of a book or journal as instructional materials in a course. Instead of requiring the student to purchase the entire book or journal, the instructor will make the chapter or article available for download from ERROL, which can be accessed from the IUPUI Library Home Page. You can search for your

readings by department (e.g., Public and Environmental Affairs for SPEA courses), by instructor's last name, or by the course number, using any computer with Internet access. Because most materials are protected by copyright laws, your instructor will provide you with a password to access the course reserve materials. For more information or to search ERROL, please visit the IUPUI Library Homepage at www.ulib.iupui.edu.

Oncourse

Oncourse is an online course management application that allows faculty and students to create, integrate, use, and maintain web-based teaching and learning resources. Students can e-mail the instructor and other students in the class, check current status of course grades, post messages, participate in chat rooms, and review profiles of other students in the class. Oncourse is available at <https://oncourse.iu.edu>.

Please note that discussions and messages posted on Oncourse should be pertinent to the class topic and respectful of fellow classmates and the instructor. Students who use Oncourse to send inappropriate and/or disrespectful or disruptive messages will be subject to SPEA and campus policies on civility or disruptive behavior, depending on the nature of the communication.

IUPUI Bookstores

IUPUI Bookstores make available books and supplies required for course work as well as imprinted sportswear, computers, software (IUWare & Microsoft agreement), gifts, and services that contribute to the overall educational experience offered at IUPUI. Locations include Cavanaugh Hall, Union Building and the Jags Store in the University Place Hotel Food Court. For more information and for Fall 2007 semester hours of operation call 278-BOOK (2665) or visit: www.bookstore.iupui.edu/.

Students who become a Jags Bookstore member are entitled to member benefits that include saving 5% on purchases, including textbooks,¹ by becoming a Jags Bookstore Member. Additional perks include discounts on special promotional items, a monthly newsletter and more. You may sign up at any Jags Bookstore campus location.

¹ The 5% discount cannot be combined with any other offers and is not valid on software or i-Pod purchases.

Important Phone Numbers

SPEA Student Services	274-4656
Admissions/ Enrollment Center	274-4591
Bursar	274-2451
Counseling and Psych. Services	274-2548
Escort Service	274-SAFE
Financial Aid	274-4162
Housing and Residence Life	274-7200
JagTag Office	274-5177
Jumpstart Service	274-7233
Integrated Technologies	274-HELP
Student Advocate	374-3931
Parking Services	274-4232
Placement Testing	274-4240
Police Dispatch	274-7971
Police Emergency	374-7911
Registrar	274-1501
Student Health	274-8214
Transcripts	274-1519
Veterans Benefits	274-1521
Campus Operator	274-5555

ATM Locations

- Outside on north side of Cavanaugh Hall at University and Michigan.
- Inside the Michigan/University Blvd entrance to the Food Court.
- Between the Library and the BS/SPEA building on the second floor.
- IU Natatorium at University and New York.
- University Conference Center in the gift shop.
- Riley Hospital in front of McDonald's.
- University Hospital near the gift shop.

Student Rights and Responsibilities

SPEA Indianapolis fully supports the student rights and responsibilities as defined in the *IUPUI Code of Student Rights, Responsibilities, and Conduct (Student Code)*. The *Student Code* spells out expectations for faculty and students, and provides the framework for SPEA's judicial process. SPEA students are expected to meet their responsibilities for academic and personal conduct. Failure to meet these responsibilities will subject the student to the School's judicial process and disciplinary actions.

A partial excerpt of these rights and responsibilities follows. The full text of student rights and responsibilities contained in the *Student Code* can be found at http://www.iupui.edu/code#1_A.

