

School of Public & Environmental Affairs  
Indianapolis University-Purdue University Indianapolis  
**Proposal Development & Grant Administration: The Context and the Process**  
**V 557 -- Fall 2006 semester**

**Time:** Monday, 6:00 p.m. - 8:40 pm.

**Location:** Nursing 305

**Dates:** August 28 - December 11 with no class September 4 (Labor Day)

**Final:** Take-home short-answer and essay exam. Handed out at last class, December 12

**Due MONDAY, December 18. This is the regular time scheduled for the final exam for this course. You could do the exam between 6:00 and 8:00 on 12/18, or you may turn it in ahead of time.** May be delivered to instructor at the scheduled exam time or delivered or e-mailed prior to deadline. 550 West North Street, #301 or TG 301 (campus)

**Instructors:** Melissa S. Brown  
Associate Director of Research  
Center on Philanthropy at Indiana University  
16 years as proposal writer and technical writer  
7 years as faculty member for The Fund Raising School  
Master of Governmental Administration, University of Pennsylvania

Heidi K. Frederick  
Assistant Director of Research  
Center on Philanthropy at Indiana University  
Foundation grants officer – 1 year  
2 years as proposal writer and technical writer  
M.A. in Philanthropic Studies and SPEA M.P.A. with concentration in nonprofit management, both from Indiana University

**Contact:** Students last name A-L: Your instructor to contact is Ms. Frederick  
hkbaker@iupui.edu

Students last names M-Z: Your instructor to contact is Ms. Brown  
msbrown@iupui.edu

No matter whom you contact, **please put course number in subject line. We read course-related e-mails evenings and weekends.**

**Note:** 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.

**Office hours:** With advance notice, either instructor can meet with you after class (but no later than 9:15 p.m.). Meetings at other times may be arranged as schedules permit. Request through e-mail.

**Oncourse:** This class uses Oncourse to post readings and assignments. If you cannot access Oncourse, please notify the instructor. If students want discussion online, that is fine, but the instructors do not monitor that.

**Learning Outcomes:** Successful completion of this course will enable the student to:

- 1) Evaluate an organization's readiness to apply for a grant;
- 2) Develop a project responsive to community needs, including using online and other resources to research for data that can document community needs;
- 3) Develop a proposal as a "case expression" within a total development program;
- 4) Research prospective funders and make recommendations based on findings;
- 5) Prepare compelling and grammatically correct (standard business English) text for a proposal for funding, including a needs statement, project/program objectives, project/program evaluation plan, and organization description.
- 6) Understand key steps in grants administration; and
- 7) Experience working as part of a proposal preparation team within a nonprofit organization. The team may be two people (nonprofit staff member and student) or larger.

**Readings:** Required: Joel J. Orosz (abbreviated Orosz)  
*The Insider's Guide to Grantmaking*  
Jossey-Bass, 2000.

Articles and excerpts from other books to be made available for students through Oncourse. All readings except Orosz chapters will be available online, either through Oncourse or at a website.

Strongly recommended acquisition for your library:

*Hank Rosso's Achieving Excellence in Fundraising*, 2<sup>nd</sup> edition edited by Eugene R. Tempel, Jossey-Bass, 2003. We will be reading five of the 34 chapters (abbreviated Rosso). Order through Amazon or elsewhere for about \$40.

*Elements of Technical Writing*, G. Blake and R. Bly, Longman, 2000. The first section is about clear, concise writing styles. Available through Amazon and other retail outlets for about \$10.

Recommended investment for your future as a proposal writer:

*The Gregg Reference Manual: A Manual of Style, Grammar, Usage, and Formatting*  
By William Sabin. Available through booksellers at about \$40-\$45.

**Assignments:** Four written assignments, each containing an element or elements of successful proposals.

One group project.

Assignments are DUE ON THE DAY INDICATED no later than the beginning of the class period. You may hand in a hard copy at the beginning of class **or** submit an electronic version with V 557 in the subject line to your instructor (based on the first letter of your last name, see contact information on page 1). Please DO NOT send your assignments via Oncourse.

E-mail submissions will be accepted until 5:00 p.m. on the day due. If you e-mail it AFTER 5:00 p.m., the paper will not be accepted. If you e-mail it DURING class (either from your wireless laptop or instead of coming to class) the work will not be accepted and you may be penalized by losing points from other projects. Note that late proposals aren't accepted either -- this is part of the learning of this class.