Part I: Student Rights

A. Rights in the Pursuit of Education

The classrooms, laboratories, libraries, and studios are the essential learning environments of the university, and the freedom to learn in these environments should be promoted and encouraged by instructors. The following statements have been developed in support of a student's right in the classroom or other learning environment. Students shall have the right to:

- Have access to faculty, academic technology, classrooms, libraries, presentations, and other resources necessary for the learning process.
- Have access to academic advising and clear expectations for degree and graduation requirements.
- Have decisions related to the pursuit of their education made in a clear manner.
- Learn in an environment that supports the freedom of self-expression and association.
- Participate in an exchange of ideas, pursuant with his or her constitutional rights and the Preamble of this Code, free of conduct that impedes either an instructor's ability to teach or the student's ability to learn. (See Guidelines for Dealing with Disruptive Students in Academic Settings, University Faculty Council, April 12, 2005)
- Receive either a paper or an electronic class syllabus in a timely manner.
- Expect to interact with faculty who act professionally; provide clearly stated class goals; provide clear expectations for class performance and evaluation; meet classes as scheduled; are accessible for office hours, appointments or consultation; and maintain a clear connection between course content and the most recently approved course description.
- Expect a faculty member will be sensitive to the student's religious beliefs and observances, including an expectation that instructors will make reasonable arrangements upon notice that the student must miss an exam or other academic exercise resulting from the observance of a religious holiday. (See Policy on Accommodations for Religious Observances, University Faculty Council, March 28, 2000)
- Have the freedom to raise relevant issues pertaining to classroom discussion (including personal and political beliefs), offer reasonable doubts about data presented, and express alternative opinions without concern for any academic penalty.
- Students have the right to expect that their work will be evaluated by academic standards alone.
- Study, work, and interact in an environment of professionalism and of mutual trust and respect that is free of amorous or sexual advances by a faculty member. All amorous or sexual relationships between faculty members and students are unacceptable when the faculty member has any professional responsibility for the student, even when both parties have consented or appear to have consented to the relationship. Such professional responsibility encompasses both instructional and noninstructional contexts. A faculty member shall not have an amorous or sexual relationship, consensual or otherwise, with a student who is enrolled in a course being taught by the faculty member or whose performance is being supervised or evaluated by the faculty member. A faculty member should be careful to distance himself or herself from any decisions that may reward or penalize a student with whom he or she has or has had an amorous or sexual relationship, even outside the instructional context, especially when the faculty member and student are in the same academic unit or in units that are allied academically. (From the University Code of Academic Ethics, Part A.1, Relations with students). See definition of "faculty member" in Part IV of the Code.

The remaining sections of Part I cover a student's right to be free of harassment; access to records and facilities; freedom of association, expression, advocacy, and publication; contributions to university governance, accommodation for individuals with disabilities; judicial process, and the rights of students as university employees.

Part II: Student Responsibilities

Just as students have rights, they also have responsibilities. Indiana University recognizes its responsibility to support and uphold the basic freedoms and citizenship rights of all students, and it expects students to be responsible for the following.

- A. Uphold and follow all codes of conduct, including this Code, relevant codes and bulletins of respective schools, professional programs or professional societies, and all rules applicable to conduct in class environments or university-sponsored activities, including off-campus clinical, field, internships, or in-service experiences
- B. Obey all applicable university policies and procedures and all local, state, and federal laws.
- C. Facilitate the learning environment and the process of learning, including attending class regularly, completing class assignments, and coming to class prepared.
- D. Plan a program of study appropriate to the student's educational goals. This may include selecting a major field of study, choosing an appropriate degree program within the discipline, planning class schedules, and meeting the requirements for the degree.
- E. Use university property and facilities in support of their education while being mindful of the rights of others to use university property and facilities.
- F. Maintain and regularly monitor their university accounts including e-mail and bursar accounts.
- G. Uphold and maintain academic and professional honesty and integrity.

The remaining sections of Part II cover academic responsibilities and misconduct and personal misconduct. Each student is expected to understand his/her responsibilities under these sections. Page 20 of the *SPEA Undergraduate Student Handbook* identifies activities prohibited under the academic misconduct section.

Whistleblower Policy

President Herbert has recently approved a whistleblower policy which clarifies the protections available to individuals who in good faith report suspected wrongdoing. The policy:

- requires individuals to disclose violations of law or university policy
- informs individuals how allegations of wrongful conduct may be disclosed
- protects individuals from reprisal as a result of disclosing wrongful conduct
- provides individuals a complaint process to seek relief from retaliatory acts

The full policy can be reviewed at: http://www.hra.iupui.edu/Policy_Manual/policy/5_10.html.

SPEA Policies

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). 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.

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.

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** - Cheating is defined to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not
- use external assistance on an in-class or take-home exam, unless specifically authorized by the instructor. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.
 - use another person to take an exam or quiz for himself/herself
 - use another person to conduct research or to prepare work, without advance authorization from the instructor who has assigned the work. This prohibition includes using materials prepared by a commercial term paper company, files of papers prepared by someone else, and documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.
 - use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork
 - steal exams or other course materials, including but not limited to, physical copies and photographic or electronic images

- submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted
- alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

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

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

Acknowledgement must be given for

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

4) Interference – A student must not

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

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

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

➔ **The penalties for academic misconduct may vary for each instructor, but a student who engages in academic misconduct could receive a failing grade for the course or be expelled from the University.**

Classroom Etiquette and Disorderly Conduct

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

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

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

Missing Classes (including exams)

It is the student's responsibility to attend every class session. The instructor is not obligated to excuse any student from assignments/ reports/ exams or allow a late (or early) submission. Be sure that you know your instructors' policies for absences so you can properly handle those days when you are ill or otherwise cannot attend class. You will find your instructors' policies in the course syllabi.

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, the student's work must be of satisfactory quality and it must be substantially completed. In SPEA, substantially completed means the student must have completed 75% of the course requirements. If the faculty member assigns an incomplete, the student must complete the work within a one year period (or earlier as determined by the instructor). The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

The use of the incomplete is not and should not be a substitute for a withdrawal and re-enrollment in the course. Note that SPEA faculty cannot give a student the option of using the incomplete to retake a course because of poor performance.

Grade Changes

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated incorrectly or assigned incorrectly. A student who is seeking a grade change for one of these reasons must *first contact the instructor* and ask for the grade change. In the event the instructor does not change the grade, the student may appeal the instructor's decision by filing a Change of Grade Petition with the Registrar's Office. **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. The Change of Grade Petition form is located at the Office of the Registrar's website at <http://registrar.iupui.edu/grdfm.html>. This form will be forwarded to SPEA's Director of Academic Affairs and students will be contacted after the Director of Academic Affairs has reviewed the grade appeal.

As a reminder, in SPEA requests to withdraw from a course after the course has concluded are rarely granted and require extraordinary conditions that prevented the student from properly withdrawing from the course, and the student must provide supporting documentation for these requests.

Grade Replacement Policy (Formerly FX Policy)

Effective Fall 1996, IUPUI implemented a policy that allows approved undergraduate students seeking their first degree to repeat a maximum of 5 courses or 15 credit hours. If a student chooses to repeat a course and achieves the same or higher grade, both attempts will appear on their transcripts. On the transcript, the original grade will be replaced by an X, and only the second grade will be counted in the cumulative GPA. Students may “replace” the same course twice. After the course is repeated, students need to complete a Grade Replacement Form. This form can be obtained from and submitted to SPEA Student Services (BS 3027). The SPEA Recorder will forward the form to the Registrar’s office for the transcript to be updated. *This policy is specific to IUPUI-SPEA and may not apply in another program or campus.*

Grade Point Average Calculation

Please see the following link for a quick resource for calculating semester and projected GPA’s.
<http://registrar.indiana.edu/calculator.shtml>.

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://registrar.iupui.edu/activeduty.html>.