<b>Grading:</b>	Class attendance *	5%	(Continuous)
	Participation in class discussions	15%	(Continuous)
	2 short assignments, 10% each	20%	(1 each Sept & Oct.)
	1 proposal text, in draft	15%	(Nov)
	1 complete proposal	20%	(Dec – due week 1)
	Group project	10%	(Dec – due week 2)
	Final	15%	(Dec – due week 3)

\* If you know you will be absent, partial credit for attendance can be awarded with prior notice to your contact instructor.

Samples of high quality and not-high-quality work will be posted to Oncourse to help students get a sense of grading standards. Instructors use a point system for each assignment. Points are for content, persuasiveness, format, proofreading, writing quality, and other elements of a successful proposal. The grading grids will be posted to Oncourse for each assignment.

98% and above	A+
93% - 97%	A
90% -92%	A-
88% -89%	B+
83% -87%	B
80%- 82%	B-
75%- 79%	C
70%- 74%	D
< 70%	F

**SPEA policies (see addendum for complete text)**

School policy permits incompletes ONLY if at least 75% of the work has been completed at a passing level and if the student is physically unable to complete the remainder.

Plagiarism will be penalized according to school policy (see addendum).

Discourteous behavior during class, include reading the newspaper, working crossword puzzles, listening to headphones, using cell phones or PDAs, or other disruptive classroom activity, that interfere with teaching, will be reported to the Office of the Dean of Students for disposition.

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
August 28	<p>Introductions</p> <p>Course overview</p> <p>A philosophy of fund raising and debunking myths</p> <p>Review of university standards about plagiarism and this course's expectations about using organizational language</p>	<p>None required but if you can, read Rosso, Chapters 1 and 2 about a philosophy of fundraising</p>	<p>Handed out: Syllabus Assignment 1.</p>
September 11	<p>Organizational assessment: Is your nonprofit ready to apply for a grant?</p>	<p>Rosso, Chapter 3 and 4</p> <p>Murphy, "Foundation fundraising for new organizations," <i>New Directions in Philanthropic Fundraising</i>, v. 28, Summer 2000</p> <p>Boice, "Take Nothing for Granted," <i>Advancing Philanthropy</i>, July/August 2003</p> <p>LaPiana Associates, <i>Tool for Assessing Startup Organizations</i>, available at <a href="http://www.geofunders.org">www.geofunders.org</a></p> <p><i>The Grantseekers Development Kit</i>, Institutional Capability checklist and worksheets 2</p> <p>T. Seiler, <i>Developing Your Case for Support</i>, worksheet for components of a case statement</p>	<p>You must have a nonprofit identified by this class. You will assess this nonprofit's readiness to submit a proposal and write a proposal on behalf of this organization as the course project. These activities total more than 60% of your grade. Instructors have suggestions for nonprofits, if needed.</p> <p>Guest speaker : Working within organizations to develop a proposal, especially when you don't work there full time as a proposal writer</p>

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
September 18	Understanding funders and the changing environment for grantmaking and grantmakers	<p>Orosz, prologue, chapter 1</p> <p>Hall &amp; Howlett, <i>Getting Funded</i>, Figure 4-1; Table 4-1 and page 32</p> <p>* Ostrower, <i>Attitudes and Practices Concerning Effective Philanthropy</i>, April 2004, p. 1 to 16 (and more if you're interested in same analysis broken into four types of foundations). Download from <a href="http://urban.org">http://urban.org</a></p> <p>* Foundation Center, <i>Highlights of Foundation Giving Trends and Highlights of the Foundation Yearbook</i> (both at <a href="http://www.fdncenter.org">www.fdncenter.org</a> under "Gain Knowledge, National Trends")</p> <p>* M. O'Neill, <i>Nonprofit Nation</i>, table showing nonprofit revenue sources</p> <p>* <i>Giving USA</i> press release and graphs at <a href="http://www.sbyco.com">www.sbyco.com</a>, under "news and notes"</p>	<p>BRING TO CLASS PRINTOUTS OF THE ONLINE READINGS with a *.</p> <p>They will be used for in-class activities.</p> <p>First assignment due.</p>
September 25	Project idea, needs assessment, documentation, and project plan	<p>Rosso, Chp 6 on a case for support</p> <p>Rosso, Chp. 7 on a total development plan.</p> <p>M. Carlson, <i>Winning Grants Step by Step</i>, chapter 2, writing a compelling needs statement</p> <p>In-class demonstration of online resources for documenting community needs (focused on human services—if you are working in another subsector, bring ideas to share)</p>	<p>BRING TO CLASS YOUR NEEDS STATEMENT, written following the guidelines and principles in Carlson. This will be the basis of an in-class discussion that will help strengthen the proposal that you ultimately write.</p> <p><b>Instructors will return first assignment.</b></p> <p>Prospect worksheet formats to be handed out.</p>