Good Standing and Academic Probation in SPEA

SPEA monitors students at risk of dismissal for lack of academic progress through its probation and critical probation policy. The Office of Financial Aid also monitors students for academic progress, and students who demonstrate a pattern of not making adequate progress risk losing their financial aid. Although SPEA does not consider issues of financial aid in making decisions about dismissal, it does assist the Office of Financial Aid by certifying that students are making academic progress when students appeal a decision of academic probation made by the Office of Financial Aid. SPEA policies for good standing and academic probation are as follows:

Good Academic Standing

Students are in good academic standing when their semester and their cumulative grade point averages are 2.00 or above and their SPEA grade point average is at least 2.30. Students must be in good academic standing to graduate.

Probation

A student will be placed on academic probation if his/her cumulative or semester grade point average is below 2.00 **or** his/her SPEA GPA falls below 2.30. In order for the SPEA GPA to be considered, a student must have completed 12 or more credit hours in the major. If a student is not

making satisfactory progress toward a degree at the conclusion of the probation semester, the student may be dismissed from the school.

Critical Probation

Under special circumstances, SPEA students may be placed on critical probation. If the student is given the opportunity to enroll under critical probation, SPEA will establish strict conditions that must be met before that student will be allowed to register for future classes.

Students who fail to return to good standing at the conclusion of critical probation may be dismissed from the school.

Dismissal

If, in the opinion of the Director of Academic Affairs, a student is not making satisfactory progress toward his/her degree, he/she may be dismissed. Dismissed students will have their upcoming semester courses cancelled.

Readmission

Dismissed students must petition the Director of Academic Affairs for readmission. Dismissed students whose petitions are denied will not be allowed to register.

Principles of Undergraduate Learning (PULs)

The PULs, which were approved by the IUPUI faculty in 1998, are the foundational skills that we expect all of our students to gain during their experience at IUPUI. The skills embodied in the PULs are gained in both the general education requirements and in the major field of study. The PULs, with the exception of the definition of critical thinking, were revised in January 2006. Critical thinking was revised in May 2007. The revised PULs appear below.

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

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

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

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

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

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

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

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

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

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

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

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

SPEA's Student Organizations

Student organizations provide important service, social, and development opportunities for students in the School of Public and Environmental Affairs. From advisory councils to student groups for specific subject areas, there is a student organization for every SPEA student.

Alpha Phi Sigma

Alpha Phi Sigma is the only National Criminal Justice Honor Society for criminal justice majors. The society recognizes academic excellence of undergraduate and graduate students of criminal justice.

Undergraduate students must maintain a minimum of 3.0 overall GPA on a 4.0 scale, and a 3.2 GPA, on a 4.0 scale, in criminal justice courses. Students must also rank in the top 35% of their classes and have completed a minimum of four courses within the criminal justice curriculum at IUPUI. Graduate students are required to maintain a minimum of a 3.4 GPA in both criminal justice courses and overall courses, on a 4.0 scale. Students must have completed a minimum of four courses within the criminal justice curriculum at IUPUI. The honor society is open to those with a declared criminal justice major or minor. Membership is by invitation only.

Advisor: Dr. Roger Jarjoura (rjarjour@iupui.edu)

National website: <http://www.alphaphisigma.org>

American Humanics Student Association (AHSA)

American Humanics certificate program educates, prepares and certifies nonprofit professionals to strengthen and lead nonprofit organizations. The American Humanics Student Association at IUPUI provides a training ground outside of the classroom for students seeking certification through AH and students with interests in nonprofits and volunteerism. AHSA organizes service activities and fundraising events on campus and in the Indianapolis community. Open educational meetings are held once a month, featuring speakers from the Indianapolis nonprofit community. Many leadership opportunities are also available within AHSA and membership is open to both undergraduate and graduate students. Students pay a \$25 annual membership fee and fulfill academic certification requirements.

Advisor: Laura Littlepage (llittlep@iupui.edu)

National Website: <http://www.humanics.org>

Environmental Awareness League (EAL)

Mission: to promote awareness of environmental issues and to exchange the latest ideas and tools in order to better the future of environmental health. Open to all students, regardless of major or school affiliation. Throughout the year, EAL typically hosts a variety of social and service activities, field trips, and guest speakers.

Advisor: Dr. Ingrid Ritchie (iritchie@iupui.edu)

Indiana Civil Liberties Union Student Chapter (ICLU)

The purpose of the ICLU Student Chapter is to promote discussion and awareness of civil liberties issues and to safeguard civil liberties. Membership is open to all current and former students, faculty, and staff of IUPUI, regardless of age, creed, race, color, gender, sexual orientation, disability, national origin, or status as a veteran. Student members are required to become members of the Indiana Civil Liberties Union; there are no dues required to participate in the Student Chapter.

Advisor: Sheila Kennedy (shekenne@iupui.edu)

MHA Student Association

The IU MHA Student Association's goal is to plan events for both BSPH-Health Administration and MHA students that will allow students to get to know each other and network with experienced professionals in the health care arena.

Advisor: Ann Holmes (aholmes@iupui.edu)

Phi Alpha Delta

Phi Alpha Delta is an international law fraternity and is the only law fraternity with a pre-law division designed to help undergraduate students acclimate into law school. As a student organization, Phi Alpha Delta is very involved with the community, the university, and the local law community.

Advisor: Sheila Kennedy (shekenne@iupui.edu) or
Bill Blomquist (blomquis@iupui.edu)

National Website: www.pad.org

IUPUI website: www.iupui.edu/~iupui-pad

Public Affairs Student Association (PASA)

Public Affairs Student Association is a social organization that will provide networking and volunteer opportunities for all public affairs undergraduate and graduate students.

Advisor: Laura Littlepage (llittlep@iupui.edu)

SPEA Student Council

Formed in fall 2004, the SPEA Student Council serves as an umbrella organization for all SPEA student organizations. The council serves as a student voice and advocate for student needs with SPEA faculty and administrative staff.

Advisor: Casey Windhorst (cwindhor@iupui.edu)

For additional campus organizations, visit the Campus and Community Life website at <http://www.life.iupui.edu/groups/index.asp> .

Internships

Ask any employer about what they look for most in a potential job candidate and they will tell you experience. You may ask “How is it possible to acquire job experience for my career when no one will hire me because I have no experience to begin with?” The answer is.... internship, internship, internship.

Students often make the mistake of looking for easy part-time jobs to ease their financial burden while in college. The mistake is in thinking that the money earned by waiting tables will help you in your career. Students are encouraged to look towards an internship (paid or unpaid) as an investment in their future that will outlast any tip that may be given at a restaurant or bar.

IUPUI posts many more internship opportunities than are filled each year, which means that students can choose among many various experiences to acquire wonderful job skills and contacts for future positions. Internships can also be used to fulfill credit in degree programs, and many of SPEA’s programs actually require this type of experiential learning.

For more information on the process of acquiring an internship, contact your SPEA Academic Advisor.

Other Opportunities in SPEA

Scholarships

School of Public and Environmental Affairs New Student Scholarship

An award of \$500 to a beginning (first semester) student majoring in one of SPEA's academic programs. Qualified students must have graduated in the top 25% of their high school class and earned a SAT score of 1000 or more (or ACT score of 21 or more). Essay and transcript to be submitted with application to Office of Student Scholarships. Deadline is March 1.

Contact: Kristin Lively-Smith
(317) 278-1578
klivelys@iupui.edu

Plater International Scholarship

An award of \$500 to a SPEA student. Essay, resume and transcript are required. Recipient(s) will be chosen by members of a faculty committee based on academic excellence and quality of application. Deadline is March 1.

Contact: Casey Windhorst
(317) 274-8773
cwindhor@iupui.edu

Cory R. Elson Scholarship

Approximately \$2000 in the form of credit for tuition and fees at IUPUI to an undergraduate criminal justice student. To apply, students must have completed 60 or more credit hours, at least a 2.67 GPA, and wish to pursue a career in policing. Deadline is March 1.