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
October 2	Researching funders	<p>First-Time Users Guide at the Catalog of Federal Domestic Assistance (<a href="http://www.cfda.gov">www.cfda.gov</a>) including links for Applying for Federal Grants and to <a href="http://www.grants.gov">www.grants.gov</a>.</p> <p>Prospect worksheets posted as samples, using various sources.</p> <p>The Fund Raising School, handout of essential information about a prospective funder, handout from study guide for Preparing Successful Grant Proposals.</p> <p>The IRS Form 990-PF of any private foundation. You can view these through <a href="http://www.guidestar.org">www.guidestar.org</a> , through <a href="http://www.grantsmart.org">www.grantsmart.org</a> or through various commercial services including The Foundation Center.</p>	<p>Handed out: Assignment 2</p> <p>In-class demonstration of online research resources</p>
October 9	Contacting funders and continuing interactions with funders - telephone/email inquiries, letter of inquiry etc.	<p>Orosz ch. 2, The human factor</p> <p>Orosz, ch. 7, Site visits</p> <p>Geever, J. "Contacting and cultivating potential funders," <i>Guide to Proposal Writing</i>.</p>	In-class exercise on initiating contact with funder(s)
October 16	Program planning: Why thinking about goals, activities, and evaluation before you prepare a proposal is important.	<p>Hatry, H., <i>Performance Measurement</i>, Chapters 2 and 6</p> <p>W.K. Kellogg Foundation <i>Logic model development guide</i>, Chapter 1, <u>skim chapters 2-3, READ</u> Chapter 4 (but doing exercises is not required). download from: <a href="http://wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf">wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf</a></p>	<p>In-class exercise on logic model development.</p> <p>Second assignment due.</p> <p>Third assignment handed out. This is the longest assignment in the class. You get three weeks for it. Don't wait until the night before--you'll fail. This assignment is based on content in the coming weeks. Reading ahead is permitted.</p>

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
October 23	The proposal: part I Needs Objectives Plan Timeline Rationale Staff History	Carlson, Mim, "Defining clear goals and objectives," from <i>Winning Grants Step by Step</i> , Jossey-Bass, 1995  Geever, J., "Developing the Master Proposal," in <i>The Foundation Center's Guide to Proposal Writing</i>	<b>Instructors will return second assignment.</b>  In-class writing exercise focused on framing goals and objectives.
October 30	The proposal: part II The proposal-writing process (review, review, review), proposal presentation, and following all required procedures	Hall & Howlett, <i>Getting Funded</i> , Appendix A (check list)  A. Robinson, "Words and Layout: Mastering the basics of grant presentation," <i>NonProfit Times</i> , October 1998  K. Reeds, <i>The Zen of Proposal Writing</i> , Chapters 12-14  Sample proposals to be posted to Oncourse for use in in-class review.  The Fund Raising School, proposal review check-list from the study guide for Preparing Successful Grant Proposals	BRING PRINTOUTS OF THE SAMPLE PROPOSALS FROM ONCOURSE to class. We will review these proposals using what we've learned to date.
November 6	Budgeting: the project, indirect costs  Continuation plan - long-term funding for project	J. Quick & C. New, "Fundamentals of Project Budgets: Concepts and Terms," from <i>Grant Seeker's Budget Toolkit</i> , Wiley, 2001  L. Miner and J. Griffith, <i>Proposal Planning and Writing</i> , Chapter 12, Budgets  E. Keating, "Is there enough overhead in this grant?", <i>Nonprofit News</i> , Spring 2003  P. Rooney, M. Hager, and T. Pollak, "Getting What We Pay For: Low Overhead Limits Nonprofit Effectiveness," available at <a href="http://nccsdataweb.urban.org/kbfiles/311/brief%203.pdf">http://nccsdataweb.urban.org/kbfiles/311/brief%203.pdf</a> .	Third assignment due.  Fourth assignment handed out  In-class exercise on calculating indirect costs.

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
November 13	Variations on a theme and emerging trends	<p>J. Geever et al, "Variations on the Master Proposal Format," from <i>Guide to Proposal Writing</i>, The Foundation Center</p> <p>Center for Effective Philanthropy, <i>Foundation Communications: The Grantee Perspective</i>, download from <a href="http://www.effectivephilanthropy.org">www.effectivephilanthropy.org</a></p> <p><i>Foundations' Use of the Internet Report: Foundations for Success: Emerging Trends in Grantmakers' Use of the Internet</i>, focus on section about e-grantmaking, <a href="http://www.iapps.com/usr_doc/fnd4success_iapps.pdf">www.iapps.com/usr_doc/fnd4success_iapps.pdf</a></p> <p>Foundation Center, <i>Key Facts on Corporate Foundations</i>, <a href="http://www.fdncenter.org">www.fdncenter.org</a></p> <p>Foundation Center, <i>Key Facts on Family Foundations</i>, at <a href="http://www.fdncenter.org">www.fdncenter.org</a></p>	<p><b>Instructors will return third assignment.</b></p> <p>Guest speakers.</p>
November 20	Funder review of proposals	<p>Orosz, Ch. 4, Reviewing proposals</p> <p>Orosz, Ch. 6, Responding to proposals</p> <p>Orosz, Ch. 12, Leveraging impact</p> <p>W. Vartorella, "The view from Mt. Olympus--A Grant Reviewer's List," <i>Nonprofit World</i>, Jan-Feb 2003</p> <p>Proposal review sheets used by real funders, posted at Oncourse</p>	<p>Facilitated discussion of hurdles, challenges, and concerns about working on a proposal development team.</p>

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
November 27	Grant award and follow-up	<p>Orosz, Chp. 10, managing the project</p> <p>J. Quick &amp; C. New, "The Basics of Managing a Funded Project," from <i>Grant Winner's Toolkit</i>, Wiley &amp; Sons, 2000.</p> <p>J. Geever, "What the Funders Say," in <i>Guide to Proposal Writing</i></p> <p>K. Reeds, "Relishing Rejection and Savoring Acceptance," in <i>The Zen of Proposal Writing</i></p>	<p>Fourth assignment due.</p> <p>Group project handed out. It will take perhaps 3 hours to prepare--and that is if your group wants to talk about it a lot.</p>
December 4	Ethical issues in proposals, grants, and project administration	<p>Orosz, Chp 15, ethics of grantmaking</p> <p>Tempel in Rosso, chap.30</p> <p>"Building Value Together," from the INDEPENDENT SECTOR, <a href="http://www.independentsector.org">www.independentsector.org</a>.</p> <p>"Obedience to the Unenforceable," INDEPENDENT SECTOR, <a href="http://www.independentsector.org">www.independentsector.org</a>.</p> <p>Association of Fundraising Professionals, Standards of Professional Practice, <a href="http://www.afpnet.org">www.afpnet.org</a></p>	<p>Guest speaker.</p>
December 12	Group project presentations	<p>No readings beyond what is required for group project.</p>	<p><b>Instructors will return fourth assignment.</b></p> <p>Group project due.</p> <p>Final handed out</p>
MONDAY December 18	Final exam due.	<p>Review for exam. This is a comprehensive exam with <u>several short-answer questions</u> and <u>one essay question that demands reflection and demonstration that you have integrated course concepts into your work.</u> <u>The exam does not ask for repetition of course material.</u> You will get to choose the essay</p>	<p><b>FINAL DUE:</b></p> <p>You may deliver hard copy to your instructor at 550 W North Street, #301. campus address is TG 301 by 5:00 p.m., hand-deliver in classroom NU 305 at 6:00 p.m., or send e-mail copy by 5:00 p.m. You may also come to the classroom and take the final</p>

Date	Topic(s)	Readings to be done <u>before this class</u>	Handed out: Due
		from among three or four topics. Anticipated response length is 500-750 words.	during the assigned final time.  <b>Late exams will not be accepted.</b>  <b>Early submission is perfectly fine.</b>
December 22	Grades available online.		

## SPEA 2006 Policies Addendum to Syllabus

### Academic Misconduct

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. 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 the IUPUI *Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://www.iupui.edu/code/>, so that you will be sure to understand what these terms mean and what penalties can be issued for academic misconduct. Significant violations of the Code can result in expulsion from the University. 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.** 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.

### ***Classroom Etiquette 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. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the web or other non-class activities, talking or laughing with others, arriving late, 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.

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. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at <http://life.iupui.edu/help/code.asp> in order to understand your responsibilities as a student.

### **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>

### **Course Withdrawals**

Students who stop attending class without properly withdrawing from the class may 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.**

No withdrawal forms will 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.

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

### **Incompletes**

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

### **Grade Changes**

Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. **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. The Change of Grade petition form is located at the Office of the Registrar’s website at <http://registrar.iupui.edu/grdfrm.html>.

### **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>.

### **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. Exams may not be given in the week before the final exam week. 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 Undergraduate or Graduate programs. See the Office of the Registrar’s website at <http://registrar.iupui.edu/accal.html> for the final exam week schedule.