Contact: Dr. Terry Baumer
(317) 274-8624
tebaumer@iupui.edu

Jason Baker Spirit Award

An award of \$500 will be given to provide recognition and financial support to a SPEA student who plans to pursue a career in law enforcement. There is no GPA requirement and essays are judged on the student's ability to demonstrate good character, integrity, discipline and commitment to the profession of law enforcement. Deadline is March 1.

Contact: Dr. Roger Jarjoura
(317) 278-2270
rjarjour@iupui.edu

Hudnut Scholarship in Public Leadership

Award of \$500 to a student majoring in public policy. The recipient will have given evidence of an ability to make a significant contribution to the urban community. SPEA students must complete an application and include their current resume. Applications are due April 1st.

Contact: Casey Windhorst
(317) 274-8773
cwindhor@iupui.edu

World Police & Fire Games Scholarship

The World Police and Fire Games fund is intended to assist full time or retired police officers and firefighters in their pursuit of an education. The scholarship can be used toward any undergraduate program at IUPUI. Applications are due April 1st.

Contact: Dr. Kenna Quinet
(317) 274-3447
kfquinet@iupui.edu

Bingham McHale LLP INGroup Legislative Conference Scholarship

Award of \$1,000 to a student who is pursuing a career in public service within Indiana state government. Applicants must be an undergraduate student, either full or part time, and must have at least 60 credit hours or more at the time of application. Students **must** attend the Legislative Conference in December. SPEA students must complete an application and include their current resume. Deadline is September 8.

Contact: Casey Windhorst
(317) 274-8773
cwindhor@iupui.edu

Community Service Scholarships

Awards of \$3000 to students willing to volunteer 4 hours per week through academic year at a service agency or public and enroll in a Community Service Seminar (P330, 3 cr. hr.). Applicants must have completed 15 credit hours at IUPUI and have a GPA of 2.75 or better. A 2-page personal essay interview and two letters of recommendation are required. Deadline is March 1.

Contact: Center for Service and Learning
(317) 278-2662

Charles O. McGaughey Leadership Awards

An award of up to \$3,000 to recognize students who have demonstrated leadership abilities in community service or service to IUPUI. Juniors and seniors with a 3.0 GPA can apply.

Contact: Office of Student Scholarships
(317) 278-1795

SPEA Alumni Association

An award of \$500 to three current SPEA students, undergraduate and graduate, in the last year of their program. Students must have a GPA of 3.0 or higher. Essay, transcript and one letter of recommendation are required. Deadline is April 1.

Contact: Megan Clough
(812) 855-9639
mclough@indiana.edu

Washington Leadership Program/ Indiana Leadership Seminar

The Indiana University School of Public and Environmental Affairs sponsors the **Washington Leadership Program**, which offers 36 IU juniors and seniors a leadership development internship opportunity in Washington, DC. The program welcomes SPEA students on all IU campuses.

As a Washington Leadership Program participant, you will live in nearby Alexandria, Virginia for the semester and work in the nation's capital. The internships will provide you with an opportunity to apply classroom theory to real-world activities and develop new professional skills. You can expect to participate fully in office life – attend meetings and special events, perform research, write reports, prepare briefings, and participate in a variety of other tasks. The program has a strong tradition of making students superior candidates for public and private sector jobs. In addition, this unique internship experience offers an academic component. Two required seminar courses are taught by a SPEA resident faculty member.

The **Indiana Leadership Seminar** offers honors students a chance to participate in a year-long course consisting of projects and specialized experiences with a local government or agency. The focus is to develop professional skills and provide networking opportunities for future career connections as students apply classroom theory to real-world activities. The Indiana Leadership Seminar has a strong tradition of helping students become superior candidates for both public and private sector jobs.

For further information about the Washington Leadership Program, contact your academic advisor. For information about the Indiana Leadership Seminar, contact Dr. Gleeson at Gleeson@iupui.edu.

SPEA Lounge and Computer Lab

Whether you are looking for a quiet place to study between classes or an open computer lab in the evening, the **newly renovated** SPEA lounge and computer lab is a great resource for you! Located in BS 1000, the SPEA lounge and computer lab is specifically for SPEA students and holds the same hours as the posted BS building schedule. In BS 1000, SPEA students can study at the desks and couches, store their books in the lockers or even heat their meals in the microwave. The lounge is also a great location for student organization meetings and class work groups. The computer lab is equipped with 31 new Dell computers for SPEA student use. In order to gain access to the lab and lounge areas, please visit SPEA's technology support staff in BS 0001 to have your Jagtag swiped for access. This technology staff office (HELPNET) is located just below BS 1000.

Planning for Success in SPEA

The faculty and staff of SPEA want all of our students to enjoy their academic journey in SPEA and to complete their degrees successfully and in a timely manner. Each semester, about one-third to one-fourth of our student body finds itself in academic difficulty – on probation, critical probation, or dismissed. There are many reasons why students have academic difficulties, but most of these causes can be prevented. Over time we have found that successful students are those who manage their time effectively, make academics a priority, and make connections. Conversely, students who are not successful typically have not managed their time effectively, have not made academics a priority, and have not made connections.

Manage Your Time Effectively – Before classes start, assess your outside responsibilities and how much time these require. Work, relationships and family responsibilities, recreation, and commuting all require time that is not available for studying. Take the time to determine how much time you have available for attending class, homework, and studying.

One hour spent in class generally means 3-4 hours of work outside of class. This time should be used for reading, problem-solving, studying for tests, conducting research and writing papers, and other class related activities. Some weeks will require more time; others will require less. Some students will require more time; others will require less. After completing your time audit, be realistic about how many academic credit hours you can reasonably fit into your schedule. It is better to take fewer hours and do well, rather than taking more hours than you can manage comfortably and doing poorly. This will also reduce your stress level!

In many cases, students who attempt too many hours will actually take longer to finish their degrees because they find they must retake courses, or they are dismissed and must sit out a semester or more, or they are required to take fewer hours as a condition of being allowed to continue on critical probation.

The IUPUI campus has developed the following guidelines (see below) to help students determine the appropriate number of credit hours to take in combination with work obligations. If you have additional outside obligations or have struggled academically, you may need to reduce your course loads further. Your Academic Advisor is available to help you decide what course load is best.

Hours Employed Per Week	Semester Load	Summer Load	Status
31-40+	6 credits	3 credits	half-time status
21-30	9 credits	4-5 credits	three-quarter status
0-20	12-17 credits	6 credits	full-time status

Make Academics a Priority – Once you have figured out how many credit hours you can take, make academics a priority by attending class, coming to class prepared, completing work on time, and taking pride in your work. This list for academic success is simple, but at times, it can be difficult to accomplish. If you are chronically late for class, routinely not

prepared for class, have trouble completing work on time, or do poorly on a regular basis, it's time to take stock. There may be underlying problems that you can solve or you may need assistance. The IUPUI campus has many resources available to students to help them achieve academic success. Your Academic Advisor can help guide you to appropriate campus resources, so be sure to take advantage of this help.

Make Connections – Students who connect to the campus are more likely to be successful and to enjoy their academic careers. The IUPUI campus and SPEA have a large variety of student groups, and we encourage students to join one or more, as their time allows. These organizations provide students with opportunities to make friends, gain in leadership skills, and enjoy sharing common interests. It is also important to connect with the faculty and your academic advisor. In addition to helping you understand course materials, faculty can serve as advisors for internships and assist with letters of recommendation for jobs, scholarships, and graduate school. Academic advisors can help students in a variety of ways and they should serve as a first point of contact for planning programs of study, solving problems, and finding resources

In summary, SPEA wants every student to be successful in achieving his or her academic goals. Managing your time wisely, making academics a priority, and making connections are key elements that will help you succeed academically and enjoy the time you spend pursuing your degree. SPEA's faculty and staff look forward to working with you!